

# University of Wisconsin – Green Bay Center Annual Reports 2020-21

## Table of Contents

UW Green Bay Education Center for First Nations Studies .....	2
Center for Food in Community and Culture .....	3
UWGB Center for History and Social Change .....	4
Center for Middle East Studies and Partnerships.....	5
Center for Civic Engagement.....	6
Center for Public Affairs.....	8
Center for the Advancement of Teaching and Learning.....	14
Cofrin Center for Biodiversity .....	31
Environmental Management and Business Institute (EMBI).....	40
Gerontology Center .....	44
Hmong Center .....	45
Institute for Learning Partnership.....	46
Language Learning Lab.....	47
Lower Fox River Watershed.....	48
NEW Partnership.....	49

**UW Green Bay Education Center for First Nations Studies**

Annual Report 2020-21

No report submitted

**Center for Food in Community and Culture**

Annual Report 2020-21

No report submitted

**UWGB Center for History and Social Change**

ANNUAL REPORT FOR 2020-21

No report submitted

# Center for Middle East Studies and Partnerships

## Annual Report 2020-21

*The goals of the Center are as follows:*

1. Support courses that contain content related to the Middle East, Arab or Islamic World
2. Organize and/or support lectures, film screenings, roundtable discussions related to pertinent topics from the region
3. Support students on campus from the region
4. Collaborate with other UW-System campuses or initiatives, as well as St Norbert College and NWTC
5. Serve as a resource for the community regarding issues related to the Middle East and North Africa

### Summary Report 2020-2021

1. Supported the following courses:
  - HUM STUD 383: Contemporary Middle East in Literature and Film
  - History 337: Rise of Islamic Civilization
2. Organized/supported the following events:
  - Global Studies Roundtable: "Lebanon: The Phoenix with Clipped Wings," with Ziad Achkar, 23 October, 2020.
  - Human Rights Media presentation: "Judeo-Christian Values and the Othering of Islam," David Coury, 7 November 2020.
  - Philosopher's Café presentation: "Is Cultural Clash Inevitable?" David Coury, 10 March 2021.
  - Global Studies Roundtable: "A Closer Look at the Kingdom of Saudi Arabia: U.S. Relations and the Vision 2030 Reforms," with Fahad Nazer, Official Spokesman of the KSR Embassy, Washington, DC. 30 April, 2021.
3. Supported the following students/student groups
  - Helped re-start the Muslim Student Association which is again a student org. Prof. Ali Al Qahtani is serving as the faculty advisor
4. Collaboration with other campuses:
  - UWGB-SNC Middle East Initiative; continued discussions and collaboration with Robert Pyne, Prof. Robert Kramer and Dr. Dan Stoll (St Norbert College) about ways to promote understanding of North Africa and Middle East.
    - Great Discussions organization with St Norbert College.
    - Coury was invited to take part in an educational trip to the Middle East (Israel and Palestine) with St Norbert faculty and staff (now scheduled for January of 2022) in part through a grant obtained by the Norman Miller Center for Peace, Justice and Public Understanding.
5. Community Outreach/Engagement
  - Coury was invited to present three films to Saint John's on the Lake (Milwaukee) film series dealing with Middle East issues:
    - *Capernaum* (dir. Nadine Labaki) 4 January 2021
    - *Transit* (dir. Christian Petzold) 1 March 2021
    - *The Wind Will Carry Us* (dir. Abbas Kiarostami) 5 April 2021

# Center for Civic Engagement

## Annual Report 2020-21

The 2020-2021 academic year was a challenge for everyone (particularly for community engagement) and saw changes, growth and opportunities for the CCE. First and foremost, we were sad to lose founding director Alison Staudinger in January, but very pleased to welcome Katia Levintova as a new co-director. Our activities can be categorized in the following three groups:

### Programs overseen:

#### 1. Civic Scholars

- a. We had eight scholars this year (nine originally, but one left the university) who participated in the Fall introduction to the city and Spring internships
- b. Among the many activities they were involved in, our students: helped the NEW Community Clinic track and vaccinate homeless citizens for COVID; assisted DACA recipients at Casa Alba; helped plan new paths and mountain biking trails in Baird Creek; assisted visitors to Paul's Pantry; developed nutrition guidelines for visitors at the ADRC; assisted the Chamber with Leadership Green Bay planning; and shadowed administrators with at GBAPS.
- c. This year, we include new partnerships: Paul's Pantry, Brown County Health Dept and the NEW Community Clinic and Casa Alba.
- d. We have selected our Fall class and received twice the number of applicants as last year

#### 2. Newman Fellow

- a. 2020-21 Fellow Trent Ebel worked with mentor Bob Hornicek at Paul's Pantry
- b. As a Newman Fellow, Trent applied for and received a scholarship in summer to intern at the Alexander Graham Bell Foundation in Washington DC and to take summer courses at George Washington University
- c. We selected Hannah Beauchamp-Pope as our incoming Newman Fellow

#### 3. Campus Compact AmeriCorps member

- a. Hired UWGB graduate Brad Riddle as our 2020-21 AmeriCorps member
- b. Tasked with supporting and building capacity for the CCE and its programs
- c. Tasks have included: development of Civic Scholar recruitment plan; creation of CCE social media presence; distribution of Civic Scholar evaluation survey; co-authoring of CCAMPIS grant proposal; and draft plan for an expansion of the CCE
- d. Began search for 2021-22 AmeriCorps VISTA fellow and secured housing for the candidates

#### 4. Mayor's Dialogue

- a. Planned for and began our initial Mayor's Dialogue Series bringing together UWGB faculty with city employees
- b. Marcelo Cruz gave the inaugural talk in May; two more are planned for 2021

#### 5. Civic Engagement Board:

- a. Met twice with our community Board
- b. Welcomed new Board member Jill Sobieck, Green Bay United Way

## **Grants:**

1. NSF: Civic Juries and East River Flooding (not-funded)
  - a. Submitted a proposal for working with city and community groups to address East River flooding and socio-economic inequities using the concept of citizen juries
  - b. While not funded, we established new connections with community based environmental groups
2. NOAA in collaboration with UW-Madison (pending)
  - a. As a result of the NSF grant, we were invited to participate in a NOAA grant focused on community outreach to the lower bay area
  - b. This grant would allow us to hire a bilingual assistance to work with the community in area close to the lower bay

## **In-progress**

1. Social justice community dialogues
  - a. In conjunction with CATL, we hosted the first of two planned workshops focused on teaching difficult topics and pandemic teaching
  - b. In August, we plan a second workshop to include student panelists as well

# Center for Public Affairs

## Annual Report 2020-21

This report summarizes the activities of the Center for Public Affairs (CFPA) 2020-2021. CFPA staff includes Dr. Lora Warner, Director and Ashley Heath, M.A., Associate Director. It is important to consider the context in which the CFPA operates. The CFPA is housed in the Department of Public and Environmental Affairs (PEA) and has a mission to enhance the quality of life in Northeast Wisconsin by conducting research, educating community members and engaging students on important challenges facing the community. Similar to recent years, PEA receive no faculty course releases for leadership and development of the Center. Since the previous annual report, the UW System has approved the development of a Master's of Public Administration degree program for UW-Green Bay and PEA. PEA's expectation is that the graduate program and the CFPA will strongly support each other by providing opportunities for students to conduct both community and scholarly research through the Center. Students may have opportunities to seek grant funding for these projects.

The ability to fulfill this mission has been somewhat slowed due to the pressing demands placed on faculty and the university to shift almost all instruction online. The pandemic created an opportunity for issuance of a new CFPA Snapshot Report on nonprofit responses to the pandemic. In collaboration with 10 other UW-System faculty, the survey created a panel study of nonprofit responses over the coming year, with Phase 1 reaching 139 nonprofits from Northeast Wisconsin. The Snapshot Report (which has been a regular CFPA product) is available on the website <http://www.uwgb.edu/cfpa>.

As a way to remain visible to the nonprofit community during the 2020- 2021 academic year, Dr. Warner continued running free, virtual "Leader Conversations" for nonprofit leaders facilitated by volunteer experts and speakers for the fall Certificate program. UW-Madison Extension Brown County managed the registration and hosted these virtual calls throughout the 2020-2021 academic year. Both entities publicized and promoted these small group discussions. The sessions were overwhelmingly successful, reaching over 100 nonprofit organizations of all sizes and 325 participants. As time went on, we had participants from all over the state. The majority were Executive Directors or Board members of their organizations. Numerous participants attended more than 10 sessions. Most sessions were filled to capacity with a waiting list. We believe this spontaneous service generated a great deal of visibility for UW-Green Bay and new nonprofit resources. Topics included financial budgeting, communication, boards of directors, fundraising, and opening up. See Appendix 1.

### 2021-2022 Goals

The following goals are intended for subsequent years as the graduate program begins to unfold. The 2018-2019 business plan is attached as an Appendix for future reference.

1. Strengthen involvement by faculty (PEA and others) in CFPA activities (speakers, research).
2. Establish annual plans for CFPA activities, earmarking how each faculty member will participate, whether small or large. Aim for 100% participation.
3. Re-brand CFPA in terms of visual identity with the help of UnivComm.
4. Identify appropriate PEA projects and courses for branding under Center's logo – high impact community based if possible. Use this to promote to students across campus.
5. Increase CFPA operational/administrative funding.



## Appendix 1 Summary of Nonprofit Leader Conversation Sessions

Joint program of UW-Green Bay and UW-Madison Extension Brown County

<u>2020</u>	<u>Topic</u>	<u>Guest Discussant</u>	<u>Attendees</u>
22-Apr	Financial strategies	Steve Strang, VP, Spectrum NP Services	7
23-Apr	Communicating with stakeholders	Bridget Krage-O'Connor, Founder & CEO, O'Connor Connective	12
30-Apr	Communicating & leadership	Bridget Krage-O'Connor, Founder & CEO, O'Connor Connective	15
7-May	Board of directors	Nancy Heykes	15
14-May	Financial sustainability	Steve Strang, VP, Spectrum NP Services	9
21-May	Communication	Bridget Krage-O'Connor, Founder & CEO, O'Connor Connective	9
28-May	Re-evaluating your fundraising strategies	Shane Kohl, VP, Theda Care Family of Foundations	20
2-Jun	Re-evaluating your fundraising strategies	Shane Kohl, VP, Theda Care Family of Foundations	7
4-Jun	Opening Up	Ted Shove, BC Health Department; Naletta Burr, WEDC	15
11-Jun	Ethical decision-making	Dr. Kerry Kuenzi, UW-Green Bay	9
13-Aug	Grants and funding	Rashad Cobb, Program Officer, GGBCF and Sarah Inman, VP Brown County United Way	11
27-Aug	Operating during COVID-19 pandemic	Ted Shove, BC Health Department and Naletta Burr, WEDC	10
10-Sep	Risk Management	Christopher Paquet, Vice Chancellor, UWGB	12
24-Sep	Re-thinking fund development	Cara Gosse, VP of Communications and Development, Family Services	18
15-Oct	Leading during times of ambiguity	Melissa Borowicz, CEO/Owner of Utech Group	17
5-Nov	Human Resources Q&A	Julia Johnson, WIPFLI	12
3-Dec	Mental Wellness	Rebecca Fairman, Connections Mental Wellness	9
<b><u>2021</u></b>			
14-Jan	Fundraising while Quarantined	Bridget Krage-O'Connor, Founder & CEO, O'Connor Connective	17
28-Jan	Engaging with Board	Patrick Nehring & Melinda Pollen, UW Madison Extension Brown County	10
11-Feb	Strategic planning & Direction	Steve Strang, VP, Spectrum Nonprofit Services	13
4-Mar	e-Fundraising strategy	Amanda Moore, Moore Fundraising Solutions & Cara Gosse, VP, Communications & Dev., Family Services	12
25-Mar	All things volunteers	Jodi Dahlke, Chief Strategy Officer, Girl Scouts	18
15-Apr	Inclusion & equity	Dr. Corey King, Vice Chancellor, UW-Green Bay	20
6-May	Advocacy & engagement	Jeff Okazaki, Executive Director of Humane Society of Jefferson County	5
20-May	Safely emerging from the pandemic	Ted Shove, BC Health Department and Naletta Burr, WEDC	11
3-Jun	Leadership and Transitions	Melissa Borowicz, CEO/Owner of Utech Group	12
Total: 26 sessions			325 participants

## **Draft Business Plan for CFPA**

**Tabled by PEA Department October 30, 2019**

### Summary and Highlights

The CFPA proposes to solidify the role and activities of the organization and then re-launch with a new name, Center for Public and Nonprofit Affairs. Visual identity will be updated with revised web page, literature and logo. Its core activities will remain the same but seek stronger support by the University and faculty. Its core activities will remain largely the same with the addition of a nonprofit-capacity building initiative. The following core activities are planned:

- Conducting scholarly and applied research
- Sponsoring educational community presentations, programs and gatherings
- Providing students with the opportunity for high-impact, community-based learning experiences
- Offering nonprofit capacity-building activities

Funding and partnerships with community organizations will be sought to invest in development of the CFPA. Most activities will begin in the 2020-2021 academic year.

### Description of the Center for Public Affairs

#### *History*

The CFPA was founded in the 1990s. During that time, it provided significant applied research for the community. The CFPA administered several research grants for scholarly studies by faculty. Over the past 10 years, the CFPA has obtained over \$1 million in grants for applied community research and student internships. The Center completed eight contracted research projects and released three Policy Snapshot reports for the community. It has offered six community training sessions for nonprofit organizations, sponsored a number of speaker events and supported the IPat movie series.

#### *Position of CFPA Within UW-Green Bay*

While the Center draws on faculty throughout the university and its campuses, it is housed in the Department of Public and Environmental Affairs (PEA), an interdisciplinary unit concerned with public policy, public and nonprofit administration, political science, environmental policy and planning, Urban Studies, Organizational Leadership and Emergency Management. The Public and Environmental Affairs Department has continued to have one .25 FTE staff position and provides faculty one course release per year to serve as the Director of the Center. The current duties of the Director include:

- Conducting outreach to raise the visibility of the Center

- Writing proposals and contracts to secure contracts and grants
- Arranging public programs and events; providing guidance to faculty developing public programs
- Maintaining the budget, staff and student Research Scholars.
- Preparing reports and documentation per UW-Green Bay requirements

The Center is affiliated with the UW-Green Bay's Center for Civic Engagement as a collaborating entity. The CFPA collaborates with other faculty, colleges and departments within the University on projects. Students may be selected to serve as a Research Scholar with the Center. Research Scholars work on applied research projects under the supervision of the lead faculty.

### *Audiences*

Aligned with the geographic service area of the University, the Center serves students, the general public, and community organizations within the region.

### *Mission*

The Center for Public Affairs enhances quality of life in Northeast Wisconsin by conducting research, educating community members and engaging students on important challenges facing the community.

### *Vision*

- The Center for Public Affairs partners with community organizations on a wide range of activities.
- Leaders of NEW call the CFPA for access to technical expertise, policy analysis, quality research. They have a resource to go to for help with intractable problems.
- Students are mobilized and equipped to work in the community as effective leaders solving problems and building quality of life.
- Local funders recognize the value of the CFPA and provide an ongoing base of support.
- Students seek out the CFPA-branded projects, internships and courses because they recognize quality.

## **Core Activities**

### *Scholarly & Applied Research*

Scholarly research may be funded by grants administered by the Center, providing overhead dollars to support the Center as well as extramural funding for faculty. Applied research can take many forms including brief community reports, contracts with local government or nonprofit organizations, compilation of secondary data, and more. There is expressed demand for the Center to conduct applied research for nonprofit and government agencies evidenced by regular requests for assistance. Students can participate in this research and it can generate revenue for faculty and overhead dollars for the Center.

### *Community Presentations, Programs and Gatherings*

Either in conjunction with applied research or as a separate endeavor, the CFPA can sponsor speakers, panels, film presentations, networking events or other gatherings. These presentations can include an informal talk on the faculty

member's area of expertise, a paid speaker, a panel, or a social/networking event (for example, for nonprofit organizations).

### *Community-based High Impact Student Learning Experiences*

The CFPA can build visibility for the high-impact experiences in which students participate, and more opportunities can be developed under the umbrella of CFPA opportunities. Existing courses, ongoing internships or Honors Projects can be branded as "CFPA High Impact." Eventually, the CFPA can fund these opportunities. Additional hands-on courses, similar to the Political Science Lab, might be offered to small groups of students to complete community projects such as grant-writing or program evaluations.

### *Nonprofit Capacity Building Services (new)*

The CFPA can house the Nonprofit Capacity building umbrella of services for nonprofit organizations in UW-Green Bay's geographic area. To start, this will include a non-credit, community-based hybrid Nonprofit Management Certificate (catchy name needed). Students will complete 4 or 5 one-day trainings followed by online learning activities. Another series of workshops for existing and potential NP Board members will be offered. Finally, brief workshops will be offered on timely topics. Future possible programs include: a job posting internet board for Green Bay and surrounding areas, a "Tech" group (leader support cohort) for NP Executives, NP Executive Summer Camp (Packer Experience), or other capacity-building initiatives.

### *Benefits of Vibrant Center for Public Affairs*

- **Students** will have greater opportunities for internships and applied projects such as grant-writing, regional planning, fund raising, and program evaluation. While many internship opportunities currently exist for individual students, there are many needs expressed by local organizations for advanced projects that cannot be done by one student working alone with minimal supervision. If larger or more specialized projects can be developed, students can complete more advanced management projects in small groups under closer supervision by faculty.
- **Nonprofits and local governments** can build capacity to overcome obstacles that they currently experience. The CFPA can assist with analytical projects that help local organizations implement effective programs. There is great unmet need locally for expertise and technical support. We receive many requests for help every year. The policy capacity of local governments can increase with resources available at the Center.
- **The University** will benefit by having a vibrant, community-focused resource on campus. Faculty can connect more easily with community agencies. The goodwill generated locally will enhance the image of the University in the region.

## **Strategic Goals**

The CFPA has not been active for the past year due to loss of the Director's release and reduction of staff. We propose to re-launch the CFPA in order to realize its potential. The following goals are proposed:

1. Strengthen involvement by faculty (PEA and others) in CFPA activities such as forums, speakers, or research.
  - a. Create incentives for faculty to participate in CFPA activities. Consider course release as an option depending on project. Ensure that PEA tenure/promotion and merit standards reward faculty for participation

- b. Establish annual plans for CFPA activities, earmarking how each faculty member will participate, whether small or large. Aim for 100% participation.
  - c. Develop research projects with collaborating faculty from other units.
2. Develop NonprofitELEVATE capacity-building programs (new). Starting with two sets of trainings:
- a. Non-credit Community Nonprofit Management Certificate made up of 5 hybrid courses.
    - i. Program features: Must enroll in a package, not one by one. Courses are 1 day onsite (live streaming) with 2 weeks of required discussions/assignments to follow, badging, distance-learning technology
    - ii. Topics: Nonprofit Management, Fund Development, Board Development, HR/Compliance, Program Planning & Evaluation, Leadership/Supervision, Finance/Budgeting
  - b. Better Boards programs
    - i. “Elevate” diverse board members. Seek a grant to provide a series of monthly board development activities to train and support diverse board members
    - ii. Board Boot Camp- two-hour basic trainings for new board members
    - iii. Board recruitment events – brief presentations on community issues (e.g., housing/homelessness, veterans issues, addiction, etc) with related nonprofit organizations in attendance to attract board members
  - c. Future activities will be developed in subsequent years
3. Re-brand CFPA
- a. Approve name change to Center for Public and Nonprofit Affairs (CPNA)
  - b. Develop visual identity materials, website and brochures
  - c. Identify appropriate projects and courses for branding under Center’s logo – high impact community based if possible. Use this to promote to students across campus.
  - d. Release to community and campus, including students
  - e. Hold an event to announce
4. Increase CFPA operational/administrative funding.
- a. Develop case statement and work with Advancement to raise “start up” funding
  - b. Seek 2 years of financial support for development of NonprofitElevate initiative
  - c. The Center can leverage its work to obtain additional grants, contracts and fees.

# Center for the Advancement of Teaching and Learning

## Annual Report 2020-21

*Reporting period: Summer 2021 through June 15, 2022*

### Mission

The [Center for the Advancement of Teaching and Learning](#) or CATL 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 led by a Director who also holds a tenured faculty appointment and reports directly to the Associate Provost. The permanent Director, Caroline Boswell, resigned in August of 2021. Kris Vespia has served in the capacity of Interim Director since that time. The other full-time CATL employees are all non-instructional academic staff, and they include two Instructional Designers (ID), the Learning Management System Administrator (LMS Admin), the Distance Education Coordinator, and three Teaching, Learning, and Technology Consultants (TLTC). Part-time office and budget support are provided by the full-time Financial Specialist in the Library.

Position	As of August, 2021	As of May, 2022
Director	Caroline Boswell	(Vacant)
Interim Director	Kris Vespia	Kris Vespia
ID	Todd Dresser	Luke Konkol
ID	Nathan Kraftcheck	Nichole LaGrow
LMS Admin	Scott Berg	Scott Berg
Distance Ed Coord.	Nichole LaGrow	(Vacant)
TLTC	Luke Konkol	(Vacant)
TLTC	Kate Farley	(Vacant)
TLTC	Sam Mahoney	Sam Mahoney
Support Specialist	Kathy Gajeski (Part-Time)	Kathy Gajeski (Part-Time)

The Instructional Development Council (IDC) and UW System's Office for Professional and Instructional Development (OPID) also have reciprocal support relationships with the Center. The CATL Director is an ex-officio member of the IDC and seeks its input on matters such as Teaching Enhancement Grant applications, while providing expert guidance on teaching and learning professional development matters. The CATL Director also serves as UWGB's administrative representative on the [OPID Advisory Council](#); Mary Gichobi is the current UWGB faculty representative. They serve as import sources of information and expertise and act to promote and actively facilitate/participate in OPID programs; OPID provides economic, informational, and signature program supports in return.

## Basic Services: Client Contacts & Consultations

The core of CATL's services are the contacts we have with instructors to support their work. Based on staff-entered tracking data, between July 2021 and May 2022, we have **1,621 individual client contacts** through, for example, email or phone reach out. These contacts are interactions with instructors about basic teaching-related issues, such as how to create a rubric in Canvas or best practices for recording course material in online classes. In addition, we had **181 individual consultations**. These are more in-depth scheduled appointments with instructors about a specific pedagogical matter (e.g., course re-design, creating and assessing learning outcomes). UWGB's Service Desk or GBIT began using a new tracking system called Alemba for their incoming calls and emails in December of 2021. We fielded an additional **102 Alemba calls** that were transferred from GBIT to CATL between December and May.

There are two important caveats for these figures. One is that they are self-report, and it has become clear this year that there is *substantial* under-reporting of contacts due to confusion about procedures. As such, the team will be implementing a new tracking system with better training and weekly reminders for data input. The other qualification is that they do **not** include the numbers of clients who interacted with CATL through workshops, sparkshops, outreach, communities of practice, the distance education grant, the Instructional Development Institute (IDI), or our Canvas-based distance education certificate courses. Those numbers are reported separately below.

## Major Programming and Initiatives in 2021-22

### Distance Education Certificate and Courses

CATL created a [Distance Education Certificate program](#) in 2021 and piloted its three courses for the first time in 2021. Its goal is to support instructors in developing or reconfiguring courses in distance education modalities based on best practices. With the help of the CARES Act and the Provost's Office, instructors who participated earned stipends for completing courses in the program.

The certificate program consists of three courses: Teaching with Technology Basecamp, Distance Education Course Design Trail Guides, and Distance Education Retreats. Instructors earn badges for completing the first and second courses and earn the distance education certificate after completing the third course. They were launched with their first cohorts in June, July, and September of 2021, respectively. Structured feedback was collected from inaugural participants, especially those completing them as part of the Distance Education Grant program, to help evaluate them and point to possible revisions.

#### Course 1: Teaching with Technology Basecamp

The first course is called Teaching with Technology Basecamp. This self-paced experience in Canvas includes information on course development in distance environments, as well as technical information about the LMS and the various physical and digital spaces instructors will use for teaching. As a basecamp, it provides the essentials instructors need to be successful on the path to building their course. Instructors submit materials that are graded by CATL staff to assess learning and provide a connection for future consultations. The class has been completed by **67 instructors** this year.

#### Course 2: Distance Education Trail Guides

The second course, Distance Education Trail Guides, picks up where the first course left off. The trail guides course centers on developing learning pathways for students. Instructors can pick from two separate tracks depending on whether they are developing a synchronous or an asynchronous course. They create a sample module and receive feedback from instructional designers as part of the completion process. The class was completed by **36 faculty members** this year.

### Course 3: Distance Education Retreats

In the third course, Distance Education Retreats, instructors participate in a community of practice with monthly meetings while they teach the distance education course that they developed or reworked during Basecamp and Trail Guides. Participants explore practical applications for the skills they have learned in the previous two courses while receiving support from their fellow instructors and CATL co-facilitators. They engage in peer review, formal discussion, and submit a final report on a project in which they take a scholarly, evidence-based approach to a teaching and learning issue. The class had **10 instructors** in Fall 2021 and another **15 faculty** in Spring 2022.

### 2022 Instructional Development Institute

The [Instructional Development Institute](#) (IDI) is a professional development conference hosted by CATL each winter. This year the institute brought the campus community together virtually on January 11 & 12, 2022 around the theme of “Opening Up Higher Education.” The theme was selected to align with UWGB’s move to an identity as an open access institution and because it fit with strategic priorities of inclusivity in our classrooms, digital transformation (e.g., opening ourselves up to new technologies in teaching, using OER), and student success. The IDI featured a series of workshops and presentations exploring teaching and learning practices, pedagogical issues, specific challenges in instruction, high-impact practices, and more. Most sessions were led by UWGB faculty and staff. Our national-level invited keynote speaker was [Dr. Tracie Addy](#) who spoke on “The Critical Importance of Inclusive Teaching in Higher Education.” The second day included an invited talk by Vice Chancellor for Inclusivity and Student Affairs Corey King who addressed inclusion in the classroom. The 2022 IDI drew **111 staff and faculty** from UWGB, other UW institutions, and beyond.

Because CATL emphasizes continuous professional development and the application of learning, we also made sure to build in ways for staff and faculty to continue to engage with and deepen their learning on these topics. For example, the virtual conference was organized in a [Canvas course environment](#), and asynchronous resources, as well as captioned recordings of the live sessions, were made available there for participants and those who opted to “enroll” in the course later. We have **142 course enrollees**. CATL also hosted **five (5) post-IDI workshops** on Jan. 14 and 18 for faculty who wanted to work with conference ideas and apply them in spring 2022 classes. Topics included inclusive pedagogies, digital accessibility, and equitable course design. Finally, we funded the library’s purchase of unlimited user e-book access to her Dr. Addy’s book, *What Inclusive Instructors Do*, and advertised the opportunity for faculty-led Teaching Circles on the book. Dr. Bree Lybbert led a such a group of **eight (8) instructors**, herself included, during spring 2022. We will continue to offer that as a possible Teaching Circle topic.

### Access-Related Professional Development

At the request of the Provost, CATL provided programming and resources designed to support instructors as UWGB transitions to an “access institution.” The kick-off to this professional development theme for spring 2022 was the IDI. Not only were the conference title/focus and keynote address relevant to access, but so, too, were many of the individual presentations. Dr. Addy’s talk, of course, centered us on **inclusive teaching and learning**, which is central to reaching all our students. They included sessions on civic engagement, ungrading, equity in online learning environments, and more. Our evaluation survey received only 20 responses, but 80% of those indicated that they agreed (35%) or strongly agreed (45%) that they gained resources for further use and agreed (30%) or strongly agreed (50%) that “there were a lot of great discussions.” More specifically related to inclusive teaching, again 80% agreed (45%) or strongly agreed (35%) that they “learned more about inclusivity, equity, and opening up higher education,” while 94.4% agreed (50%) or strongly agreed (44.4%) that they took “practical teaching, advising, or curricular development ideas away from the keynote”

A second major event was to invite [Dr. Mays Imad](#), a national expert on **trauma-informed education**, to do a workshop open to all UWGB employees on Feb. 21. We advertised the event widely and sent email messages to specific groups (e.g., academic advisors, student affairs professionals) explaining ways in which we believed the event would be relevant to their work. We included permission to record the session in our contract and made it, as well as a [long list of supporting resources](#), available on the CATL blog following the event. We had **147 registrants** for the event. Although the response rate to our evaluation survey was low (n=28), the results were overwhelmingly positive. All participants



strongly agreed (78.6%) or agreed (21.4%) that they had tangible takeaways from the events and strongly agreed (85.2%) or agreed (14.8%) that they would be interested in further programming on the topic. Comments included “This is one of the best sessions I have attended in years...” and “This really felt exactly like what has been missing with colleagues and administrators lately that I’ve been struggling to put into words so they can understand how I feel.”

The following month CATL arranged to have [Dr. Angie Bauer](#), a former UWGB instructor, return to the Green Bay campus to speak about her research on the relationship between teaching with a **growth mindset** and mitigating equity gaps in college classrooms. Again, CATL created an [extensive list of relevant research and resources](#) for instructors on these topics and made those and the recording available to our campus. We had **75 registrants** for that event, and that is likely an underestimate of attendance. It was offered as an in-person and streaming workshop, and many in-person attendees did not register. Only 10 people responded to our post-event evaluation, but one took the time to comment that “the resource page shared post-Spring Break is great!” Surveyed attendees were unanimous (100%) in agreeing or strongly agreeing that they would “recommend this program to my colleagues,” that they had “tangible takeaways,” and that they were satisfied with the event. Eighty (80) percent agreed (20%) or strongly agreed (60%) that they would be interested in more programs on this topic.

To help tie these three events together, CATL compiled a [selection of ten evidence-based teaching strategies](#) that are aligned with all three frameworks (inclusive, trauma-informed, and growth mindset pedagogies). That guide was posted on CATL’s blog and distributed through a special end-of-semester edition of the Center’s e-newsletter, Teach Tuesday.

## Stand-Alone Workshops and Panels

Each year, CATL develops and supports many panels and workshops to advance instructor development (see table below). This year a series of 21 workshops related to teaching and technology were offered to begin the academic year. CATL then continued with theme-based sessions on core pedagogical topics. For example, the Center held a [workshop on providing wise feedback](#), a model in which instructors set high expectations, communicate to students that they can meet those expectations, and then provide them with the necessary scaffolding to do so. CATL helped plan and facilitate a [panel for Common CAHSS](#), the annual conference put on by the UWGB College of Arts, Humanities, and Social Sciences. The panel consisted of a selection of instructors from across our four campuses and colleges. These instructors shared their experiences with handling misinformation in the classroom, preventative measures for the spread of misinformation, and how to foster a culture of information literacy.

The center also supported [numerous events developed by the 2021-22 EDI Consultants](#), including an event series on supporting student parents and a series on culturally responsive/sustaining pedagogy. CATL helped develop and distribute follow-up resources for these events via the center’s blog and, for the student parent event series, also set up a Canvas course to facilitate digital badging. Note that registration numbers were relatively low, but hyperlinked sessions below were not only recorded for asynchronous viewing but were often enhanced with additional information/resources.

Dates	Title of Workshop	Registrants
<i>Teaching &amp; Technology Workshops</i>		
July 21	Classic Quizzes & New Quizzes	Drop In Only
July 27	Canvas Banners Workshop	Drop In Only
Aug 5, 6, 18 & Sept 1	VoiceThread Workshop	Drop In Only
Aug 18 & Sept 1	Canvas Accessibility FAQ	Drop In Only
Aug 19, 20, 23, 24 & 27	Teaching with Zoom Workshop	Drop In Only
Aug 20	HTML and Advanced Formatting in Canvas	Drop In Only
Aug 23, 26, 31	Teaching with Teams Q&A	Drop In Only

Aug 25	Canvas Grades Workshop	Drop In Only
Aug 26 & 31	PlayPosit Workshop	Drop In Only
Aug 27	Liquid Syllabi in Canvas Presentation	Drop In Only
<b><i>Theme-Based CATL Workshops</i></b>		
Aug 23	<a href="#">What Will You Carry Forward?</a>	15
Sept 27	Graduate Student Panel Discussion	Drop In Only
Oct 11	<a href="#">Collecting &amp; Working with Mid-semester Feedback</a>	Drop In Only
Nov 15	Providing WISE Feedback	Drop In Only
Nov 29	<a href="#">Common CAHSS Panel: Instructor Perspectives on Managing Information, Misinformation, and Democracy in the Classroom</a>	Drop In Only
<b><i>Culturally Responsive Pedagogy Workshops with Christin DePouw (EDI Consultant)</i></b>		
Oct 14	<a href="#">Building Information Literacy and Racial Literacy Together</a>	12
Nov 18	<a href="#">Building a Process for Critical Reflection in our Teaching</a>	6
Dec 9	<a href="#">White Emotionality, Teaching, and Learning</a>	11
Jan 13	<a href="#">"Niceness" and Inequality in Teaching and Learning</a>	14
Feb 17	<a href="#">Culturally Sustaining/Responsive Pedagogy and Moving Beyond Guest Speakers</a>	15
March 31	<a href="#">Culturally Sustaining/Responsive Pedagogy in the "After" of the Pandemic</a>	8
April 21	<a href="#">Planning for our Pedagogical Futures</a>	6
<b><i>Student Parent/Caregiver Series with Katia Levintova (EDI Consultant)</i></b>		
Nov 11	<a href="#">Student Parent Advocacy Panel</a>	22
March 24	<a href="#">Student Parent Advocacy Workshop</a>	21

## Teaching Circles

CATL sponsored the following faculty-led Teaching Circles in 2021-22. Instructors read specific books, such as hooks' *Teaching to transgress* and then met to talk about the book and its implications for their work with students.

Dates	Title of Text/Topic	Facilitator	Registrants
<b><i>Summer 2021</i></b>			
July 15 & Aug 5	<i>Teaching to Transgress: Education as the Practice of Freedom</i>	Tracy Fernandez Rysavy	8
Aug 12	<i>Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)</i>	Tara DaPra	12
<b><i>Spring 2022</i></b>			
Mar 25, Apr 25, & May 12	<i>What Inclusive Instructors Do</i>	Bree Lybbert	7

## Liquid Syllabus Pilot

CATL's Sam Mahoney and Nathan Kraftcheck took the lead in launching a [liquid syllabus pilot](#) with ten UWGB instructors for fall 2021 that continued throughout the academic year. A [liquid syllabus](#) is a media-rich, web-friendly syllabus written in welcoming, student-centered language. CATL's template takes these elements into consideration and packages them conveniently in Canvas's built-in Syllabus page. The liquid syllabus was ultimately incorporated into the Canvas shell marketed to the Deans and unit chairs mentioned later in this report. The format and content of the syllabus also promotes accessibility of material, inclusive pedagogy, and transparency in learning outcomes and policies. Moreover, it eases compliance with HLC requirements for syllabi.

CATL's liquid syllabus project made an impact outside UWGB as well. Sam and Nathan promoted their pilot at OPID's 2021 spring conference, which garnered the interest of several instructors at other UW institutions. CATL opened the fall 2021 pilot to these instructors and several participated. One such instructor, Hongying Xu of UW-La Crosse, liked the template so much that she made it her topic of choice for her OPID implementation mini grant and subsequent presentation on Feb. 22, 2022.

## 2021-22 Funded Strategic Initiatives

CATL provided leadership for three new initiatives this year that were funded based on competitive proposals submitted for consideration for the Chancellor's strategic priorities funds. Not only were we successful in competing for those grant funds, in some cases the Provost Office provided additional dollars to support these programs.

### Equity, Diversity, and Inclusion (EDI) Embedded Consultants and Interns Program

One of the strategic priority initiatives funded for 2021-22 by dollars from the Chancellor was the [Equity, Diversity, and Inclusion \(EDI\) Embedded Consultants and Interns Program](#). The successful \$95,000 proposal was co-authored by Caroline Boswell (then CATL Director), Kris Vespia (Co-Chair of UWGB Council on EDI's Professional Development Committee), and Stacie Christian (then Interim AVC for Inclusive Excellence) in Spring 2021. The project was ultimately implemented by Kris Vespia, Stacie Christian, and Valerie Murrenus-Pilmaier, who was brought on to provide assessment support. The **ten (10) selected instructors** were paired with student interns and worked to create and evaluate professional development projects designed to increase the use of equity-minded and inclusive pedagogies or practices by others within their college or university-wide. They were also available for individual or group peer consultations about teaching and learning issues related to equity, diversity, and inclusion. Each consultant earned a \$5,000 stipend over the course of a calendar year for their work. CATL played a large role in the selection and training/coaching the consultants and supported the creation and implementation of their individual EDI professional development projects, including everything from scheduling workshops and processing evaluations for them to training a consultant and her intern in podcasting. We also managed the budget in terms of seeing to the payroll and expenses of the faculty members. The future status of this program is currently under review.

### Equity Gap in Introductory and Gateway Courses Community of Practice

This \$108,250 proposal was submitted by Caroline Boswell and Vince Lowery (Director of Student Success). Funds were awarded to support communities of practice that would focus on reducing equity or performance gaps, particularly in large introductory and gateway courses. Stipends supported the work of **six (6)** Natural and Applied Sciences faculty members who participated in a fall 2021 NAS Community of Practice that was co-facilitated by Nichole LaGrow (then Distance Education Coordinator) and Kris Vespia. After weeks of planning meetings, an Equity Gap Community of Practice with **nine (9) instructors** from across several units (e.g., History, Writing Foundations, NAS, Engineering, and English) convened its first meeting in November, co-facilitated by Nichole LaGrow, Kris Vespia, Vince Lowery, and EDI Consultants Carly Kibbe and Bree Lybbert. The experience began with participants attending the [Equity in the College Classroom: Educating Ourselves as Educators](#) statewide conference. Subsequent monthly meetings then focused on topics such as levels of learning outcomes, equity in assessment, inclusive syllabi, and equity-minded activities or teaching approaches. The culminating experience is a peer review of the faculty participants' syllabi and one activity or assessment planned for the course. Note that the monthly meetings of both groups required substantial preparation and creation of materials, as well as Canvas course environments and curating of resources. All materials submitted by participants also had to be graded/provided feedback.

### Council on Faculty, Diversity, and Emotional Labor in Teaching

The Equity Gap Community of Practice did not garner as much instructor interest as initially anticipated, but other related teaching and learning needs did emerge during the academic year. Instructors began reporting, for example, greater tension in the classroom when discussing topics related to diversity given polarization of views and the politicization of topics such as privilege and institutional racism and sexism. The Interim CATL Director convened a small focus group in Fall 2021 and discovered interest in engaging with these issues that were associated with emotional labor

for faculty and a desire for support and discussion that could lead to more effective teaching and learning environments for all. Provost Kate Burns approved a formal proposal to create a one-semester [Council on Faculty, Diversity, & Emotional Labor in Teaching](#) during Spring 2022. **Seven (7) individuals** were selected via an application process to serve on the council. They ranged in rank from instructor to full professor, had been at UWGB from fewer than 5 to over 20 years, and included diversity in terms of race, ethnicity, nationality, sex, and sexual orientation. They also represented two campuses and the units of DJS, First Nations Studies, Humanities, Psychology, and WGSS. These instructors met approximately monthly during the semester and received a stipend in return for their work on specific deliverables, including an annotated bibliography of resources on emotional labor in academia, as well as recommendations for the Provost and CATL regarding specific ways we might better institutionally address this issue. Note that emotional labor is a topic of [national discussion](#) and calls to address it fit within that larger conversation.

The Council is still working on its final report, but self-report of members indicates that it did serve an important purpose of community-building and support, and they expressed a desire to continue that. Meeting discussions also revealed that at least some at UWGB have experienced issues that are consistent with the extant literature, such as uneven distribution of labor based on identity status, the greater emotional toll associated with specific types of courses and topics, and the idea that more burden and fewer resources are placed on/available to those in vulnerable positions based personal identity and/or relative power (e.g., tenure status). CATL will recommend continued resources be devoted to this issue.

## Open Educational Resources (OER) Pilot

In collaboration with the UWGB Libraries, CATL helped lead the [2021-22 Open Educational Resources \(OER\) Pilot](#), a project backed by the university's strategic priority initiative funding (\$15,000) and additional Provost support (\$44,320). The project leads were Kate Farley (then in CATL) and Paula Ganyard. Nichole LaGrow has stepped in as the CATL representative to the project now that Kate Farley has transitioned to employment in the Cofrin Library.

The project aimed to improve student success by encouraging instructors to adopt, modify, or create OER in their courses. In support of these objectives, a small team from UW-Green Bay, including Dr. Amy Kabrhel and staff from CATL and UWGB Libraries were accepted to and participated in **the inaugural AAC&U Institute on Open Educational Resources** on July 26 & 27, 2021. Ultimately, CATL and the UWGB librarians helped promote and educate others on OERs by holding two campus workshops on "Exploring Open Educational Resources (OER)" on Oct. 18 & Dec. 10, along with separate "sparkshops" during unit meetings for Psychology, National and Applied Sciences, Business Administration, Humanities, and Writing Foundations.

The OER team ultimately reviewed submitted applications, and instructors with accepted project proposals were paired with one librarian and one CATL member to aid them in their OER adoption or development. In total, **23 faculty projects** were funded to support creation, revision, or adoption of existing OER for **21 unique classes**. Attendance at the two workshops was **21 and 7 participants**, respectively.

Also of note is that two OER presentation proposals from Kate Farley (CATL) and Stephanie Alvey (Library), and Amy Kabrhel (Chemistry) and Renee Ettinger (Library), were also accepted into the 2022 ["E"ffordability Summit](#), an OER conference for Midwest educators. Kate and Stephanie presented on UWGB's experience with OER pilot process, while Amy and Renee presented on the OER exploration workshops that the UWGB OER team held to garner instructor interest. The CATL staff as a whole also supported the execution of the Summit. Loaning their expertise on virtual conferences, they set up and ran many of the Zoom sessions and advertised the event to UWGB instructors. Kate Farley was also a member of the 11-person conference planning committee.

## Course Evaluations

CATL was tasked with course evaluation administration for UWGB and all of its campuses at the beginning of the pandemic because ATS, which had previously done the vast majority of evaluations, only had capacity to do so in

paper/pencil format. Unfortunately, UWGB does not have professional course evaluation software, so CATL has to use Qualtrics survey software that has no integration with Canvas or SIS. That fact, and the change that removed the Academic Department Associates (ADAs) from the process, means that there is substantial labor and more room for error. CATL has to download a list of offered courses for every term (e.g., 7W accelerated, 14W semesters, J-term, every summer term). Those must be sent to Associate Deans for vetting in case classes or sections are missed in the SIS sweep and because some courses are not evaluated to avoid duplication (e.g., classes that are already evaluated by UWEX). CATL then sends emails to all courses using email distribution lists. They also issue email reminders and post notices in Canvas. Results then have to be processed in Qualtrics so that summary reports are generated for each instructor. Then all classes for that instructor have to be searched and results attached in a single email to them. To provide a sense of numbers, for **Fall 2021 only** there were **1,804 individual class sections** on the initial list of courses sent to the Associate Deans for review.

## Grant Programs

### Distance Education Grant

The [Distance Education Grant](#) is designed to support academic programs or a “coalition” of courses from across programs that wish to advance the access-oriented mission of our institution through distance education. The purpose of the grant is to enhance the experiences of students and instructors across the many learning environments and physical locations of UW-Green Bay. Participants in the Distance Education grant work with CATL and other groups on campus to consider their academic program or coalition of courses at the curricular-level and support faculty in course-specific planning.

The stated outcomes of the DE Grant are:

1. Build capacity of instructors to design courses across their chosen modes of instruction.
2. Enrich student experience through high-quality curricular and course design.
3. Develop an equitable learning experience across the modalities in the curriculum.
4. Increase offerings on the additional locations of courses that cover the entire student experience (from general education requirements to capstone courses).

The following programs were awarded funding through the DE Grant in spring 2021.

- English and BFA
  - **Two Faculty Leads**
  - **Seven faculty** members, including the two faculty leads, are working on course design projects
- MSW and BSW
  - **Two Faculty Leads**
  - **Nine faculty** members, including the two faculty leads, are working on course design projects
- Modern Language Translation and Interpretations Certificate
  - **Two Faculty Leads**
  - **Four faculty**, including the two faculty leads, are working on course design projects.
- NAS Environmental Studies
  - **Three faculty Leads**
  - **Eight faculty** are working on course design projects

They began their work in that spring by going through a curriculum mapping process with CATL and the Assessment Coordinator. The grant cycle bridges academic years, however, so during the 2021-22 academic year, CATL worked with many of these instructors on completing the Teaching with Technology Basecamp and Trail Guides courses, continued to support their curriculum planning process, and then took 15 of them through the synchronous Distance Education Retreats course. That last class is essentially a community of practice and involved three CATL co-facilitators, multiple meetings, make-up opportunities for those who could not attend, discussions boards, and grading of/providing feedback on multiple assignments.

In fall 2021 members of the CATL team led by DE Coordinator Nichole LaGrow revised the Call for the 2022-23 DE Grant. We discovered in the prior year that requiring, for example, that instructors complete the Retreats course in the semester they taught the grant-supported class led to significant capacity issues for CATL and timing issues for the programs in completing the grants. Turnover in faculty and taking on unexpected overloads led to some planned classes being pushed out up to two years.

A revised call was issued in spring 2022. The sole recipient was Sociology/Anthropology with **two faculty leads** who are also working on specific classes. CATL and the Assessment Coordinator worked on curriculum mapping with them that semester, and they are currently working on completing portions of the DE Certificate with CATL.

### Teaching Enhancement Grants

In conjunction with the Instructional Development Council, CATL supports instructional development opportunities for instructors through [Teaching Enhancement Grants](#) or TEGs. CATL creates grant calls each semester, gets them approved by the IDC, and then posts them. CATL also collects the applications, forwards them to the IDC for review, and then acts on those recommendations by sending formal letters to recipients and processing all budget items through the CATL budget.

TEG applications have been down in recent years due to the pandemic and its effect on travel to teaching and learning conferences, as well as potential limits on conducting pedagogical projects in these unusual circumstances. **One grant application** was received and funded in Fall 2021 to support the creation of an immigration simulation in a social work class. Spring 2022 saw a marked increase in applications, and **six applications** were funded. They included everything from travel to teaching conferences to producing video tutorials for Writing Foundations classes.

### Strategic Partnerships and Support Roles

CATL is called upon and/or volunteers to partner with different campus entities to support teaching and learning at our institution as a whole. For example, the OER initiative is a partnership between CATL and the library. The EDI Consultants project was jointly proposed by CATL, a faculty partner, and Student Affairs. Those collaborations are detailed elsewhere in this report. Below are some examples of additional significant support roles and partnerships in 2021-22.

### Point to Point/Point to Anywhere Classrooms and GBIT

CATL began work with GBIT on the design of Point to Anywhere (P2A) classrooms on the four campuses in 2020-21. These are classrooms with the technological capability of serving both distance and in-person (F2F) students in the same class, regardless of the remote location of the distance learners (i.e., they can be anywhere where there is a stable internet connection). Staff from both offices walked the campuses, measured spaces, and generated plans for renovations of specific classrooms. With input from instructors and information about best teaching practices, a design was decided upon for Green Bay classrooms that would include zone audio, a pod structure, and the potential for synchronous small group collaboration by distance and F2F learners. The plans for these rooms shifted in late July and early August of 2022 because GBIT indicated the zone audio was unfortunately not technologically possible at this time. Although the work on the rooms continued and is now complete in most cases, not all of the functions hoped for are possible (e.g., synchronous work groups composed of distance and F2F learners).

The 2021-22 academic year did not have the same level of involvement for CATL in these projects because they were focused on the actual construction of the rooms and their technological capabilities. Both Nichole LaGrow and Kris Vespia remained available for any/all pedagogical consultation about the rooms. They are also actively working on a project with GBIT regarding a list of classrooms on the four campuses. GBIT staff Mike Schmitt and Craig Young are working on a technology inventory of all rooms, and CATL will contribute information about the possible modalities that could be taught in each space given configuration, audio and visual capabilities and sight lines, and so on.

CATL also helped trained instructors on how to use the new P2A classrooms on the location and Green Bay campuses, along with ATS staff from GBIT. We refer questions back and forth to one another as appropriate as questions come in

from instructors, as well. For example, we were able to quickly resolve some concerns raised by Sheboygan campus faculty about construction taking place over Spring Break 2022 when they came to CATL, but we immediately looped in the IT project manager, who resolved the issue within hours. It was actually a miscommunication that had nothing to do with either CATL or GBIT, but quick communication between us prevented escalation.

CATL anticipates providing feedback on or assistance with instructional documents for faculty who will be using new technology-enhanced classrooms that are being upgraded currently using CARER-HEERF funds.

### **Zoom Integration, Kaltura Classroom Discontinuation, and GBIT**

UW System adopted Zoom as a technology tool in summer of 2022, including as a Canvas integration for use in teaching. CATL created blog posts and Knowledge Base materials to support this transition and held several workshops in August for instructors. CATL also worked with GBIT to define the parameters of support (e.g., CATL supporting the Zoom LMS integration and GBIT supporting the use of Zoom for staff using it for meetings instead of Teams). The two groups also referred customer inquiries and support requests back and forth via Footprints (fall semester) and then Alemba (spring semester).

GBIT and CATL also collaborated on a plan for the discontinuation of Kaltura Classroom when that contract ended at the end of fiscal year 2021-22. Initial meetings began in early fall, with GBIT asking for recommendations regarding a replacement (e.g., the merits of Zoom vs. Teams). Monika Pynaker and Kris Vespia had multiple discussions about avenues for collaboration. CATL provided a list of Kaltura classroom users to GBIT to assist with communication about the change, and a GBIT-CATL meeting in spring 2022 focused on classroom level technology changes and instructional materials that could assist with this change.

### **Hypothesis Start-Up and Cofrin Library**

CATL recommended to the Provost Office that we join a pilot for a different Canvas integration, a social annotation tool called Hypothes.is given the discontinuation of VoiceThread. The team was able to provide data about cost effectiveness, as well as information from a successful pilot at UWM.

Given the nature of this tool and its use with OER, primary texts, and journal articles, there is a natural link to the library, and some discussions between the two teams have already occurred about issues such as the inability of Hypothes.is to work with permalinks, as opposed to PDFs. Although this technical issue is providing an impetus, CATL hopes it has provided an opportunity for both wider and deeper conversations about referrals of instructors between our two teams and ways in which we can build upon the successful collaboration from the OER pilot.

### **Institutional Assessment Support**

CATL provided support for the Assessment Coordinator as she worked to improve the culture of assessment at UWGB. CATL team members Todd Dresser, Kate Farley, and Kris Vespia all served on HLC domain committees and contributed to those efforts. The Interim Director also attended several site visit sessions by invitation, including those related to Syllabi, Assessment, and EDI.

The Canvas shell pilot described below is also an attempt to help with assessment issues, and after discussion with the Assessment Coordinator, we also incorporated her video on the assessment of learning outcomes using the rubrics feature in Canvas. CATL included that same video and presentation as an asynchronous resource at the IDI.

CATL provided substantial support for the curricular and co-curricular Assessment Institutes held in January. Kate Farley, Todd Dresser, and Scott Berg all created and/or facilitated sessions (with **80 registrations** across the four sessions). Canvas course shells were provided for both Institutes, and Kate Farley worked to set up the links for the virtual sessions.

The Interim Director serves as an ex-officio member on the University Assessment Committee. She and the Assessment

Coordinator met multiple times during the year to discuss mutual concerns and ways in which they could reinforce each other's work. In addition, the Interim Director provided feedback on assessment plans and documents produced during the year.

## **Canvas Shell Pilot and Academic Deans/Departments**

The HLC site visit resulted in another admonition for UWGB to work on its syllabi, particularly consistency in learning outcomes across sections and modalities of courses. There were also numerous recommendations for improving our culture of assessment. CATL created a course shell for programs designed to help with both issues, as well as onboarding concerns we have noticed, particularly with contingent faculty members. The new course shell includes many different resources. These include, but are not limited to: information for new faculty about UWGB, basics of instruction, and basics of course/module creation in Canvas; an assessment module with the precise requirement language from the HLC report; the Liquid Syllabus with its student-centered language and policies, campus resources, and highlighted model language for dealing with learning outcomes. Essentially, the Canvas shell was created as a "Blueprint course." Academic programs can create resources they want to make available to their instructors (e.g., a video about career options in the major; information about internships), add instructors as "interpreters," and then they can automatically import these resources into their classes.

Moreover, the program shell can be used to create "class shells," particularly for classes that often use ad hoc instruction. In this way a shell with the learning outcomes for Human Biology 102, along with a template syllabus and student and instructor resources, could be given to a new instructor upon hire. Faculty could create these class shells themselves and use them as an impetus for agreeing on course-level learning outcomes.

The Interim Director presented these shells to unit chairs' meetings in all four colleges and received positive feedback. Requests have already been made for program shells, and they were delivered by the LMS Administrator.

## **New Faculty Orientation**

CATL provides organization and support for New Faculty Orientation each year. Some of the supports provided this year included:

- Participation in New Phoenix Orientation
- Providing syllabus workshops in that same week in August
- Creating a Canvas course for new instructors with important resources about UWGB, teaching and learning, and CATL workshops and services
- Having two mentor-mentee meetings for new faculty and their mentors hosted by the Interim CATL Director
- Marketing events such as the IDI and the spring 2022 Access Programming to new faculty and their mentors
- Participating (Interim CATL Director) in a CSET New Faculty Orientation session

## **Faculty Peer Observation Program & the University Committee**

The University Committee approached CATL for assistance with a proposal to the Provost for the creation of a program for peer observation of teaching. CATL provided feedback on the draft, as well as additional information about best practices in peer observation, evidence-based resources, and preliminary assessment suggestions. Jon Shelton from the UC met with Kris Vespia and with Luke Konkol about the proposal. Luke Konkol is focused on providing some assessment support. Kris Vespia agreed in her capacity as Interim Director to review applications and suggested some administrative supports CATL could provide to the program if approved (e.g., reports being submitted to CATL for accountability purposes but then being held confidentially given our ethical responsibilities and ultimately destroyed). The Interim Director also suggested using the IDC to support the program, as opposed to the UC, given their committee charge, if this is to be a faculty governance initiative. Ultimately, she did connect the two committees and facilitated the IDC's review of the call for applicants and for mentees. CATL will ultimately provide training/support for the faculty observers and will assist with the creation of an assessment program, if requested.



## Support for the HIPs Coordinator

Todd Dresser was named as CATL's liaison to the HIPs Coordinator and served on that committee. He helped contribute to planning activities and lent his expertise on high-impact practices and instructional design. Upon his resignation, the Interim Director stepped into this role and, for example, attended HIPs Task Force meetings and the consultation session with a HIPs team from another university.

## Support for Sustainability Coordinator

CATL worked to support Daniela Beall in her efforts as Sustainability Coordinator this year. We helped to promote initiatives in Teach Tuesday, such as the Green Teaching Badge. Because Nathan Kraftcheck originally developed the idea of this badge, he was named as the CATL liaison to the Sustainability Coordinator and met with her about ideas for infusing sustainability into teaching and learning, including using communities of practice for which we could provide models and/or training. Nathan was also appointed to the Sustainability Council as one of his service commitments. We also responded to requests for Canvas shells for Eco-Friendly Phoenix and Eco-You classes.

## UW System Initiatives

### Wisconsin Teaching Fellows and Scholars

Each year, two instructors from each UW institution are selected to be their university's participants in the [Wisconsin Teaching Fellows and Scholars program](#). This year-long program builds and sustains a community of early-career instructors (fellows) and seasoned educators (scholars) from across the System. Throughout the year, each participant develops a Scholarship of Teaching and Learning (SoTL) projects to initiate inquiries about our students' learning and to engage in meaningful conversations about teaching. UWGB's 2021-22 participants were Dinesh Yadav and Jessica Van Slooten. Michelle McQuade Dewhirst and Clif Ganyard were selected in early spring 2022 as the 2022-23 representatives for UWGB. CATL supports this program in a variety of ways, including advertising the Call for Participants, fielding questions from applicants, forwarding applicants to the Provost Office, ultimately uploading all applicant information and Provost-approved budget to OPID, and then managing budget and reimbursements associated with the program from UW System and the Provost Office.

### Faculty College

The UW System Office of Professional and Instructional Development (OPID) held the [41st Annual Faculty College](#) online on May 24–27, 2021. Faculty College typically is only open to a select group of instructors on an application basis, but due to the online format, the event was open to all UW educators in 2021. As a result, UWGB had many faculty that chose to attend in addition to those that were already pre-selected through the usual application process. Each application-selected attendee needed to create a deliverable on one of their key takeaways in order to receive compensation for their participation. CATL worked with each instructor to develop a reflective resource, such as a blog post or video interview. One example was this post on [college student mental health](#).

It should also be noted that CATL resources were used to support this OPID initiative. Caroline Boswell was involved in the planning process as a member of the Executive Council. She and Kris Vespia (in a paid CATL consultant role) co-facilitated discussion sessions for campus participants as an active learning component in the schedule after keynote presentations.

### OPID Spring Conference on Teaching and Learning

Each spring, UW System's Office of Professional and Instructional Development (OPID) holds a [conference on teaching and learning](#) for UW educators. This year's conference was titled [The Joys of Teaching & Learning / Cultivating Community](#) and was held on Friday, April 22 & 29, 2022. CATL is tasked by OPID with promoting this opportunity to UWGB staff and faculty, and the OPID Director shared her thanks with us for the **41 registrants** from our campus, greater than our proportionate representation in the System. We also had **12 UWGB faculty and staff conference presenters**.

## Equity in the College Classroom: Educating Ourselves as Educators

This [two-day conference](#) was a collaboration between the UW System, the Wisconsin Technical College System (WTCS), the Wisconsin Association of Independent Colleges and Universities (WAICU), College of the Menominee Nation, and Ojibwe College, as a part of the state-wide 60 Forward Initiative. Higher education instructors from across the state gathered virtually on Oct. 1 and 15 to engage in panels, presentations, and discussions related to equitable and inclusive teaching. Again, CATL was tasked by OPID with promoting event attendance. We not only did so, but the Center also used the event to kick off our Equity in Gateway and Introductory Course Community of Practice. There were **53 UWGB registrants** for this conference, likely due to a targeted marketing and personal email campaign to instructors and non-instructional academic staff in specific offices (e.g., Advising, Dean of Students, MESA). The next-highest number from any institution in the System, including Madison and Milwaukee, was only 25 individuals.

## Resource Creation and Communication

One of CATL's primary responsibilities is to provide educational information about teaching and learning in general, associated research and theory, and various technology tools and procedures. What follows are simply a sample of the efforts made in that regard in 2021-22.

### Teach Tuesday

Teach Tuesday is CATL's e-newsletter. Issues were sent weekly during the fall and spring semesters. In addition to advertising CATL events and sharing teaching and learning information and tech tips, we started a new feature this year, the "SoTL Minute" to expose faculty to evidence-based teaching practices and to this type of scholarship in which they may wish to engage.

### Blog and Website

CATL also continued this year to provide information for instructors and the university community as a whole via our blog and website. The CATL team is consistently creating new resources and updating our content. One particularly important use of the blog in 2021-22 was as a means of continuing conversations beyond singular events, such as workshops or even the IDI. Best practice in faculty development is to go beyond simply providing an educational event by reinforcing the content and themes and offering practical and specific ways that instructors can use the information presented. A strong example of this approach is this [entry on the fall 2021 workshop What Will You Carry Forward](#). Not only does it take instructors beyond the presentation, but it also highlights a teaching technology (PlayPosit) available to them and is an opportunity to share recordings of events to increase their reach. The blog is also our opportunity to address teaching and learning topics connected to specific technologies that can be used in teaching, such as this [recent entry](#) about Hypothesis, a newly-acquired tool.

The website has also been a point of emphasis in CATL this year. The content on the site ballooned during the pandemic as the Center scrambled to provide more and more resources to support instructors with "just in time" information. Unfortunately, that also led to an unwieldy organization of materials. Although not complete, the team, led by Luke Konkol, has taken significant steps in the creation of a "[teaching toolbox](#)" and a new organizing principle for the entire site that invites instructors to engage with the contents based on their activity (e.g., planning a course vs. integrating technology).

### Knowledge Base Articles or "KBs"

One of the resources that we help to populate is the Knowledge Base or "KB" that is most associated with GBIT and technology documentation. CATL staff author documents associated with instructional technology resources and topics. As simply one example, [here is an extensive document on the use of Zoom for classroom purposes](#) that was created by LMS Administrator Scott Berg in 2021-22. The Zoom integration was new to Canvas this year, and we create new KB articles as new products become available, new features are added to existing technologies (e.g., Canvas), and so on.

## Modality Video and Documentation

Nichole LaGrow created a [video on UWGB Distance Education Modalities](#) and an associated blog entry to help instructors and administrators understand the key differences in them, as well as the factors to consider when choosing a modality for a class. Nichole LaGrow and Kris Vespia also created an extensive spreadsheet document that highlighted definition, DE fees, the nature of meetings, recording availability, nature of student-instructor interactions, scheduling needs, Canvas shell use, and best practice examples for each of seven different modalities. This resource was created at the request of the Provost Office to share with Deans, Associate Deans, and Chairs.

## Course Evaluation Video

Luke Konkol and Kris Vespia created a [video on evidence-based practices for use of student evaluations of teaching \(SETs\)](#). It also included specific information about and screen shots of UWGB's new SET to help instructors interpret and use their own evaluation results effectively. Luke Konkol recorded the video, and it was shared as an asynchronous resource as part of the IDI. It is now sent to instructors with their course evaluations each semester.

## CATL Staff Professional Presentations for 2021-22

CATL team members presented work at several professional conferences this year, helping to promote the work of UWGB, its staff, and the Center. Of particular note are the range of topics, presenters, and conference venues, as well as the collaborative nature of the work.

### UW System 2021 LTDC Virtual Showcase (June 15 & 16)

- TechTalk: UW-Green Bay's Liquid Syllabus (Nathan Kraftcheck & Sam Mahoney)
- TechTalk: Creating Canvas Banners with Canva (Sam Mahoney)
- Panel 1: Lessons from the Pandemic (Todd Dresser, UW-Green Bay; John Murphy, UW-River Falls; Mela Lewandowski, UW-River Falls; and Eric Simkins, UW-Stevens Point)
- Panel 3: Open Educational Resources (Nathan Kraftcheck, UW-Green Bay; Bob Butterfield, UW-Stout; Kristin Woodward, UW-Milwaukee, and Robin Miller, UW-Eau Claire)

### 2<sup>nd</sup> Annual Growth, Understanding, Inclusion, Diversity, and Equity (G.U.I.D.E) Virtual Conference

- Nichole LaGrow (Distance Education Coordinator) and Kris Vespia (Interim CATL Director) were joined by UW-Green Bay instructors Heidi Fencl (Physics) and Amy Kabrhel (Chemistry), and former CATL Director Caroline Boswell in leading a session on their 2021 Equity Gap Community of Practice in Natural and Applied Sciences.

### National Assessment Institute

- Todd Dresser and Luke Konkol presented the session, "Emerging from the Shadow of COVID: Assessing Institutional Needs for Instructor Development." They discussed the methodology of a mixed methods needs analysis conducted by CATL to align its work with instructor needs.

### "E"ffordability Summit

- Kate Farley (CATL) and Stephanie Alvey (Cofrin Library) presented "Getting Ready for Takeoff: One Institution's Path from Planning to Piloting"

### UW System OPID Spring Conference

- "Using Digital Badges to Promote and Track Professional Development Programming for Instructors at UW-Green Bay" (Kate Farley & Sam Mahoney)
- "Embedded EDI Consultants and Interns: A Multidisciplinary Approach to Classroom Equity and Inclusion" (Kris Vespia, Stacie Christian, Kate Farley, & Caroline Boswell)

### Policy Initiatives

#### Faculty Senate and Canvas Access

CATL's Scott Berg was instrumental in creating a Canvas access policy document with input from Caroline Boswell and Christopher Paquet. He and Kris Vespia presented the policy to the UC on Sept. 8, 2021 and to Senate on September 15, 2021 and received very positive feedback. It was then forwarded for administrative implementation.

#### Faculty Senate and New Course Evaluation Document

Kris Vespia and Jessica Van Slooten presented the new UWGB Student Evaluation of Teaching tool to the UC on Sept. 8, 2021. They were also the presenting and Q&A team for the first read and vote by Faculty Senate on Sept. 15, 2021 and Oct. 13, 2021. The new instrument was approved by Faculty Senate and has been distributed by CATL all year.

#### Faculty Senate and Online Proctoring Policy

Nichole LaGrow has worked extensively with the HonorLock Pilot group of instructors to craft a tool-agnostic online proctoring policy that would regulate their use and attend, for example, to student privacy and internet security issues. This policy was presented to the UC in April, 2022 and had a first reading in Senate in May, 2022.

### HonorLock Pilot

In her role as Distance Education Coordinator Nichole LaGrow led a pilot of HonorLock, an online proctoring software. UWGB Academic Leadership made the decision to piggyback on existing Honorlock contracts with sister institutions in summer 2021. Announcements through the Provost and Deans, as well as direct messaging to faculty teaching online courses, identified the main faculty participants in the pilot. The pilot project included **six (6) faculty members** who worked closely with Nichole to craft a online proctoring tool policy to shepherd through governance and **two (2) additional faculty members** who engaged in the pilot after the policy was drafted.

### CATL's Internal Assessment Activities

CATL has long been an advocate for assessment of services and consistently surveys instructors about our events (e.g., the IDI and workshops), as well as collecting feedback on initiatives such as the Liquid Syllabus Pilot and the rollout of the Distance Education Certificate courses.

CATL's Todd Dresser and Luke Konkol began a needs analysis assessment of instructors who use CATL in 2020-21, and that process was continuing in late summer leading into the 2021-22 academic year. They conducted interviews with a random sample of instructors to augment their survey research. Todd Dresser served as Assessment Coordinator for CATL, and he formally presented the result of the needs analysis to the team in early fall 2021. He recommended some additional assessment tools, such as sending evaluations to instructors who use our consultation services. He also worked with the team to create a uniform tool for use of assessment across all our workshops, for example. These changes were implemented this year. The time spent on restructuring of the Center during the year did derail us from consideration of using the needs analysis data to consider future programming because long-term planning in general was placed on hold. That said, there are important findings to consider from these efforts. For example, although it was not a large sample, these instructors rated their abilities for teaching with technology as lower than other pedagogical issues. They also, however, rated their desire for training in that area as quite low compared to other areas. Encouraging participation in programming such as the DE Certificate may depend on finding ways to address this fundamental disconnect.

### VoiceThread Discontinuation

CATL provided information to the Provost Office regarding the use of VoiceThread, a Canvas integration for which UWGB purchased a contract during the pandemic. Based on the number of instructor users and the pattern of use in terms of peaks and valleys, we made recommendations about the renewal/non-renewal of the contract. Part of CATL's work with Canvas administration, as well as tracking our own support requests for technologies, is to ensure that not only are tools purchased by UWGB consistent with sound pedagogical rationale, but that they also represent fiscally responsible choices. The Provost Office did make the decision not to renew this contract. As a result, CATL reached out individually to faculty users, posted weekly messages in Teach Tuesday, posted notices in Canvas, and provided individual support to

instructors who wanted assistance with transition away from the tool and to discuss alternatives. CATL also created an [extensive blog entry](#) that outlined typical use cases and other solutions and potential innovations.

## Support for the University Mission and Strategic Priorities

CATL has consistently provided support over the years for the mission and priorities of UWGB and its administration. The same was true in 2021-22. At its core CATL is about promoting teaching excellence and the scholarship of teaching and learning, both of which are core to the our select mission and to “promot[ing] critical thinking and student success.” Equity-minded, inclusive approaches to instruction are infused in all our initiatives, from the Distance Education certificate courses to the Liquid Syllabus to our Communities of Practice. CATL provided thematic programming on the access mission of the institution, as well as resources for instructors on evidence-based practices for growth mindset supporting, trauma-informed, and inclusive pedagogies. The Center also promotes pedagogical innovations (i.e., e-portfolios) that align with our focus on career success, and most of programs support cross-discipline and cross-campus collaborations among instructors.

Beyond support of the select mission, what follows are simply some highlights, not an exhaustive list, of 2021-22 CATL initiatives consistent with institutional strategic priorities.

**Student Success:** Access institution programming and written resources in spring 2022; IDI theme and sessions; all initiatives aimed at teaching excellence are, in essence, about supporting student success

**Inclusivity:** EDI Consultants; Council on Emotional Labor in Teaching (esp. related to diversity courses and diverse faculty); theme of IDI and keynote speaker, author of “What Inclusive Instructors Do”; Equity Gap Community of Practice; Christin DePouw’s series on Culturally Responsive/Sustaining Pedagogies; infusion of inclusive language and policies in Liquid Syllabus, etc.

**Digital Transformation:** DE Certificate courses; DE Grant program; LMS Administration; Knowledge Base articles and Blog entries related to teaching and technology topics; Tech notes section of weekly newsletter; support completely virtual course evaluation system that hadn’t existed pre-pandemic; online proctoring pilot and policy; OER initiative; professional presentations by CATL team members on technology topics (e.g., digital badges) or technology-focused conferences (e.g., LTDC Virtual Showcase); creation of modality video and educational materials; collaborations with GBIT on P2A and P2P classrooms, as well as Zoom integration, Kaltura Classroom discontinuation, etc.

**Sustainability and Environmental Work:** Support of the Sustainability Coordinator and her initiatives

## Center Restructuring Discussion and Personnel Changes

### Potential Restructuring

CATL went through a significant process, particularly during the Fall 2021 semester, of examination for potential restructuring to facilitate work with GBIT on Digital Transformation. The Interim Director had a dotted reporting line to the CIO for the first time and met jointly with her and the Associate Provost throughout the year. There were also discussions about moving staff and/or reporting lines from CATL to GBIT and vice versa and of possible new positions. CATL and GBIT team members met with an external consultant individually during October/November, and reports and statistics about Center work were also provided. An initial plan to make the CATL Director a true dual report to the Associate Provost and CIO and have that person involved in final determinations of other staff reporting lines was announced in late December. The national search for a new permanent CATL Director with that dual report ended in May with no selected candidate, leaving the status of the potential restructure unknown.\*

\*July, 2022 Addendum: CATL will remain in Academic Affairs and report solely to the Associate Provost with its current staff. Strong collaborative relationships will remain intact with GBIT and other campus partners, such as the library,

Student Success, etc.

## **Personnel Changes**

As can be seen based on the staff names and positions on page 1 of this report, there was significant turnover in CATL this year, including the resignations of Caroline Boswell, Todd Dresser, Nathan Kraftcheck, and Kate Farley. All of those positions were approved immediately for searches; however, they did come with a loss of institutional knowledge and years of experience. CATL hopes to begin the 2022-23 academic year fully staffed. The two vacant Instructional Designer positions have been filled, one Teaching, Learning, and Technology Consultant position has been filled, and the search continues for a second. It should also be noted that the Distance Education Coordinator, Nichole LaGrow, applied for and accepted a position as an Instructional Designer in CATL. The status of the DE Coordinator position, and whether it will remain in CATL if filled, is yet to be determined.

# Cofrin Center for Biodiversity

## Annual Report 2020-21

### Background

The Cofrin Center for Biodiversity (CCB) was established in 1999 to consolidate several successful University of Wisconsin-Green Bay (UWGB) activities associated with natural history, field biology, and biological conservation. Today, the CCB is affiliated with the Department of Natural and Applied Sciences in the College of Science, Engineering, and Technology (CSET). Elements of the program include 1) **five natural areas**, including the Cofrin Memorial Arboretum on the UWGB campus, 2) the **Richter Museum of Natural History**, 3) the **Gary A. Fewless Herbarium**, and 4) an array of **educational opportunities for UWGB undergraduate and graduate students**, including graduate assistantships, student research grants, conservation-related work experiences, and maintenance of outdoor laboratories. These opportunities have become integral features of the UWGB academic curriculum and have established a strong track record of guiding students toward successful professional careers. The CCB also partners with other academic researchers, government agencies, non-profit conservation organizations, private companies, K-12 educators, and community scientists to promote awareness and conservation of the western Great Lakes flora and fauna. CCB operations are overseen by a nine-member Faculty-Staff Advisory Committee (Table 1) appointed by the CSET Dean.

### Summary of Activities

CCB operating expenses during the 2020-2021 fiscal year totaled \$381,179 (Table 2), excluding expenditures from 9 active external research grants (Table 3) and faculty funding of the director and curators (Table 4). In addition to annual gifts from The 1923 Fund and interest income from endowments, the Center, in collaboration with faculty partners Dr. Amy Wolf and Dr. Karen Stahlheber, obtained 4 major external grants during the 2020-21 fiscal year, totaling \$429,274. These dollars comprised **24.4% of the total external research funding obtained by faculty and staff in the College of Science and Technology**, the largest grant-generating college within the university. We received an additional \$304,000 in gifts and endowment interest for CCB operations supplemented by over \$150,000 in private donations for the Cofrin Memorial Arboretum bridge replacement project. Our external grants (not including private gifts) represented 8.5% of the total support for research and sponsored programs in the entire university. Public funding sources for new and continuing grants during 2020-21 included UW Sea Grant, the US Fish and Wildlife Service, Fox River Trustee Council (NRDA), US Environmental Protection Agency, Wisconsin Department of Natural Resources, Wisconsin Coastal Management Program (NOAA), and the National Fish and Wildlife Foundation.

Like so much of the UW-Green Bay community, the CCB was affected by the Covid-19 pandemic during the 2020-21 fiscal year. Nevertheless, we continued to provide substantial contributions to nature conservation, scientific research, the UW-Green Bay educational program, and outdoor recreation for people in northeastern Wisconsin. **The program employed 32 students as project assistants or student researchers** (Table 5). Supported student projects ranged from acoustic surveys of bat populations to development of a children's book on the Great Lakes. Students funded by the CCB during 2020-21 were mentored by 10 UW-Green Bay faculty members and 4 academic staff specialists, including partnering faculty or staff from 6 academic disciplines.

**Two new full-time and two part-time staff members** were added to the CCB team during 2020-21. Dr. Keir Wefferling joined UW-Green Bay as Curator of the Gary Fewless Herbarium in August 2020. Keir received his PhD from the University of Wisconsin-Milwaukee and recently finished a postdoctoral appointment at the

University of California's Jepson Herbarium, where he studied the evolution and biogeography of polyploid ferns. Andrew LaPlant started in April 2021 as the Arboretum Project Coordinator, whose responsibilities include on-the-ground management activities at UW-Green Bay's 5 natural areas. A UW-Green Bay graduate, Andrew brings 10 years of experience as a conservation biologist and restoration ecologist, most recently at the environmental consulting company, NES Ecological Services. Jacob Depas, Director of Development for University Advancement, will be devoting half time to fundraising efforts for CCB projects, especially management and development of the Cofrin Memorial Arboretum. Like Andrew, Jacob is a graduate of UW-Green Bay. Samantha Betancur comes to UW-Green Bay from the North Carolina Aquarium at Pine Knoll Shores, where she was Outreach Coordinator for 11 years. Samantha received her Bachelor's degree from Carroll University in Wisconsin, and her Master's from Miami University in Ohio. Her position as Camps and Outreach Coordinator at UW-Green Bay will include outreach projects with the CCB.

Despite limitations imposed by the pandemic, CCB staff and partners achieved many significant milestones during 2020-21. Highlights include:

- Ecological restoration at the Wequiock Creek Natural Area began in earnest during 2020-2021. We (in collaboration with UWGB faculty members Dr. Amy Wolf and Dr. Karen Stahlheber and the [Northeast Wisconsin Land Trust](#)) received two major grants, one from [Fox River Natural Resource Trustee Council \(NRDA\)](#) and the second from the [US Fish and Wildlife Service Coastal Program](#). The NRDA grant will be used to manage invasive species and restore native shrubs and understory plants in the floodplain, while the second will be used to restore shallow wetlands and establish Midwest oak savanna in 36 acres of uplands adjacent to the riparian corridor. The US Fish and Wildlife Service, led by biologist Gary VanVreede, contributed critical expertise and funding for the wetland restoration component of this project.
- The Wequiock Creek project also has cultivated a growing collaboration with the UW-Green Bay [First Nations Studies](#) program, local tribal leaders, and the UW Sea Grant Program's Green Bay office, led by Julia Noordyk. CCB funding supported research during summer 2021 by Stephanie Dodge, the First Nations program's first PhD student, mentored by Dr. J.P. Leary. The Wequiock project has great potential for developing educational awareness of this area's cultural heritage. We also are working with Dr. David Overstreet and the Office of the State Archaeologist to ensure compliance of restoration efforts and to develop an effective plan for education and outreach at the site.
- Under the leadership of Bobbie Webster and academic staff partners Paul Baumgart and Lynn Terrien, the ambitious East Shore Watershed Plan was completed and submitted to the Wisconsin Department of Natural Resources for review. Revisions are being completed during October 2021, and the final version will be sent to the US Environmental Protection Agency during fall 2021.
- Wolf and Howe, in collaboration with Giese, graduate students Jacob Woulf and Brandon Byrne, and a host of partners from the US Fish and Wildlife Service, Wisconsin DNR, and USDA Wildlife Services initiated a [UW Sea Grant funded study of piscivorous \(fish-eating\) birds in lower Green Bay](#) during early summer 2021. The first year of this research was highly successful, thanks significantly to expert help from Dr. Brian Dorr from Mississippi State University, who is now a full partner on the project. A "spinoff" of this project, we also are working with private companies [Cellcom](#), [Aexonis](#), and [Miromico](#) on developing an inexpensive bird tracking system using [LoRaWAN](#) technology.
- Webster, LaPlant, and student assistants have successfully restored native sedge meadow in a 10-acre parcel along Wequiock Creek within the Point au Sable Nature Reserve. Funding was provided by a grant from the US Fish and Wildlife Service and Wisconsin DNR associated with the Wequiock Creek Natural Area acquisition.



- A Great Lakes Restoration Initiative grant in collaboration with Door County Soil and Water has supported invasive species management at the Toft Point Natural Area by the CCB natural areas field crew and NES Ecological Services during 2021.
- Planning for replacement of 3 bridges in the Cofrin Arboretum was completed during summer 2021, funded by generous gifts from The 1923 Fund and the [David L. and Rita E. Nelson Family Fund](#). Construction is scheduled for late fall 2021, with a planned completion date in March 2022.
- The administrative structure of the Friends of Toft Point has undergone a change to align the organization's work more closely with the University. UWGB Foundation President Tony Werner, Chancellor Alexander, and the Chancellor's Chief of Staff Ben Joniaux have worked with Jim Cauley, Nick Anderson, Charlotte Lukes, and the FOTP Board to design a formal agreement to continue the excellent contributions of this Friends group, providing a model for other local groups associated with UWGB natural areas.
- Graduate intern Andrew Bowker has worked with CCB staff on developing a plan to create a UW System field station at the UWGB Kingfisher Farm property. Meetings are continuing with partners from UW- Milwaukee and the UW System's [Freshwater Collaborative of Wisconsin](#).
- Herbarium Curator Keir Wefferling attended a 6-week course for developing strategic plans for biodiversity collections. He, Richter Museum Curator Dan Meinhardt, and Erin Giese developed a draft plan for engaging faculty and others in management of the CCB collections.
- Howe, Giese, Wefferling, and Dean Katers submitted a successful proposal to the Microsoft Azure Compute Grant program: "Delivering Regional Biodiversity Resources through Microsoft Azure". The grant will provide software credits to develop cloud-based storage and infrastructure for CCB biodiversity data, and, in collaboration with Iftekhar Anam (Computer Science), Wefferling is applying machine learning to herbarium data exploration.
- Richter Museum Curator Dan Meinhardt supervised several internships and Master's degree projects involving the collections. Michael Pietraszek developed educational "kits" on natural history for K-12 educators; Tiffany Paalman completed an undergraduate design internship on museum exhibits and displays, including a display on pollinators for the new UWGB/Brown County STEM Innovation Center; and Nicholas Reed started a Master's internship on the Richter Museum fish collections.
- CCB resources continue to be an important part of the UW-Green Bay curriculum. Richter Museum and Fewless Herbarium collections are use extensively by not only Biology Department courses, but also by courses in art and design. The Cofrin Arboretum and Point au Sable Natural Area are important "outdoor laboratories" for courses in biology, environmental sciences, art, and even poetry.
- Erin Giese serves on the UW-Green Bay Council on Inclusivity, Diversity, and Equity, and Bobbie Webster was member of the Martin Luther King Day celebration committee. CCB staff have shown a commitment to recruiting and hiring practices that promote opportunities for underrepresented groups and cultivate a welcoming environment for all people.
- CCB staff participated in a workshop with web developer Lolar Moua of the UWGB Information Technology Department to learn skills for updating the CCB web pages. Transition of web pages to the new campus platform is underway.
- We have partnered with the [Western Great Lakes Bird and Bat Observatory](#) and web designer Jennifer Davis to revise and modernize the [Birder Certification Online](#) web site. This unique resource is used widely to train field observers and to provide validation of bird identification skills for participants in field research projects.
- EPA funding for the [Great Lakes Coastal Wetland Monitoring Program](#) has been renewed for five years (2021-2025). The CCB (through Giese and Howe) has been a leader in the bird and anuran (frogs/toads)

component of this collaborative project since its beginning in 2011, along with scientists from 16 other universities and agencies.

- Howe and Giese contributed significantly to two chapters on bioindicators for the upcoming revision of the bi-national [State of the Great Lakes](#) report, scheduled for release in 2022.
- CCB staff have contributed their time to numerous community organizations and outreach activities. Among the most visible of these commitments, Erin Giese was elected to the prestigious [Board of Directors of the National Audubon Society](#). Bobbie Webster serves on the [Land and Water Conservation Board](#) of the Wisconsin Department of Agriculture, Trade, and Consumer Protection.
- Curator Dan Meinhardt hosted numerous tours of the Richter Museum for educational and community groups. He also presented public education talks to UW-Green Bay's Lifelong Learning Program, the Bay Area Bird Club, and other organizations and groups.
- Erin Giese has cultivated a growing collaboration between the Oneida Nation, Northeastern Wisconsin Audubon Society, and UWGB's student Audubon chapter. Giese and UWGB students have formed a team to monitor birds in this highly successful [grassland/wetland restoration](#) project on the Oneida Nation west of Green Bay.
- CCB researchers (including students) and UWGB Biology Professor Amy Wolf continued to study the federally endangered Piping Plover at the Cat Island Restoration Site in lower Green Bay, with funding from the US Fish and Wildlife Service. CCB graduate assistant Demetri Lafkas will be completing his Master's thesis on the Cat Island population during fall 2021.

## **Budget**

The Cofrin Center for Biodiversity operating budget (Table 2) continued to yield a deficit at the end of the fiscal year, in spite of the new funding reallocated from The 1923 Fund. Much of this deficit was due to salaries of discontinued staff positions during late summer 2020 and delays in grant-funded salaries and expenses during early 2021. These unanticipated expenses will disappear in the current fiscal year, and grant funding will make up much of this structural deficit. Our new budget model is now fully in effect during 2021-2022, creating sustainable operations through December 2023. Beginning in 2024, new sources of funding will be needed for the Arboretum Project Coordinator position and approximately \$54,000 in general operating expenses.

## **Acknowledgments**

The CCB staff are extremely grateful for support from many partners, beginning with the generous financial support from The 1923/1883 Funds and the family of Dr. David A. and Mary Ann Cofrin. We thank the Board of Advisors of The 1923 Fund and the Chief Advisor Steve Dhein, who has maintained a close connection with operations of the Center since its beginning. We also thank and acknowledge strong support and collaboration from the UWGB administration, faculty, and staff, especially: Chancellor Michael Alexander and his staff, including Ben Joniaux, Government and External Relations Director; Provost Kate Burns and her staff, particularly Pieter deHart and Holly Keener, CSET Dean Dr. John Katers, and NAS Chair Dr. Michael Draney, in addition to colleagues in the Offices of Facilities Management, University Advancement, Grants and Research, Controller/Business and Finance, Housekeeping, Human Resources, International Education, Information Technology, University Police, Multi-Ethnic Student Affairs, Pride Center, University Archives, Dining Services, Financial Aid, the Environmental Management and Business Institute, and UW Extension. We are especially grateful for the valuable contributions by Tony Werner, Jacob Depas, and Nora Langolf (University Advancement); Paul Pinkston, Brad Gajeski, and Jeffrey Schulz (Facilities Management); Roger Wareham, Jeff Selner, Kristen Kearns, and Terri Fredenberg-Holzman (Grants and Research); Monika Pynaker and Lolar Moua (Information Technology); Sue Bodilly, Tammy Papineau, Janet Bonkowski, Daniel Moore and Kimberly Vlies (Marketing and University Communications); Amy Ibuaka, Dr. Michael Zorn, and Dr. Amanda Nelson (CSET); Jenny Zeitler, Jane Lauren, Joe Schoenebeck, and Taylor Hilgart (NAS), members of

the CCB Faculty-Staff Advisory Committee (Table 1); Kim McKeefry and Dr. Vicki Medland; and UWGB faculty collaborators, especially Dr. Amy Wolf, Dr. Karen Stahlheber, Dr. Lisa Grubisha, and Paul Baumgart. We also are very grateful for support from many partners in government agencies and conservation organizations, including Julia Noordyk (UW Sea Grant); Amy Carrozzino-Lyon (Green Bay Wild Rice Restoration Coordinator); Lynn Terrien (Lower Fox River Watershed Monitoring Program), Gary VanVreede, Betsy Galbraith, Reena Bowman, Trina Soyk, and Andrew Stevens (US Fish and Wildlife Service), Brianna Kupsy, Joshua Martinez, Andrew Hudak, and other Wisconsin DNR staff; Julie Hawkins-Tyrriver and Deborah Nett (Northeast Wisconsin Land Trust); Mike Grimm, Kari Hagenow, and Nicole Van Helden (The Nature Conservancy); Dave Cerny (Town of Scott); Mike Mushinski, Whitney Prestby, and Brent Peterson (Brown County); Samantha Koyen, Door County Soil and Water; and Todd Breiby (Wisconsin Coastal Management Program). Finally, we are particularly grateful for the dedicated contributions to natural areas management by The Friends of Toft Point (especially Charlotte Lukes, Nick Anderson, James Cauley, and Mitch Levitt).

**Table 1. Faculty-Staff Advisory Committee**

<b>Name</b>	<b>Start Term</b>	<b>End Term</b>	<b>Representing</b>
Paul Pinkston ( <i>ex officio</i> )	-	-	Facilities Management
Michael Draney ( <i>ex officio</i> )	-	-	NAS
Karen Stahlheber (Chair)	2020	2023	ES&P
Jeff Benzow	2018	2021	At-large
Patrick Forsythe	2018	2021	NAS
Dan Moore	2019	2021	At-large
David Helpap	2020	2023	At-Large
Amy Wolf	2020	2023	ES&P
Richard Hein/Rebecca Abler	2020	2023	Other campuses

**Table 2. General Operating Budget – CCB accounts**

<b>Source</b>	<b>Expenditures</b>	<b>Income</b>	<b>Source</b>
Cofrin Arboretum (K756)	\$69,404	\$24,000	Cofrin Endowment interest
General Operations (DE11)	\$108,000	\$234,000	Annual 1923/1883 Fund gift
CCB Research (PRJ48RT)	\$203,775	\$70,000	1923 Fund re-allocation (salaries)
Point au Sable (CS11)	\$0.00	\$4,118	Pt. Sable Endowment interest
<b>Total</b>	<b>\$381,179</b>	<b>\$332,118</b>	

**Table 3. Budget – external grants**

<b>Grant Account</b>	<b>Expenditures</b>	<b>Notes</b>
Gr. Lakes Coastal Wetland Monitoring Program (144-AAA9693)	\$22,755	EPA/GLRI
East Shore Watershed Planning (w/Wolf) (144-AAG8935)	\$5,918	NOAA/WCMP
Ecology & Demography of Piping Plover (144-AAD7286)	\$26,546	USFWS
Monitoring of Piping Plovers at the Cat Island Restoration Site (w/Wolf) (144-AAJ1922)	\$5,451	USFWS
Nesting and Foraging Habitat Use of the Endangered Piping Plover (w/Wolf) (144-AAH7383)	\$8,803	USFWS
Door County Invasive Species Management Co-op Grant (with Door County Soil and Water) (144-AAI2355)	\$2,973	National Fish and Wildlife Foundation
Wetland restoration and floodplain habitat improvement at the newly-acquired Wequiock Creek Natural Area along lower Green Bay (w/Wolf, Stahlheber) (144-AAI9432)	\$14,952	Fox River Trustee Council (NRDA)
The Ecological Impact of Piscivorous Birds in the Lower Green Bay Ecosystem (w/Wolf) (144-AAI8816)	\$26,704	UW Sea Grant
Lower East Green Bay (Point au Sable/Wequiock): Habitat Restoration Sub-award (144-AAI2354)	\$2,983	Wisconsin DNR
<b>Total</b>	<b>\$117,085</b>	

**Table 4. Program Support – College of Science, Engineering and Technology**

Robert Howe, CCB Director	(9 month appointment, 71% FTE)
Daniel Meinhardt, Richter Museum Curator	(9 month appointment, 50% FTE + 1 month summer)
Keir Wefferling, Fewless Herbarium Curator	(9 month appointment, 50% FTE + 1 month summer)

**Table 5. Student Employees and Grant Recipients (32)**

<b>Name</b>	<b>Project(s)</b>
Marc Aguirre	UWGB Natural Areas, Wequiock Creek, Pt. au Sable
Bethalynn Bontrager	Richter Museum
Andrew Bowker	UWGB Natural Areas, Kingfisher Farm
Nicholas Boulanger	East Shore Watershed Planning, Cofrin Research Grant
Patrick Brodhagen	UWGB Natural Areas
Brandon Byrne	Great Lakes Coastal Wetland Monitoring, Piping Plover, Green Bay AOC
Max Chung	Cofrin Research Grant
Jessica Cook	Cofrin Research Grant
Stephanie Dodge	Wequiock Creek
Britney Hirsch	Great Lakes Coastal Wetland Monitoring, Cofrin Arboretum
Tamara Kancoglu	UWGB Natural Areas, Wequiock Creek, Pt. au Sable, Cofrin Research
Nathan Knutson	Cofrin Research Grant
Christopher Koch	Richter Museum
Alicia Krause	Cofrin Research Grant
Demetri Lafkas	Great Lakes Coastal Wetland Monitoring, Piping Plover
Collette LaRue	Cofrin Research Grant
Mari Mitchell	Richter Museum, Cofrin Research Grant

Brenna Nicholson	Great Lakes Coastal Wetland Monitoring, Sea Grant Piscivorous Birds
Hunter Papham	Cofrin Research Grant, Toft Point Research
Tiffany Paalman	Richter Museum
Jacob Pelegrin	Cofrin Research Grant
Dustin Sablich	UWGB Natural Areas, Wequiock Creek, Pt. au Sable, Cofrin Research Grant
Olivia Salm	East Shore Watershed Planning, Cofrin Research Grant, UWGB Natural Areas
Joshua Schultz	Richter Museum
Nathan Schwartz	Great Lakes Coastal Wetland Monitoring, UWGB Natural Areas
Jarod Siekman-VerBoort	East Shore Watershed Planning, Cofrin Research Grant, Fewless Herbarium
Jacob Smither	Great Lakes Coastal Wetland Monitoring, Cofrin Arboretum
Max Stafford	Sea Grant Piscivorous Birds, Piping Plover
Katie Stephenson	Cofrin Center for Biodiversity Exhibits and Displays
Norah Swenson	Cofrin Research Grant
Malynn Tarczewski	Richter Museum
Jacob Woulf	Great Lakes Coastal Wetland Monitoring, Piping Plover, Richter Museum

**Table 6. Cofrin Center for Biodiversity Staff (2020-2021)**

Name	Position
Robert Howe	Director
Erin Giese	Senior Research Specialist
Bobbie Webster	Natural Areas Ecologist
Dan Meinhardt	Curator, Richter Museum of Natural History
Keir Wefferling	Curator, Gary A. Fewless Herbarium
Jacob Depas (shared with UWGB Advancement)	Director of Development
Samantha Betancur (shared with CSET Dean)	Outreach Coordinator
Andrew LaPlant	Cofrin Arboretum Project Coordinator
Jacob Woulf	Graduate Assistant
Brandon Byrne	Graduate Assistant

**Table 7. Publications and Major Reports (CCB/UWGB authors in bold)**

1. Wiegand, T., X. Wang, K.J. Anderson-Teixeira, N.A. Bourg, M. Cao, X. Ci, S.J. Davies, Z. Hao, **R.W. Howe**, W.J. Kress, J. Lian, J. Li, L. Lin, Y. Lin, K. Ma, W. McShea, X. Mi, S-H. Su, I-F. Sun, **A. Wolf**, W. Ye, and A. Huth. 2021. Consequences of spatial patterns for coexistence in species-rich plant communities. **Nature Ecology and Evolution** 5:965-973. <https://www.nature.com/articles/s41559-021-01440-0>
2. **Hohman, T.R., R.W. Howe**, D.C. Tozer, **E.E. Gnass Giese**, **A.T. Wolf**, G.J. Niemi, T.M. Gehring, G.P. Grabas, and C.J. Norment. 2021. Influence of lake levels on water extent, interspersion, and marsh birds in Great Lakes coastal wetlands. **Journal of Great Lakes Research** 47:534-545. <https://www.sciencedirect.com/science/article/abs/pii/S0380133021000228>
3. **Magee, L., A. Wolf, R. Howe, J. Schubbe, K. Hagenow**, B. Turner. 2021. Density dependence and habitat heterogeneity regulate seedling survival in a North American temperate forest. **Forest Ecology and Management** 480: 118722 <https://www.sciencedirect.com/science/article/pii/S0378112720314912>

4. Davies, S.J., I. Abiem, K. Abu Salim, S. Aguilar, D. Allen, A. Alonso, K. Anderson-Teixeira, A. Andrade, G. Arellano, P.S. Ashton, P.J. Baker, M.E. Baker, J.L. Baltzer, Y. Basset, P. Bissiengou, S. Bohlman, N.A. Bourg, W.Y. Brockelman, S.B. David, F.R.P. Burslem, M. Cao, D. Cárdenas, L-W. Chang, C-H. Chang-Yang, K-J. Chao, W-C. Chao, H. Chapman, Y-Y. Chen, R.A. Chisholm, C. Chu, G. Chuyong, K. Clay, L.S. Comita, R. Condit, S. Cordell, H.S. Dattaraja, A.A. de Oliveira, J. den Ouden, M. Detto, C. Dick, X. Du, Á. Duque, S. Ediriweera, E.C. Ellis, N.L.E. Obiang, S. Esufali, C.E.N. Ewango, E.S. Fernando, J. Filip, G.A. Fischer, R. Foster, T. Giambelluca, C. Giardina, G.S. Gilbert, E. Gonzalez-Akre, I.A.U.N. Gunatilleke, C.V.S. Gunatilleke, Z. Hao, B.C.H. Hau, F. He, H. Ni, **R.W. Howe**, S.P. Hubbell, A. Huth, F. Inman-Narahari, A. Itoh, D. Janík, P.A. Jansen, M. Jiang, D.J. Johnson, F.A. Jones, M. Kanzaki, D. Kenfack, S. Kiratiprayoon, K. Král, L. Krizel, S. Lao, A.J. Larson, Y. Li, X. Li, C.M. Litton, Y.L. Shirong Liu, S.K.Y. Lum, M.S. Luskin, J.A. Lutz, H.T. Luu, K. Ma, J.-R. Makana, Y. Malhi, A. Martin, C. McCarthy, S.M. McMahon, W.J. McShea, H. Memiaghe, X. Mi, D. Mitre, M. Mohamad, L. Monks, H.C. Muller-Landau, P.M. Musili, J.A. Myers, A. Nathalang, K. Min Ngo, N. Norden, V. Novotny, M.J. O'Brien, D. Orwig, R. Ostertag, K. Papathanassiou, G.G. Parker, R. Pérez, I. Perfecto, R.P. Phillips, N. Pongpattananurak, H. Pretzsch, H. Ren, G. Reynolds, L.J. Rodriguez, S.E. Russo, L. Sack, W. Sang, J. Shue, A. Singh, G-Z.M. Song, R. Sukumar, I-F. Sun, H.S. Suresh, N.G. Swenson, S. Tan, S.C. Thomas, D. Thomas, J. Thompson, B.L. Turner, A. Uowolo, M. Uriarte, R. Valencia, J. Vandermeer, A. Vicentini, M. Visser, T. Vrska, X. Wang, X. Wang, G.D. Weiblen, T.J.S. Whitfeld, **A.T. Wolf**, S.J. Wright, H. Xu, T.L. Yao, S.L. Yap. 2021. ForestGEO: Understanding forest diversity and dynamics through a global observatory network. **Biological Conservation** 253: 108907.

<https://www.sciencedirect.com/science/article/pii/S0006320720309654>

5. Grand, J., S.P. Saunders, N.L. Michel, L. Elliott, S. Beilke, A. Bracey, T.M. Gehring, **E.E. Gnass Giese**, **R.W. Howe**, B. Kasberg, N. Miller, G.J. Niemi, C.J. Norment, D.C. Tozer, J. Wu, and C. Wilsey. 2020. Prioritizing coastal wetlands for marsh bird conservation in the U.S. Great Lakes. **Biological Conservation** 249:108708.

<https://www.sciencedirect.com/science/article/abs/pii/S0006320720307667>

6. P.R. Schilke, M. Bartrons, J.M. Gorzo, M.J. Vander Zanden, C. Gratton, **R.W. Howe**, A.M. Pidgeon. 2020. Modeling a cross-ecosystem subsidy: forest songbird response to emergent aquatic insects. **Landscape Ecology** 35:1587-1604.

<https://link.springer.com/content/pdf/10.1007/s10980-020-01038-0.pdf>

7. Fung, T., R.A. Chisholm, K. Anderson-Teixeira, N. Bourg, W.Y. Brockelman, S. Bunyavejchewin, C-H. Chang-Yang, R. Chitra-Tarak, G. Chuyong, R. Condit, H.S. Dattaraja, S. J. Davies, C.E.N. Ewango, **G. Fewless**, C. Fletcher, C.V. Savitri Gunatilleke, I.A.U. Nimal Gunatilleke, Z. Hao, J.A. Hogan, **R. Howe**, C-F. Hsieh, D. Kenfack, Y. Lin, K. Ma, J-R. Makana, S. McMahon, W.J. McShea, X. Mi, A. Nathalang, P.S. Ong, G. Parker, E-P. Rau, J. Shue, S-H. Su, R. Sukumar, I-F. Sun, H.S. Suresh, S. Tan, D. Thomas, J. Thompson, R. Valencia, M.I. Vallejo, X. Wang, Y. Wang, P. Wijekoon, **A. Wolf**, S. Yap, J. Zimmerman. 2020. Temporal population variability in local forest communities has mixed effects on tree species richness across a latitudinal gradient. **Ecology Letters** 23: 160-171.

<https://onlinelibrary.wiley.com/doi/abs/10.1111/ele.13412>

8. Soulliere, G.J., M.A. Al-Saffar, K.R. VanBeek, C.M. Tonra, M.D. Nelson, D.N. Ewert, T. Will, W.E. Thogmartin, K.E. O'Brien, S.W. Kendrick, A.M. Gillet, J.R. Herkert, **E.E. Gnass Giese**, M.P. Ward, and S. Graff. 2020. Upper Mississippi / Great Lakes Joint Venture Landbird Habitat Conservation Strategy - 2020 Revision. U.S. Fish and Wildlife Service, Bloomington, Minnesota, USA.

9. **Lafkas, D., A. Wolf, and R. Howe**. 2020. Cat Island Great Lakes Piping Plover Recovery 2020 Seasonal Report. Cofrin Center for Biodiversity, University of Wisconsin-Green Bay/US Fish and Wildlife Service, Green Bay Office. 19 pp.

10. **Howe, R., A. Wolf, B. Webster, E. Gnass Giese, M. Hoff, P. Baumgart, L. Terrien,** and J. Noordyk. 2020. East Shore Lower Green Bay Watershed Plan: Habitat Conservation Plan. 53 pp.

11. **Gnass Giese, E.E., B.G.G. Kupsky, R.W. Howe, A.L. Stevens,** and **A.T. Wolf.** 2020. Evaluating Progress Toward Removing Fish and Wildlife Habitat and Populations Beneficial Use Impairments in the Lower Green Bay & Fox River Area of Concern. Technical report submitted to the Wisconsin Department of Natural Resources and the U.S. Environmental Protection Agency.

[https://www.uwgb.edu/UWGBCMS/media/gbaoc/images/LgbFrAoc\\_MetricsPlan\\_v20200407.pdf](https://www.uwgb.edu/UWGBCMS/media/gbaoc/images/LgbFrAoc_MetricsPlan_v20200407.pdf)

12. **Boulanger, N.** 2021. A survey of resident bats at the new Wequiock Creek Natural Area in Brown County, WI. Master's Thesis. University of Wisconsin-Green Bay. 42 pp.

### **Presentations:**

1. Carrozzino-Lyon, A. and **E.E. Giese.** 2021. Take Flight! Discover Bird Watching in Brown County. Green Bay Retired Men's Club. 27 April 2021. (online)

2. **Giese, E.E.** 2021. Take Flight! Discover Bird Watching in Brown County. UW-Green Bay's Lifelong Learning Institute. Oral Presentation. 11 February 2021. (online)

3. **Hirsch, B. E.E. Gnass Giese,** and **R. Howe.** 2021. Anuran Occurrences in High & Low Water within the Lower Green Bay & Fox River AOC. Wisconsin Wetlands Association Conference, Virtual. Poster Presentation. February 2021.

4. **Howe, R.W.,** G.J. Niemi, L. Elliot, D. Tozer, **E.E. Giese,** A.M. Bracey, W. Gaul, T.M. Gehring, G.P. Grabas, C.J. Norment, H. Panci, and N.G. Walton. 2020. A Reference Gradient for Calculating Coastal Wetland Indicators. Great Lakes Coastal Wetland Monitoring Program Annual Meeting. 12 February 2021. (online)

5. **Giese, E.E.** 2021. Attracting Birds to Your Property. UW-Green Bay's Lifelong Learning Institute. Oral Presentation. 18 October 2021. (online)

6. Kuchma, T., **E. Giese,** and R. Cornelius. Habitat Restoration and Bird Monitoring on the Oneida Nation. Northeastern Wisconsin Audubon's Lecture Series. 18 October 2021. (online)

7. **Giese, E.** 2020. Project SOAR: Snowy Owl Airport Rescue. UW-Green Bay's Lifelong Learning Institute. Oral Presentation. 29 April and 20 May 2020. (online)

# Environmental Management and Business Institute (EMBI)

## Annual Report 2020-21

### Introduction

This document summarizes the activities of the Environmental Management and Business Institute (EMBI) during FY 2021. It should be noted that FY 2021 has been marked by continued focus on certificate enrollment, student internships, grant funded projects, and developing the Office of Sustainability. In addition, as with the rest of the campus, there have been challenges adapting to the restrictions placed on the institute by implementing the Covid-19 safety protocols.

### 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 2021:

- Formally established the campus Office of Sustainability – now housed in the EMBI office
- Officially assumed the director role for the newly formed UW-Green Bay Sustainability Office
- Co-led the campus workgroup that developed the “virtual” Earth Day 2021 campus event
- 4 new Certificate in Sustainability enrollments since July 1, 2020
- Renewed the Aurora BayCare Medical Center grant for years 12, 13, and 14
- Renewed my role as a City of Green Bay Sustainability Commissioner for three years
- Began development of the City of Green Bay carbon footprint and climate action plan
- Three grant proposals were developed and submitted to support regional sustainability in the areas of state-wide natural areas internships, a recycling materials database for the state of Wisconsin, and using public deliberation to develop apps for community resilience in flood zones
- Grants received at this reporting included: Aurora BayCare HealthCare Internship grant, and the WDNR Cooperative Internship Agreement, with a total of \$ 119,935 awarded.
- 8 student internships were completed in conjunction with the Certificate in Sustainability, which was impressive based on the limited contact due to Covid-19. The internships / projects were completed at the following organizations:

Clean Water Action Council	New Leaf Foods
State Committee of Uzbekistan	UWGB Project Based (5)

- The newly created Sustainability Minor began enrolling students.
- Served on the resources committee for the HLC reaccreditation for 2021
- Attended 5 virtual professional development conferences – AASHE, The Economist, WSBC, WIRMC, and the UW-System Sustainability Conference
- As a STEAM Engine Green Bay board member – helped bring 3 events supporting STEAM to the local community



- EMBI participated in the following events:
  - Brown County Lead Abatement Coalition – Quarterly Meetings.
  - Aurora BayCare Energy Team – Monthly Meetings as reasonable
  - City of Green Bay Sustainability Commission – Monthly Meetings
  - UW-Green Bay Sustainability Committee – Monthly Meetings
  - UW-System Sustainability Directors Meeting – Monthly Meetings
  - UW-System STARS Working Group – Monthly Meetings
  - Bee Campus USA Committee (UWGB) – Meetings as needed
  - Earth Day 2021 Campus Virtual Event – April, 2020
  - Earth Caretaker Award winner selected – April ceremony held virtually
  
- Presentations given:
  - Mauthe Center - Clean Energy and Conservation in Green Bay (September)
  - UW-System Sustainability – STARS presentation (November)
  - Common CAHSS – Beyond Sustainability (December)
  - Alumni Office – Eco U: The Next 50 Years (January)
  - Federation of Environmental Technicians – Sustainability Intro (February)
  - Leadership Green Bay – Climate Change Panel (April)
  - Quantity Food and Production class – Food Sustainability (April)
  - Earth Caretaker Award Ceremony presentation (April)

## **Budget Analysis**

EMBI actively managed four funds for a combined total budget of **\$62,960**, administered the Sustainability Committee budget of **\$17,500**, and had financial oversight of **\$1,367,437** across nine grants including:

<b>Description</b>	<b>Sponsor</b>	<b>Grant Amount</b>
Plum Creek Watershed Cooperative Monitoring	EPA, WDNR	\$ 16,597
Aurora BayCare Healthcare Internship	Aurora Health Care, Inc (ABMC)	\$ 323,709
Managed Grazing - Paired Field Assess.	Environmental Protection agency	\$ 206,800
Transitioning Science to Management	COMM, NOAA	\$ 239,998
Linking Soil Health Assessment	USDA, NRCS	\$ 542,000
State Natural Area Restore Internships	WDNR	\$ 35,473
Wisconsin Recycling Markets Directory	WDNR	\$ 2,860

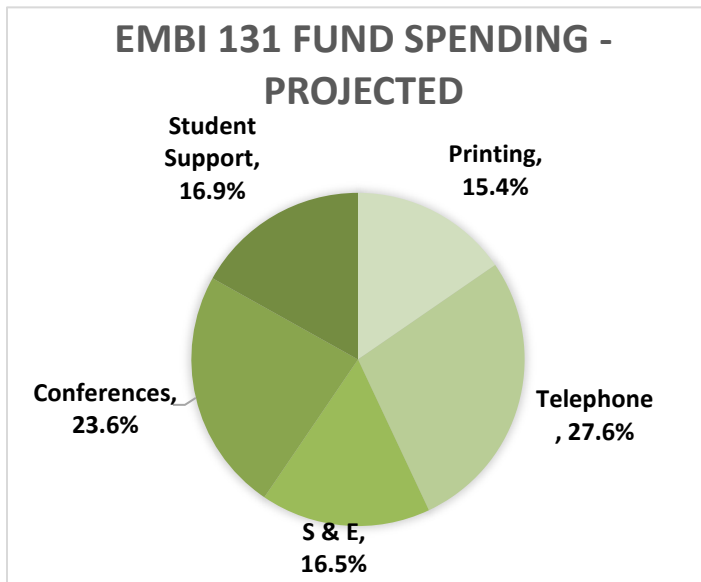
Operating funds managed by EMBI include 102-243000, 131-243000, 136-243000, and 150-243000. Fund 102-243000, with an annual budget of \$48,290, serves as EMBI’s main fund for the annual computer upgrades and the director salary. Fund 131-243000, with a budget of \$7,463, is used to support the office 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.

Office fund allocations by major spending category projected through the end of FY21 are listed below:

**131-243000 (Reduced spending this year)**

- Telephone \$ 724
- Printer \$ 405
- Supplies & Expenses \$ 432
- Conferences \$ 620
- Student Salaries \$ 444
- \$ 2,625

The largest budget expenditure for the 131 funding was to support telephone services and professional development conferences.



**Development of Revenue Sources / Internship Opportunities**

During FY 2021, two proposals aimed at increasing internship opportunities for UW-Green Bay students (both EMBI Certificate enrollees and environmental students) were submitted and received. The proposals received during FY 2021 that include a salary component for EMBI are summarized below:

- Wisconsin Recycling Markets Directory \$ 112,935 (1 Student)
- Wisconsin Department of Natural Resources \$ 17,000 (2 Students)
- \$ 119,935

Looking forward, the first six months of FY 2022 should have a minimum of **10%** of salary and fringe benefits for the EMBI Director offset by outside grant funding barring any new obstacles from COVID-19 and an additional **15%** offset by Sustainability Committee funding.

## **EMBI – Strategic Plan for 2022 FY (these remain unchanged from FY 2020)**

### Opportunities

- Work closer with enrollment services
- Bring together more university partners
- Potentially more internships through EMBI alumni
- Market more of EMBI through the campus partners and CECE
- Growth in the Sustainability Minor program

### Challenges

- Staff size
- Restrictions due to COVID-19
- Travel time/costs to coastal partners
- Seeking organizations willing to make a longer term commitment

## **Goals for 2022 FY**

- Establish an Advisory Board (*underway*)
- Establish a Student and Alumni Advisory Board
- Integrate and promote the EMBI Certificate in Sustainability and the new minor in Sustainability within the three new campuses
- Seek 2021-2022 salary support through targeted grants (similar to ABMC)
- Continue to increase exposure of EMBI to the region via targeted speaking engagements as well as outreach opportunities through Continuing Education & Community Engagement
- Get the *Sound Tracker* software accessible in some form to the campus – Already discussing with the NERR.
- Revamp the campus Sustainability Committee and assume more responsibility for EMBI
- Complete the next STARS report for the campus (due November 2021)
- Work with the EMBI Executive Committee to develop a formal strategic plan for EMBI

## **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 2022, it is expected that opportunities for both internships and grants will continue to increase, allowing more students to complete the Certificate in Sustainability or a minor in Sustainability, and increasing external funding to support the EMBI Director.

# Gerontology Center

## Annual Report 2020-21

The Gerontology Center brings together faculty and students from Business, Humanistic Studies, Human Development, Psychology, Nursing, and Social Work to work toward the common goal of promoting education and knowledge of continuing adult development and aging processes.

This past year, the CoVid19 pandemic curtailed many in-person and on campus activities. Nevertheless, the Center continued to offer outreach to our broader community.

This past academic year, an “Intergenerational Discussion” moderated by Dean VonDras, and conducted through streaming-video conferencing software, involved UWGB students, members of the Life-Long Learning Institute, and other individuals from the broader community during the Fall 2020 semester.

An allied program, “Life Story: A Synthesis of Past, Present, and Future,” facilitated through streaming-video software by Dean VonDras, involved UWGB students, members of the Life-Long Learning Institute, and other individuals from as far away as Oklahoma during the Spring 2021 semester.

In conjunction with these programs, 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. A streaming-video kick-off event took place in November 2020, and a culminating streaming-video conference event, the idea-competition, took place in February 2021. The Gerontology Center members involved in the Innovation in Aging Planning Committee and as Faculty-Consultants for students included Susan Gallagher-Lepak, Doreen Higgins, and Dean VonDras.

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

The Center continues to sponsor a web-site with the support of Susan Gallagher-Lepak, Dean of the College of Health, Education, and Social Welfare. The web-site contains 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, Director  
UW-Green Bay Gerontology Center

## **Hmong Center**

Annual Report 2020-21

No report submitted

# **Institute for Learning Partnership**

Annual Report 2020-21

No report submitted

# **Language Learning Lab**

Annual Report 2020-21

No report submitted

## **Lower Fox River Watershed**

Annual Report 2020-21

No report submitted



**NEW Partnership**

Annual Report 2020-21

No report submitted