

University of Wisconsin – Green Bay Center Annual Reports 2021-22

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UW Green Bay Education Center for First Nations Studies

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UW Green Bay Student Success Coordinator Position

The Center for First Nations Education continues to expand services to support First Nations student success and retention. The UWGB First Nations Student Success Coordinator is new position created in partnership with the Oneida Nation. In May of 2020, Dr. Crystal Lepscier was hired. This was during the pandemic and her work and support to students was launched remotely. The first year was spent developing this position and providing support to students living in pandemic isolation and supporting their adaptation to the online learning environment. In the fall of 2021, Crystal Lepscier starting working in-person in the Center for First Nations Education. Her work is focused on providing holistic support to First Nations students and is defined formally as follows:

Position Summary Statement

The First Nations student success coordinator is responsible for support services of prospective and current First Nations students with a specific focus on students from the Oneida Nation of Wisconsin. This includes academic advising and counseling. The coordinator develops and maintains partnerships with Wisconsin First Nations communities to actively support campus efforts to recruit, retain, and graduate First Nations students.

First Nations student success coordinator is also responsible for developing programs and activities to promote campus-wide understanding of Wisconsin First Nations history, culture, sovereignty, and contemporary status with particular emphasis on the Oneida Nation. The coordinator develops new programs and works independently and collaborates effectively with the Education Center for First Nations Studies, First Nations Studies program, First Nations Education doctoral program and other University programs.

Essential Job Functions and Responsibilities

60% First Nations Student Advising

- Provide personal counseling, academic advising, assistance with financial aid problem solving, assist with Lawton Grant recruitment, admissions assistance, degree requirements, career options, graduate programs, personal finances, orientation, and assistance with other issues related to student well-being, adjustment, and relocation.
- Advocate and liaison for First Nations students with university programs, administration, staff, and faculty.
- Advocate for First Nations students to state agencies and First Nations governments and agencies.

20% First Nations Outreach

- Develop and maintain face to face partnerships with Wisconsin First Nations and tribal higher education communities and programs to enhance and support First Nations students
- Coordinate with Admissions staff to represent UWGB at college fairs and higher education forums

15% University Service

- Collaborate and coordinate with FNS, the Ed Center for FNS, and the Signature and Cultural Events Coordinator in Student Life to develop programs and activities to promote campus-wide understanding of Wisconsin First Nations history, culture, sovereignty, and contemporary status with particular emphasis on the Oneida Nation.
- Collaborate and coordinate with the UW System American Indian Student Success Coordinator to support First Nations students on campus
- Collaborate and coordinate with MESA, Pride Center and other units on campus to support First Nations students
- Provide leadership regarding the status of First Nations students to campus administration including Vice Chancellor of Student Affairs and Campus Climate

5% Advise UWGB Inter-Tribal Student Council

Graduate Assistantship Position in Indigenous Wellness and Two Spirit Education

The Office of Graduate Studies provided funding for this new graduate assistant position in the Center for First Nations Education. The Center hired FNED doctoral student, Cory Carline (M.S.W.), in this role to develop resources for Indigenous Two Spirit and LGBTQ+ students, staff and faculty. Their work also included co-teaching FNS 360 Women and Gender in First Nations Communities and offering guest presentations in other undergraduate classes. Their primary work this year was with FNS/FNED faculty in fusing Two Spirit knowledge and wellness education into existing FNS undergraduate and FNED doctoral classes. The aim here is to 1) infuse both Indigenous wellness and Queer Studies content and 2) offer greater support to our students dealing with complex trauma including historical trauma and secondary trauma. Cory partnered with the Pride Center in the development of the Two Spirit events held on campus on March 22 & 23 2022 (see below).

UW Green Bay Ceremonial Burn Policy

In 2022, the Center director worked with Chancellor Alexander, Dr. Stacie Christian, and Christopher Pacquet to draft and enact an all-encompassing campus-wide ceremonial burning policy. The policy provides burn exemption for students, staff, and faculty, practicing ceremonial traditions. The Director of the Center for First Nations Education works with students to administer the burn exemptions. Professors Poupart and Brooks are creating training modules on the policy for campus policy, residence life, and the larger campus community. The trainings will take place in person with virtual components in fall 2022.

UW Green Bay Land Based Teaching and Learning Space

In April 2021, the Center proposal for Strategic Priority funding was awarded funding for the Land Based Teaching and Learning Space to promote understanding of First Nations history, culture, sovereignty, and traditional ecological knowledge (TEK) at UWGB and within the regional community. Indigenous teaching and learning emanates from the oral tradition. It is sharing orally and gaining knowledge through lived experience. Indigenous education is circular, reciprocal whereby peers at all age levels learn from one another, and Elder teachers learn from the younger generations. The primary purpose of Indigenous education is to foster our holistic wellness and strengthen our interconnection to each other and the natural world. The First Nations education programs at UWGB Green Bay are

founded on these values.

A fully developed land-based teaching and learning center serves students of First Nations heritage by recognizing their cultures and histories and providing them with a culturally appropriate gathering place. It would serve the larger communities by providing a place for offering workshops on traditional ecological knowledge (land caretaking, plant medicines, gardening, and food preservation and preparation). It would strengthen First Nations cultures by providing an additional site for elder teaching. And it would contribute to the educational mission of UWGB, not only within credit-bearing courses but for co-curricular events and professional development. In sum, this FNS teaching and learning center would serve the entire university and regional communities. We envision a land-based teaching and learning center rooted in the sharing and transmission of TEK that includes an outdoor fire ring with open air meeting space, an enclosed building for a center to hold workshops, classes, oral traditional teachings, space to process, prepare and cook traditional foods, and ample outdoor space and appropriate terrain for cultivating traditional medicinal plants and a traditional Three Sisters garden. In order to pursue this project, FNS/FNED requests that the university designate a plot of land to be overseen by FNS/FNED and maintained by FNS/FNED in partnership with the Groundskeeping department. In order to create a secure foundation for the project, the university must make a firm commitment to FNS regarding their continued ability to use the designated area. The area should be large enough to allow for a fire ring, medicinal plant cultivation, traditional gardening, and the building or structure noted above. It will be close enough to parking and other facilities to make it easily accessible not only for UWGB students but also for elders and community members. Benefits and Impact: The landbased FNS teaching & learning center would provide: -a meaningful manifestation of the UWGB Land Acknowledgment -an open-air teaching and physical building/learning space for university courses (undergraduate and graduate level), co-curricular activities, and professional development -a gathering space for the Intertribal Student Council -a workshop space for campus and community education and oral traditional teachings -a living laboratory for TEK land caretaking practices, including cultivating, harvesting, and processing traditional medicinal plants and traditional (Three Sisters) gardening -an example and model of restoring a relationship between humans and the larger community of life based on TEK -connecting both Indigenous and non-Indigenous people to foster relationships between one another and with the land.

Update on the project: Over the past year, the Center director and FNS/FNED faculty have partnered with the UWGB Sustainability Coordinator, Daniela Beale, to develop and plan the outdoor learning space. Over the past year, physical sites were selected, efforts were made to raise additional funds for the space, architectural designs were explored and planned. Staff met with vendors to begin formal designs

Oral Traditional Scholars in Residence Program: During this period, the Education Center for First Nations Studies continued to host the Oral Traditional Scholars in Residence Program virtually to support access or oral traditional learning during the Covid-19 pandemic. During the past year both Dr. Carole Cornelius (Oneida/Mohican), David Turney, Sr./Napos (Menominee) met on Zoom to create opportunities for students, staff and faculty to learn from tribal elders in the oral tradition. In spring of 2022, Napos hosted his residency hours both on Zoom and in-person in the Center for First Nations Education. Throughout the pandemic, UWGB faculty from across disciplines continue to encourage or require their students to visit with the Oral Scholars in Residence.

First Nations Education Fusion:

With the return to in-person classes in fall of 2021, Center director started meeting with new UWGB

staff and faculty hired during the pandemic. The goal was to welcome our new colleagues to talk about our work, offer support and build collaborations. From these informal meetings in the early fall term, new interest was sparked for the First Nations Education Fusion Project. In spring of 2022, a group of faculty from across disciplines including Psychology, English, Democracy and Justice Studies, Political Science, History, Biology, started meeting informally in the Center to infuse First Nations Studies core knowledge into their existing courses and curriculum.

Indigenous Education for the UWGB Campus and Beyond: The Ed Center for FNS continues to host educational events for the campus community. During the review period, these included both in-person and virtual educational experiences including:

An Evening with Angeline Boulley – Phoenix Rooms – October 19, 2021

Through the partnership with SEC and MESA, the Center hosted Angeline Boulley in-person to premier her NY Time best-seller, *Firekeeper's Daughter*. Crystal Lepcier worked and partnered for months to coordinate this event that included campus book reading and offer this book to students, staff, and faculty across campus prior Angeline's visit. During Angeline's visit she discuss connection to her work as an Ojibwe author and inspired First Nations and other students of color on campus. This book talk was also promoted throughout the community as a part of the 'Bias Inside Us' Smithsonian exhibit and resources to have localized discussions. Crystal also connected with local tribal communities and the UW Native Nations group to also promote the event and the book Center director facilitated a conversation with Angeline with invited questions from the audiences. The evening event was a tremendous success with 150+ in attendance in the Phoenix rooms and one hundred more in attendance virtually.

LLI 'Acknowledging Wisconsin's First Nations People and Lands' – Virtual - February 25, 2022

In partnership with Professor David Voelker and Crystal Lepscier (First Nations Student Success Coordinator) coordinated and planned this course through the Lifelong Learning Institute to discuss Land Acknowledgements. The practice of acknowledging First Nations' (or Native Americans') historical relationship with land in the United States is becoming increasingly common. This session explored the purpose of land acknowledgments and provided a brief historical overview of Wisconsin's First Nations' relationship with the land.

Two Spirit Film Event and Panel Presentation – March March 22 & 23, 2022

This event was held over two evenings and hosted by the UWGB Pride Center in partnership with the Center for First Nations Education. On March 22, a public screen and discussion of the film "Two Spirits" was held in the Christie Theater. On March 23, a public forum and panel presentation was held in the UU Phoenix Rooms and live-streamed on Zoom. These events were both well attended. Attendees were educated about the traditional Indigenous status and role of Two Spirit people and their eroded status as a result of Euro-American colonization.

Indigenous Voices in the Creative Arts Panel – Virtual – April 19, 2022

Sierra Teller Ornelas is a producer and screenwriter known for her work on *Rutherford Falls* (2021), *Superstore* (2015), and *Splitting Up Together* (2018). Justin 'Jud' Gauthier is a screenwriter and actor known for his work in the 1491's play 'Between Two Knees.' Sierra Teller Ornelas (Dine/Mexican) and Justin 'Jud' Gauthier (Menominee) joined us virtually and shared their experiences in the film/creative industry. This was an intimate setting for students to engage in conversation around the creative arts –

perhaps to think of what opportunities may exist for them in this career field.

Land Acknowledgement Project – Planning Meetings – Summer/Fall 2021

This project included a discussion with the Student Engagement Center, me, and First Nations Studies Faculty to determine how we might help engage campus in the dialogue of the Land Acknowledgement. Center staff, including Lepscier and Stevens, met to discuss resources, opportunities, and vision on the direction of where we might head as a campus. From this group, we initiated the website, which is connected to the campus front resource page, shared resources, reviewed the history, and connected on ideas for future initiatives.

Indigenous People’s Day Celebration – University Union – October 11, 2021

In partnership with the Intertribal Student Council (ISC), Student Engagement Center (SEC), and Crystal Lepscier planned and hosted an event to celebrate Indigenous People’s Day on campus. They set up a table underneath the Wisconsin Tribal Flags outside of the Coffee Shop in the Union to promote and educate campus about Indigenous People’s Day. The group included resource flyers, a station to make pins to wear honoring IPD, posters to include testimonials from others, as well as sign-up sheets to help promote the student organization.

Title VI Indian Education and Oneida Nation Youth Ed Services Collaborations:

The Education Center for First Nations Studies continues to collaborate with and support the local school districts Indian Education Programs during the pandemic however, was work was limited to online tutoring and mentoring support in the Oneida Nation middle and high schools, Lombardi and Edison Middle Schools in GBAPS. Dr. Poupart continues to work with each of the Title VI Indian Education staff from these districts to provide UWGB undergraduate student mentors and tutors for First Nations K-12 students. The following exemplar event was held on the UWGB campus:

First Nations Student Achievement Summit – University Union – May 3, 2022

In partnership with the MESA office, GBAPS Title VI, Oneida Nation Y.E.S. Crystal Lepscier helped to coordinate the inaugural First Nations Student Achievement Summit at UW-Green Bay. Her role included monthly and weekly meetings to help execute the details and support the planned activities for youth on campus. She connected with others at UWGB to support this important event. Dr. Lois Stevens (FNED) partnered with the Oneida Nation to provide cultural teachers/facilitators at the event. The summits were planned to help connect middle school students with various events hosted at the UWGB site as an opportunity to make early inroads to higher education support systems. Dr. Poupart delivered an opening address and facilitated an introduction activity for all in attendance including tribal leadership. Dr. Poupart and Dr. Lois Stevens both attended the event, took part in activities, and met with teachers, staff and students in attendance.

First Nations Student Success & Retention:

The Center for First Nations Education continues to prioritize and hold First Nations student success and retention as a primary mission. The Center continues to offer a physical space for students and staff to meet, socialize, and study. Students were eager to return to the space in the fall after pandemic isolation and distancing.

The Center and staff hosted some in-person events such as the weekly meetings of the Inter-tribal Student Council and weekly evening study sessions for students. The study sessions were new this year and were offered in response to student request as many of our students were feeling isolated and alone during the pandemic and needing time to meet with their peers and work quietly in-person in the Center. Several nights per week, students came to the Center after classes, ate evening meals together, and studied in the Center until late in the evening. The sessions offered students a place to meet, socialize and do school work in community.

The Center director is involved in numerous initiatives to support student success and retention across campus. For example, in 2022, she was consulted by Chancellor Alexander and worked with the commencement committee to support planning of the May commencement ceremony and is currently working with architects in the planning of the new Cofrin Library to support Indigenous teaching and learning into the design.

One example of a return to an in-person event hosted in the Center this year is the following:

Honoring Our Graduates FNS Open House – Center for First Nations Ed – May 9, 2022

Hosting a meal to celebrate the end of the school year with self-identified Indigenous students to support their sense of belonging to the University. Honoring those who are graduating along with those who are yet to do so allows peer to peer modeling of success. Given restrictions on in-person events in the past few years, this was a great opportunity to show student support in-person and provide nourishment to honor their success. The open house format allowed for connection to various departments across campus to also honor this success.

First Nations Student Recruitment: The Education Center for First Nations Studies continues to be involved in the recruitment of First Nations students. Center staff were involved in a number of recruitment activities this year including working at a formal recruitment table at the Wisconsin Indian Education Association annual meeting at the Milwaukee Indian Community School. May 13-14, 2022.

University Partnerships: Over the past year, the Center director has been invited to partner and participate in the following campus initiatives:

NERR Partnership Center director was invited to participate in and support the UWGB National Estuarine and Research Reserve (NERR) proposal. Center director partners with Dean Dornbush and Emily Tyner to extend and incorporate tribal leaders and oral scholars participation in the proposal. This work has included meeting with tribal leaders and oral scholars and hosting their campus visits to proposed NERR sites.

NAGPRA Leadership Center director was appointed as the UWGB NAGPRA (North American Graves Protections and Repatriation Act) consultant to UWGB. In the winter for 2022, remains were located in the biology department. These remains were determined to fall under NAGPRA law. Center director determined the remains are under the purview of the NAGPRA and worked with state NAGPRA authorities to begin the repatriation process.

Cofrin Center for Biodiversity Center director and staff partner with the Cofrin Center of Biodiversity and their FNED Graduate Assistant to support and encourage Indigenous representation and infusion of Indigenous knowledge several of their initiatives including the development of a digital archive of oral scholar recordings relating land based knowledge and local sacred sites.

Center for Food in Community and Culture

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No report submitted

UWGB Center for History and Social Change

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No report submitted

Center for Middle East Studies and Partnerships

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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 2021-2022

1. Supported the following courses:
 - History 421: Topics in Medieval History: Genghis Khan and the Mongol Empire
 - Began planning for offering Arabic 101/102 for coming academic year
 - Prof. Coury began virtual introductory Arabic classes through Mizna in Minneapolis.
2. Organized/supported the following events:
 - Global Studies Roundtable: Tajikistan and U.S. State Department,” with Alex Noppe September 3, 2022.
 - Prof. Coury received a \$3272 “Time to Act” grant from the German Embassy in Washington, DC to program a series of events from September through December focusing on anti-Semitism in Germany and the U.S. today
 - Invited Humphrey Fellows from NWTC (one from Lebanon and one from Nigeria) to UWGB for campus tour and meeting with students from their respective countries (cancelled due to COVID)
3. Supported the following students/student groups
 - Re-started the Muslim Student Association which is again a student org. Prof. Ali Al Qahtani served as the faculty advisor until his departure
 - Met with new faculty member Mahmoud Hammouri to meet community members from the Middle East and/or with similar interests
 - Worked with MSA for Eid event at the Mauthe Center
 - Assisted Somali Student Association with outreach event at the Mauthe Center
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.
 - Collaborated for the four years with St Norbert College on the Great Discussions lecture series which included topics about the region.

Prof. Coury was invited to take part in an educational trip to the Middle East (Israel and Palestine) with St Norbert faculty and staff (again re-scheduled now for May 2022) in part through a grant obtained by the Norman Miller Center for Peace, Justice and Public Understanding.

Center for Civic Engagement

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The 2021-2022 academic year was much better for community engagement as the world slowly emerged from the pandemic. We successfully hired an outstanding VISTA fellow, Lilly Vang, recruited a new cohort of Civic Scholars, selected an excellent student for the Newman Fellow and embarked on two new projects with the City—advanced internships and renovation of a historic house on Maple Street to convert to a Community Engagement Center.

Programs overseen:

1. Civic Scholars Leadership Program
 - a. In Fall we had an initial cohort of 13 Scholars who participated in the Fall introduction to the City of Green Bay, 10 Scholars continued on for the Spring internships
 - b. Among the many activities the Scholars were involved in, they interned with the Chamber of Commerce, City of Green Bay, Aging and Disability Resource Center (ADRC), Green Bay Public Schools, House of Hope, Boys and Girls Club, and Baird's Creek Preservation Foundation
 - c. We have selected our Fall cohort of Scholars and our numbers continue to be strong
 - d. We moved to more in-person programming, including our final celebration event which connects Civic Scholars, community partners, and university community
 - e. Curricularly, we made changes to designate our fall course as a 3-credit general education course
2. Campus Compact Newman Fellowship
 - a. 2021-22 Fellow Hannah Beauchamp-Pope worked with mentor Amy Olson at Green Bay Area Public School District (Preble High School) and the BIPOC Rise Program
 - b. Zea Miller has been selected as our incoming 2022-23 Newman Fellow; her civic focus will be sustainability and conservation.
3. Campus Compact AmeriCorps member
 - a. Hired UWGB graduate Lilly Vang as our 2021-22 AmeriCorps member
 - b. Tasked with supporting and building capacity for the CCE and its programs
 - c. Tasks have included: development of Civic Scholar Leadership Program recruitment plan; creation of CCE social media presence and various marketing materials; draft plan for an expansion of the CCE; and systems for increased outreach on campus and in the community.
 - d. Began recruitment and re-secured on campus housing for 2022-23 AmeriCorps VISTA member
4. Mayor's Dialogue
 - a. Organized and implemented the initial Mayor's dialogue series. Marcelo Cruz and Jillian Jacklin both gave talks. The Mayor's office decided to take on more the planning and organization and the series lost momentum
 - b. Unclear whether we will continue this initiative
5. Civic Engagement Board:
 - a. Lora Warner joined the Center and the Center for Public Affairs became affiliated with the CCE as well

- b. Given her experience with non-profits, we asked Lora to help us re-think and re-configure our Board to get the most out of the expertise of our external constituents.
- 6. Internships with the City:
 - a. In partnership with the City of Green Bay, three upper-level students applied for and were selected for internship projects with the city
 - b. The city is hoping to create a “pipeline” between the university and municipal jobs, so that student can explore work in the public sector
- 7. Maple Street project:
 - a. The City of Green Bay purchased an historic home on the near west-side that was previous a multiple-tenet house. The city proposed a collaborative project with the university for creating a Community Engagement Learning Center and residence
 - b. UWGB Alum and Base Company Paul Belschner joined the project and will invest and take ownership of the project that will be a not-for-profit LLC
 - c. 5-6 UWGB students and our VISTA fellow will take up residence (planned Fall 2023) and agree to a one-year community engagement project in exchange for reduced rent
- 8. The Center started work toward Carnegie classification for community engagement

In-progress

- 1. Collaboration work with Student Engagement Center, including the Carnegie classification application, IDI workshop, and use of CueGB
- 2. Day of Service
- 3. Continued support of community based and service-learning opportunities for students and support for faculty

Center for Public Affairs

Annual Report 2021-22

This report summarizes the activities of the Center for Public Affairs (CFPA) 2020-2021. CFPA volunteer staff includes Dr. Lora Warner, 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. As in recent years, the CFPA has no budget and PEA received 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.

This year, the CFPA released another Snapshot report:

Institute for Women's Leadership Women's Career Development Survey

April, 2022

Principal Investigator and Report Author, Dr. Lora Warner, UW-Green Bay

Survey Team: Ashley Heath, Dr. Val Chandna, UW-Green Bay

Survey summary website and data dashboard:

The inaugural survey of working women in Northeastern Wisconsin was conducted by the UW-Green Bay Center for Public Affairs on behalf of the Institute for Women's Leadership (IWL). The survey was conducted online throughout the region and is shared on a dashboard and in the report described below.

Our data provides information regarding the current career experiences and support received by area women in their professional careers. Having this understanding enables us to dialog with employers on the status of female employees, their concerns and their needs. We looked at aspects of women's work lives such as current experiences, future career plans, satisfaction, workplace challenges, policies and benefits, family support, and workplace support and culture. Download the [Executive Summary Report](#). Download the [Complete Report Report](#).

Nonprofit Leader Conversations

To remain visible within the nonprofit community during the 2020- 2021 academic year, Dr. Warner continued working with UW-Extension Brown County to offer free, virtual “Leader Conversations” for nonprofit leaders. Question and answer sessions with volunteer experts were offered twice a month on a variety of hot topics shown in the Appendix. 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 nonprofit organizations of all sizes and 219 participants. Top speakers participated, including legal consultants from Lake Effect legal team in Madison, Renita Robinson, Susan Finco, Shane Kohl, Nancy Heykes and Bridget O’Connor along with numerous other subject matter experts. As time went on, we had participants from all over the state. Numerous participants attended several sessions and each time several new attendees took part. We believe this spontaneous service generated a great deal of visibility for UW-Green Bay and new nonprofit resources. Our mailing list of nonprofit leaders now exceeds 400. Topics included financial budgeting, communication, legal issues, fundraising, leadership, diversity (DEI) and more.

2022-2023 Goals

The following goals are intended for subsequent years as the graduate program begins to unfold and Master’s degree students begin to become involved in the CFPA work.

1. Strengthen involvement by faculty (PEA and others) in CFPA activities (speakers, research).
2. Identify and establish research projects that can be undertaken by graduate students.
3. Establish annual plans for CFPA activities, earmarking how each faculty member will participate, whether small or large. Aim for 100% participation.
4. Re-brand CFPA in terms of visual identity with the help of UnivComm.
5. 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.
6. 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

Ran twice a month on Zoom October-mid June

Date	Topic	Guest Discussant	Attendees
Sept 30	Risk assessment, ethical and legal concerns	Nancy Heykes	7
Oct 14	Have you changed your fundraising strategy	Shane Kohl	21
Oct 28	Communicating with your Audiences	Bridget O'Connor	14
Nov 14	Legal concerns	Nancy Heykes	15
Dec 15	Nonprofit Employee Compensation and Human Resources	Bryce Lord	15
Jan 27	Program evaluation	Patrick Nehring	8
Feb 10	Implicit Bias	Renita Robinson	18
Feb 24	UW-Green Bay's Institute for Women's Leadership (IWL) Survey of Women Professionals	Lora Warner	12
Mar 10	Human resources	Tricia Perkins/Jane Clark	21
Mar 24	Strategic planning	Jody Dahlke	18
April 14	Social media	Megan Roshak	19
April 28	Public relations	Susan Finco	14
May 14	Adjusting the Fit – Implicit bias	Renita Robinson	12
May 26	Innovation&Leadership (InitiativeOne)	Regina Wood	10
June 9	Collaboration	Kim O-Brien	15
	Total attendance 2021-22		219

Center for the Advancement of Teaching and Learning

Annual Report 2021-22

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 & 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
<i>Theme-Based CATL Workshops</i>		
Aug 23	What Will You Carry Forward?	15
Sept 27	Graduate Student Panel Discussion	Drop In Only
Oct 11	Collecting & Working with Mid-semester Feedback	Drop In Only
Nov 15	Providing WISE Feedback	Drop In Only
Nov 29	Common CAHSS Panel: Instructor Perspectives on Managing Information, Misinformation, and Democracy in the Classroom	Drop In Only
<i>Culturally Responsive Pedagogy Workshops with Christin DePouw (EDI Consultant)</i>		
Oct 14	Building Information Literacy and Racial Literacy Together	12
Nov 18	Building a Process for Critical Reflection in our Teaching	6
Dec 9	White Emotionality, Teaching, and Learning	11
Jan 13	"Niceness" and Inequality in Teaching and Learning	14
Feb 17	Culturally Sustaining/Responsive Pedagogy and Moving Beyond Guest Speakers	15
March 31	Culturally Sustaining/Responsive Pedagogy in the "After" of the Pandemic	8
April 21	Planning for our Pedagogical Futures	6
<i>Student Parent/Caregiver Series with Katia Levintova (EDI Consultant)</i>		
Nov 11	Student Parent Advocacy Panel	22
March 24	Student Parent Advocacy Workshop	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
<i>Summer 2021</i>			
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
<i>Spring 2022</i>			
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 train 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 particularly 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 Butterfied, UW-Stout; Kristin Woodward, UW-Milwaukee, and Robin Miller, UW-Eau Claire)

2nd 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)

Other

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 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 2021-22

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. 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 program 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 general operating expenses during the 2021-2022 fiscal year totaled \$440,842 (Table 2), excluding expenditures from 11 active external research grant accounts (Table 4), funding for Cofrin Arboretum bridge replacements, and institutional funding of the director and curator faculty appointments (Table 5). This budget is the largest since the origin of the Cofrin Center for Biodiversity. New staff have become an integral part of the program, including Andrew LaPlant (supported entirely by the CCB budget), Samantha Betancur (funded in part by the UW-Green Bay College of Science and Technology Dean's Office), and Jacob Depas (funded partly by the UW-Green Bay Office of Advancement). Although not directly funded by the Cofrin Center for Biodiversity, Daniela Beall (University Sustainability Coordinator) has worked closely with CCB staff on multiple projects and has regularly participated in CCB bi-weekly staff meetings.

In addition to generous gifts from The 1923 Fund and interest income from the Cofrin Arboretum Endowment, the CCB received funding from 11 external grants during the 2020-21 fiscal year; spending from these external grants totaled \$390,548. Four large awards were collaborative projects with faculty partners Dr. Amy Wolf and Dr. Karen Stahlheber. Public funding sources for new and continuing grants during 2021-22 included UW Sea Grant, the US Fish and Wildlife Service, Fox River Trustee Council (NRDA), US Environmental Protection Agency, USDA Animal and Plant Health Inspection Service (APHIS), Wisconsin Department of Natural Resources, the National Fish and Wildlife Foundation, (UW) Freshwater Collaborative of Wisconsin, and the Milwaukee Public Museum. Several of these awards channeled funds from the Great Lakes Restoration Initiative (GLRI). CCB Curator Keir Wefferling was awarded a new grant from the Wisconsin Coastal Management Program (NOAA), but spending did not begin until late summer 2022 (after the end of the 2021-2022 fiscal year).

Consistent with the program’s mission, CCB staff continued to provide substantial contributions to nature conservation, scientific research, the UW-Green Bay academic program, and outdoor recreation for people in northeastern Wisconsin. During the 2021-22 fiscal year **the program employed 45 students as project assistants or student researchers** (Table 6), and at least 20 others participated as volunteers for the Wequioc Creek restoration project and the UW Sea Grant-funded investigation on piscivorous birds. Supported student projects ranged from biotic surveys (e.g., butterflies, mammals, frogs and toads) to development of outreach materials like signs and web content. Students funded by the CCB during 2021-22 were mentored by 9 UW-Green Bay faculty members and 4 academic staff specialists, including faculty or staff collaborators from 4 academic disciplines. Student engagement also was supported by professionals from partnering agencies and institutions, leading to valuable educational experiences that transcend UW-Green Bay’s core academic program.

CCB staff, students, and partnerships achieved many significant milestones during 2021-22. Highlights include:

- Major steps were taken toward the restoration of oak savanna, shallow wetlands, and gallery forest at the Wequioc Creek Natural Area. CCB staff and students, in collaboration with UWGB faculty members Dr. Amy Wolf and Dr. Karen Stahlheber and the [Northeast Wisconsin Land Trust](#), are implementing a multidimensional ecological restoration initiative with funding from the [Fox River Natural Resource Trustee Council \(NRDA\)](#), the [US Fish and Wildlife Service Coastal Program](#), and the National Fish and Wildlife Foundation’s [Sustain Our Great Lakes Program](#) (SOGL). During fall 2021 four small wetlands were constructed with assistance from US Fish and Wildlife Service Biologist Gary VanVreede. During spring 2022, we planted approximately 5,500 native tree and shrub saplings representing 13 species that once occurred or still occur (in reduced numbers) in the gallery forest and floodplain. The NRDA grant supported 12 separate contracts with environmental consulting firms to manage invasive species and to help with forest shrub and tree plantings. Three former agricultural fields totaling about 33 acres (excluding including the wetland restorations) were planted with a mixture of 32 native grasses and forbs in late October 2022. This historic planting led by CCB staff ecologists Andrew LaPlant and Bobbie Webster included UW-Green Bay faculty collaborators Howe, Wolf, and Stahlheber, other CCB staff, and student employees Patrick Brodhagen and Andrew Bowker; other student and community volunteers; and approximately 25 students from Dr. Wolf’s Conservation Biology class. A different mixture of 26 sedges, grasses, and wetland forbs was planted in the restored wetland excavations, later augmented by 3,500 mature plants from Marshland Transfer I Omro. During 2022, 850 “plugs” of specially targeted native plants obtained from Stone Silo Nursery in De Pere were planted in both the wetland margins and in the grassland/savanna restoration.
- During summer 2022, 12 student employees (Table 6) engaged in extensive monitoring and restoration activities at the Wequioc Creek Natural Area. In addition to assisting with native plantings, these students conducted baseline assessments and monitoring of native bees, reptiles and amphibians, birds, mammals (including bats), butterflies, dragonflies, and plant communities. Several of the students now are contributing to the development of signage and outreach materials.
- The CCB collaboration with the UW-Green Bay [First Nations Studies](#) (FNS) program continues to grow, especially through the work of PhD candidate Stephanie Dodge and Julia Noordyk, Outreach Specialist for UW Sea Grant. A second “tobacco blessing” at the Wequioc Creek Property on May 6, 2022, was hugely successful, attended by more than 50 people, including elders from the Menominee, Oneida, and Potawatomi tribes and featuring a performance from Oneida High School choral singers.

Based on the success of the 2021 and 2022 events, we hope to make this an annual celebration of Wequiock Creek and its cultural heritage. CCB faculty and staff, including Erin Giese, Bobbie Webster, and Dr. Keir Wefferling regularly attend Fusion meetings with faculty and staff from FNS and across campus; the purpose of these meetings is to discuss and plan for ways to infuse knowledge of First Nations into our teaching, conservation/restoration efforts, outreach, and other collaborations and activities.

- Andrew LaPlant and Bobbie Webster presented a poster about the above activities at Wequiock Creek Natural Area at the Natural Areas Association Conference in September 2022.
- Camps and Outreach Coordinator Samantha Betancur led the production of two CCB newsletters, one in March (Winter) and another in August (Summer). This is the first year that the CCB has published newsletters. Content highlighted ongoing projects and student activities.
- Invasive species were treated on about 35 acres of affected areas in the Cofrin Arboretum. Target species included *Phragmites australis*, garlic mustard, buckthorn, Japanese honeysuckle, teasel, non-native thistles, Queen Anne's lace, crown vetch, and dame's rocket. Major problem areas included portions of the Keith White Prairie, Bayshore Woods, and Mahon Woods. Emerald ash borer damage has occurred extensively in the Cofrin Arboretum. Most trees damaged or killed by this beetle were left standing, although several trees were removed for safety reasons in the vicinity of trails.
- Planting beds were weeded, and the granite walking surface was revitalized in the Lenfestey Courtyard of Mary Ann Cofrin Hall. Andrew LaPlant and the natural areas team also repaired and treated weeds in the pergola in the Douglass Cofrin Arboretum Gateway.
- CCB staff contributed to a plan for habitat restoration at the former Shorewood Golf Course property. Opportunities exist to replace non-native plants with native grasses and forbs in areas not used for athletics and recreation. (Funding was obtained in September 2022 to begin the restoration process.) Students from Dr. Amy Wolf's Conservation Biology class worked with Andrew LaPlant and Bobbie Webster to establish native forbs in abandoned sand traps during 2021 and 2022.
- The 31st Cofrin Student Research Symposium was held on April 12th in the UW-Green Bay Student Union, the first in-person event in this series since the Covid-19 pandemic. Six Cofrin Student Research Grant recipients presented their results, in addition to Tiffany Paalman, recipient of the Paul and Thea Sager Award for 2022.
- We continue to work with Dr. David Overstreet and the Office of the State Archaeologist to ensure compliance of restoration efforts at Wequiock Creek and to develop an effective plan for education and outreach at the site.
- New signs are beginning to appear on the Cofrin Arboretum, thanks to funding from the Nelson Family Foundation, The 1923 Fund, and the Green Bay Packers' Give Big Green Bay program. Design of new signs for main Arboretum parking areas was completed in 2021-22, with installation expected in spring 2023.
- Five new boot brush stations were installed in the Arboretum to help minimize the spread of invasive seeds. Student Olivia Salm designed the signage and Jack Hagerty raised funds and installed the stations as part of an Eagle Scout project.
- Several CCB staff members contributed to STEM Family Day on April 30, 2022, an immensely successful event that attracted over 1,200 participants for activities such as bird identification, scientific illustration, water monitoring, and study of fish specimens.
- In addition to advising the nation's first student college campus chapter of the Audubon Society (Giese), CCB staff have contributed significantly to other UW-Green Bay student organizations. The Richter Museum, led by Curator Dr. Dan Meinhardt, hosted a new "Scientific Illustrators" club, which attracted

12 or more students to regular meetings in 2021-22. This group is collaborating with the UW-Green Bay Teaching Press to publish a nature journal to be launched on 12 December, 2022. The CCB natural area of Toft Point serves as the theme of the book. Sustainability Coordinator Daniela Beall organized a weekly “Eco-U” informal gathering in the CCB conference room to cultivate discussion and sharing of ideas about sustainability issues. With support from the Chancellor’s Office, Beall also led the work of 15 environmental sustainability interns during summer 2022.

- During March The 1923 Fund approved an \$85,000 gift to purchase equipment for maintenance of the Cofrin Memorial Arboretum and natural areas. This one-time gift was used to purchase brush-cutters, chainsaws, mowers, a second utility vehicle, and other badly needed equipment. The proposal includes purchase of a used truck, which will be requested through UW System protocols during 2023.
- Bobbie Webster and academic staff partners Paul Baumgart and Lynn Terrien completed final revision of the East Shore Watershed Plan which was accepted by the US Environmental Protection Agency during fall 2021.
- Field work for the UW Sea Grant-funded research on piscivorous birds in lower Green Bay was largely completed during 2022, engaging 16 students (Table 6) in various roles. This \$234,000 project (with an additional \$45,000 added from USDA Animal and Plant Health and Inspection Service for telemetry hardware) is led by Dr. Amy Wolf, CCB Director Dr. Robert Howe, Senior Research Specialist Erin Giese, with partners Dr. Brian Dorr of Mississippi State University, Wisconsin DNR Biologist Josh Martinez, and USFWS Biologist Bradley Smith. During May and June 2022, cellular transmitters were deployed on 26 Double-crested Cormorants and 27 American White Pelicans, generating location information every 15 minutes throughout the summer. As of November 15, 2022, data are still being received from 4 cormorants and 21 pelicans, most of which are now on their wintering grounds in the Gulf region from Mexico to Florida. Graduate student Jacob Woulf completed his Master’s thesis on this project in 2022, and in December 2022 Brandon Byrne will be defending his thesis on diet analysis of the two target bird species.
- Construction of the 3 new Cofrin Memorial Arboretum bridges was completed during summer 2022, celebrated by an event attended by UW-Green Bay Chancellor Michael Alexander, and representatives from generous donors, The 1923 Fund and the [David L. and Rita E. Nelson Family Fund](#). The bridges are now fully operational and aesthetically appealing features of the Arboretum trail system.
- Transition to the new administrative structure of the Friends of Toft Point (FOTP) was completed during this fiscal year. FOTP president James Cauley and Board members have been extremely constructive in supporting the process, and FOTP docents continue to provide valuable advice and information about managing the growing problem of visitor crowding at the Toft Point Natural Area. Keir Wefferling led two walks for FOTP docents at Toft, highlighting plant identification and natural communities of the State Natural Area.
- Senior Research Specialist Erin Giese continued to develop a partnership with leaders and students from the Oneida Nation, CCB, Northeastern Wisconsin (NEW) Audubon, and Audubon Great Lakes, largely through the tribe’s ambitious grassland and wetland restoration projects, which have engaged UW-Green Bay students and the Wisconsin birding community in bird monitoring, community outreach, and exchange of Oneida culture, language, and history. This effort has gained much state and national attention, including recognition by a meeting with the U.S. Bureau of Indian Affairs. Giese and Samantha Betancur (Camps and Outreach Coordinator) and other CCB staff members organized a successful summer nature camp for fourth and fifth grade Oneida students during summer 2022.
- Herbarium Curator Dr. Keir Wefferling, together with Samantha Betancur, UW-Green Bay graduate student Jillian Kurovski, and undergraduate Brooke Schuler, led the development of a new partnership

with the Milwaukee Public Museum (MPM) and Marquette University aimed at fostering community science in eastern Wisconsin. Funding was obtained to support the two UW-Green Bay students during summer 2022, and other CCB students participated in data collection. As part of the project, a “Biodiversity Day” event was held at the UW-Green Bay STEM Building in August. The MPM collaboration will provide additional funding to support UW-Green Bay students through 2024.

- Building on an idea proposed more than 5 years ago, CCB staff worked with NAS faculty and staff from UW System’s Extended Campus (UWEC) to develop a collaborative online master’s program in Biodiversity Conservation and Management. A market analysis and focus group discussions were completed with funding from UWEC, laying the foundation for three two-day workshops during summer 2022 to develop learning outcomes, course descriptions, and syllabi. The program will offer 3 standalone certificates (3 courses each) in addition to the master’s degree curriculum (9 courses + capstone experience). The program proposal is going through campus and UW System approvals during the 2022-23 academic year, with a program launch targeted for late 2023. Dr. Amy Carrozzino-Lyon, an adjunct graduate faculty partner stationed in the CCB office suite, was appointed Director of the new program.
- Wefferling and Dr. Iftekhhar Anam from the Department of Computer Science implemented the Microsoft Azure Compute Grant entitled “Delivering Regional Biodiversity Resources through Microsoft Azure”. The grant provides software credits to develop cloud-based storage and infrastructure for biodiversity data storage and access. As part of this project, digitization of the Fewless Herbarium vascular plant collection started; this process includes barcoding and taking high-resolution photographs of the ~45,000 vascular plant collections in the Fewless Herbarium. These images and associated metadata will be universally accessible (with the exception of rare or threatened taxa, which have images and collection locality protected) through the [Consortium of Midwest Herbaria](#). Additional funding for student assistants and infrastructure (computer, camera, etc.) was contributed by CSET Dean John Katers.
- CCB resources continue to contribute significantly to the UW-Green Bay academic curriculum. Richter Museum and Fewless Herbarium collections are used extensively by biology courses as well as courses in the visual arts and humanities. The Cofrin Arboretum, Point au Sable Natural Area, and Wequiock Creek Natural Area, in particular, are important “outdoor laboratories” for many courses and student independent study projects.
- CCB staff organized a Safe Ally Training on July 6, 2022, led by Nicole Kurth of the UW-Green Bay Pride Center. Approximately 20 staff, students, and faculty attended the half-day session aimed at cultivating a safe and welcoming environment for all people regardless of sex, gender identity, gender expression, and/or sexual orientation.
- A partnership with the [Western Great Lakes Bird and Bat Observatory](#), web designer Jennifer Davis, and CCB Senior Research Specialist Giese, funded by a gift from The 1923 Fund, led to successful revision and modernization of the [Birder Certification Online](#) web site. This unique resource is used to train field observers and to provide validation of bird identification skills for participants in field research projects.
- The [Great Lakes Coastal Wetland Monitoring Program](#) completed its 12th year in 2022 in collaboration with scientists from 16 other universities and agencies. The UW-Green Bay field team, led by Giese and Howe, employed 6 students during the 2022 field season. Results from the project were incorporated into the State of the Great Lakes (SOGL) 2022 Report and the accompanying [SOGL Technical Report](#). Howe and Giese were major contributors to the sections on coastal wetland birds and amphibians (pp. 262-319).

- CCB staff continued to volunteer time for numerous community organizations and outreach activities. Among the most visible of these commitments, Erin Giese served on the [Board of Directors of the National Audubon Society](#), Northeastern Wisconsin Audubon Board of Directors, Wisconsin Bird Conservation Partnership Steering Committee, and Northern Forest Birds Network Steering Committee. Bobbie Webster serves on the [Land and Water Conservation Board](#) of the Wisconsin Department of Agriculture, Trade, and Consumer Protection. Keir Wefferling is a member of the Wisconsin Initiative on Climate Change Impacts [Plants and Natural Communities](#) working group. Wefferling and Webster both serve on The Ridges Land Committee.
- Richter Museum Curator Dr. Dan Meinhardt hosted numerous tours of the 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.
- Fewless Herbarium Curator Dr. Keir Wefferling led two half-day plant identification, evolution, and ecology workshops (*The Seed Free Plants of The Ridges Sanctuary*) at The Ridges Sanctuary for The Festival of Nature in July of 2022, one plant identification training session with Ridges volunteers, and continues to collaborate on vegetation surveys and research on The Ridges properties.
- Under the guidance of Giese (primary advisor), Howe, and Wefferling, undergraduate student Sarah Baughman received a \$10,000 competitive grant from the (UW) Freshwater Collaborative of Wisconsin to implement a community science investigation of birds at river mouths along the western Lake Michigan coast. Matching funds were provided by the Milwaukee Public Museum, NAS Heirloom Grant, and Cofrin Research Grants.
- Herbarium Curator Wefferling participated in three interviews (email, phone, and live radio) on the “discovery” of a Wisconsin population of *Paludella squarrosa*, tufted fen moss, a new species occurrence record for Wisconsin; the interviews resulted in entries in newsletters and a live radio interview: [Wisconsin Department of Natural Resources](#) Natural Heritage Conservation (September 2021, appearing in three newsletters), [UWGB News](#) (October 2021), and [Wisconsin Public Radio](#) (November 2021). Additionally, he participated in an email interview for “Meet the curator” article for [The Wisconsin Flora: The Newsletter of the Botanical Club of Wisconsin \(Nov 2021\)](#).
- CCB staff hosted a tour of Point au Sable and Wequiock Creek Natural Areas for members of The Green Bay National Estuarine Research Reserve (NERR) Site Coordination Committee in June 2022. CCB staff also hosted another tour for national NERR and NOAA staff in September. In September 2022, it was announced that Point au Sable and Wequiock Creek Natural Area will be included in the Green Bay NERR site. This is a significant development for UWGB and these natural areas; being included in the NERR site will expand and reinforce our research and collaboration opportunities. The process of designating the site was rigorous; one of the reasons given for including Point Sable and Wequiock in the NERR site is because of their management by UWGB and the CCB. This speaks to the success of our management of these natural areas and the respect of the larger conservation community for our work.

Budget

The Cofrin Center for Biodiversity operating budget achieved a positive balance (Table 2) due to the revised fiscal plan initiated in 2021 and to reallocation of a major gift to UW-Green Bay from The 1923 Fund (in addition to the Fund's annual gift for CCB operations). External grant funding contributed to additional budget savings. The new budget model was fully in effect during 2021-2022, creating sustainable funding through at least June 2024. Beginning with the 2024-25 fiscal year, additional sources of support will be needed for the

Arboretum Conservation Biologist position (Andrew LaPlant), partial funding for the Outreach Coordinator (Samantha Betancur) and Development Director (Jacob Depas), and for cost-of-living compensation adjustments for staff and student employees.

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; Vice Chancellor of Business and Finance Sheryl Van Gruensven; Provost Kate Burns and her staff, particularly Pieter deHart and Holly Keener; Assistant Vice Chancellor of Policy and Compliance Christopher Paquet; CSET Dean John Katers and Dean Assistant Amy Ibuaka; NAS Chair Dr. Michael Draney and Administrative Assistants Tina Tackmier and Jane Laurin; in addition to colleagues (listed below) in the Offices of Facilities Management, University Advancement, Grants and Research, Controller/Business and Finance, Housekeeping, Human Resources, International Education, Information Technology, Purchasing, University Police, First Nations Studies, 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, Laura Jarosz, and Nora Langolf (University Advancement); Paul Pinkston, Joseph Harvey, Brad Gajeski, and Jeffrey Schulz (Facilities Management); Roger Wareham, Jeff Selner, and Kristen Kearns (Grants and Research); Melissa Nash, Jolene Truckenbrod, and staff (Human Resources); Monika Pynaker and Lolar Moua (Information Technology); Sue Bodilly, Tammy Papineau, Janet Bonkowski, Daniel Moore, and Kimberly Vlies (Marketing and University Communications); Tory Ortscheid and Bridget Oliver (Purchasing), Chief of Police Tony Decker and Officer Aaron Walker (University Police), Dr. J.P. Leary and Dr. Lisa Poupart (First Nations Studies); Joe Schoenebeck, Mark Damie, and Taylor Hilgart (NAS), members of the CCB Faculty-Staff Advisory Committee (Table 1); and UWGB faculty collaborators and mentors, especially Dr. Amy Wolf, Dr. Karen Stahlheber, Dr. Lisa Grubisha, Dr. Michael Draney, Dr. Kevin Fermanich, 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); Dr. 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, Jade Arneson, and Bradley Smith (US Fish and Wildlife Service); Brianna Kupsky, Joshua Martinez, Jay Watson, Crystal von Holdt, Sumner Matteson, Owen Boyle, 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); Tony Kuchma (Oneida Nation) and Oneida Elder Tehahukótha (Randy) Cornelius; Tom Prestby, Izabela Grobelna, and Refugio Mariscal (Audubon Great Lakes); Patti Schevers and Kari Hagenow (NEW Audubon); Mark Walter (Brown County Port & Resource Recovery), Jeff Zuercher, Dan Wiesner, and Tim Mayeshiba (U.S. Army Corps of Engineers); Jason Petrella and Matt Kriese (Brown County Parks), Dave Cerny (Town of Scott); Samantha Koyen (Door County Soil and Water); Dr. Val Klump and Dr. Marissa Jablonski (UW Milwaukee); Emily Tyner (NERR); Joel Trick (volunteer ecologist); 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, Mitch Levitt, and the dedicated team of docents who help monitor use and ecological condition of the

Toft Point Natural Area; and neighbors of UW-Green Bay properties, particularly Ron Schaper, Mitchell Gauthier, and John Rose, who have cooperated in many ways with our stewardship and educational activities.

Table 1. Faculty-Staff Advisory Committee (2021-22)

Name	Start Term	End Term	Representing
Paul Pinkston/Joseph Harvey (<i>ex officio</i>)	-	-	Facilities Management
Michael Draney (<i>ex officio</i>)	-	-	NAS
Amy Wolf (Chair)	2020	2023	ES&P
Rebecca Abler/Rick Hein	2020	2023	Other campuses
Daniela Beall	2021	2024	At-large
Jeff Benzow	2021	2024	At-large
David Helpap	2020	2023	At-large
Shawn Malone	2021	2024	NAS
Karen Stahlheber	2020	2023	ES&P

Table 2. General Operating Budget – CCB expenses

Source	Expenditures	Notes
Cofrin Arboretum (K756)	\$163,309	includes LaPlant salary and part of Betancur
General Operations (DE11)	\$106,404	includes part of Depas salary
CCB Research (PRJ48RT)	\$168,670	includes Giese and Webster salaries (minus some grant-funded percentages)
Point au Sable (CS11)	\$0.00	no activity this fiscal year
Toft Point (233Y420)	\$2,459	
Total	\$440,842	

Table 3. General Operating Budget – CCB income

Source	Income	Notes
Annual 1923/1883 Fund gift (base)	\$120,000	annual gift
Annual 1883 Fund (New Level of Excellence)	\$114,000	annual gift
Cofrin Arboretum Endowment interest	\$25,000	approximate amount
1923 Fund library gift reallocation	\$150,000	funds for new staff additions
1923 Fund equipment gift	\$85,340	awarded March 2022
Toft Point Gift Account	\$2,459	spending down historical account
Total	\$496,799	

Table 4. Budget – external grants

Grant Account	Expenditures	Notes
Wequiock Creek Savanna Restoration (133-AAK1636)	\$3,441	NFWF (non-federal)
Wequiock Creek Savanna Restoration (144-AAK1637)	\$5,351	NFWF (federal)

Wequiock Creek Corridor Restoration (144-AAJ5649)	\$38,023	USFWS Coastal
Gr. Lakes Coastal Wetland Monitoring Program (144-AAJ4526)	\$66,097	EPA/GLRI
Monitoring of Piping Plovers at the Cat Island Restoration Site (w/Wolf) (144-AAJ1922)	\$29,170	USFWS
Wetland Restoration and Floodplain Habitat Improvement at the Newly-acquired Wequiock Creek Natural Area along Lower Green Bay (w/Wolf, Stahlheber) (144-AAI9432)	\$72,721	Fox River Trustee Council (NRDA)
The Ecological Impact of Piscivorous Birds in the Lower Green Bay Ecosystem (w/Wolf) (144-AAI8816)	\$88,870	UW Sea Grant
The Importance of Piscivorous Birds in the Lower Green Bay Ecosystem (144-AAJ8656)	\$45,000	USDA/APHIS
Milwaukee Public Museum Community Science (133-AAK3137)	\$7,354	Milwaukee Public Museum
Storing and Sharing Regional Biodiversity Resources with Microsoft Azure	\$34,521	Microsoft AI for Earth / CSET Dean's Office
A Community Science Analysis of River Mouths along the Western Lake Michigan Shoreline (AAK6614)	(no expenditures in FY 2022)	Freshwater Collaborative of Wisconsin
Total	\$390,548	

Table 5. 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 6. Student Employees and Grant Recipients (45)

Name	Project(s)
Marc Aguirre	UWGB Natural Areas, Wequiock Creek, Pt. au Sable
Sarah Baughman	Cofrin Research Grant, Freshwater Collaborative Student Research Grant, Oneida Birds Project
Andrew Bowker	UWGB Natural Areas, Kingfisher Farm
Patrick Brodhagen	Wequiock Creek Restoration, UWGB Natural Areas
Brandon Byrne	Sea Grant Piscivorous Birds, Piping Plover
Stephanie Cole	Sea Grant Piscivorous Birds, Cofrin Research Grant
Mel Daugherty	Microsoft Azure AI for Earth Project
Alexandra Davis	Microsoft Azure AI for Earth Project
Olivia De Castro	Wequiock Creek Restoration, UWGB Natural Areas
Josh Dietzler	Sea Grant Piscivorous Birds, Great Lakes Coastal Wetland Monitoring, Wequiock
Stephanie Dodge	Wequiock Creek Restoration
Haillee Fritsch	Wequiock Creek Restoration, UWGB Natural Areas
Griffin Geib	Wequiock Creek Restoration, UWGB Natural Areas
Sam Gerarden	Sea Grant Piscivorous Birds, Wequiock, Cofrin Research Grant
Mack Gore	WiscAMP, Richter Museum
Marissa Helgeson	Wequiock Creek Restoration, UWGB Natural Areas
Katlyn Jaeger	Richter Museum
Tamara Kancoğlu	Piscivorous Birds, Wequiock Creek, UWGB Natural Areas, Cofrin Research Grant
Mabel Kirst	Sea Grant Piscivorous Birds, Great Lakes Coastal Wetland Monitoring
Breanne Klockzien	Sea Grant Piscivorous Birds, Piping Plover

Christopher Koch	Richter Museum, Cofrin Student Research Grant
Jillian Kurovski	Milwaukee Public Museum Community Science
Demetri Lafkas	Piping Plover, Sea Grant Piscivorous Birds, Great Lakes Coastal Wetland Monitoring
Collette LaRue	Cofrin Research Grant
Pey Shyuan Loo	Wequiock Creek
Jason Miller	Cofrin Research Grant
Asia Milsap	WiscAMP, Richter Museum, CCB Data Management
Brenna Nicholson	Great Lakes Coastal Wetland Monitoring, Sea Grant Piscivorous Birds, CCB photo database
Hunter Papham	Piping Plover, Sea Grant Piscivorous Birds, Cofrin Research Grant, Toft Point
Tiffany Paalman	Richter Museum
Alyssa Powell	Wequiock Creek Restoration, UWGB Natural Areas, Fewless Herbarium
Nicholas Reed	Richter Museum
Dustin Sablich	UWGB Natural Areas, Wequiock Creek, Pt. au Sable, Cofrin Research Grant
Olivia Salm	Wequiock Restoration, UWGB Natural Areas
Nathan Schwartz	Great Lakes Coastal Wetland Monitoring, UWGB Natural Areas
Brooke Schuler	Milwaukee Public Museum Community Science
Diego Sepulveda-Martinez	Sea Grant Piscivorous Birds
Jarod Siekman-VerBoort	Great Lakes Coastal Wetland Monitoring, Sea Grant Piscivorous Birds
Nicole Shutt	Insect Research Collection
Haley Spargur	Great Lakes Coastal Wetland Monitoring, Wequiock Creek Restoration
Max Stafford	Sea Grant Piscivorous Birds, Piping Plover
Emily Swagel	Oneida Birds Project, CCB photo database, Richter Museum, Fewless Herbarium
Norah Swenson	Cofrin Research Grant
Joe Torres	WiscAMP, Oneida bird monitoring project
Jacob Woulf	Sea Grant Piscivorous Birds, Piping Plover

Table 6. Cofrin Center for Biodiversity Staff (2021-2022)

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	Conservation Biologist
Jacob Woulf	Graduate Assistant
Brandon Byrne	Graduate Assistant

Table 7. Publications, Presentations, and Major Reports (CCB/UWGB authors in bold)^[KMW1]

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. Sun, **A.T. Wolf**, W. Ye, and A. Huth. 2021. Consequences of spatial patterns for coexistence in species-rich plant communities. *Nature Ecology and Evolution* 5(7): 965-973. <https://www.nature.com/articles/s41559-021-01440-0>

2. **Webster B., P. Baumgart, M. Hoff, J. Noordyk, E. Gnass Giese, L. Terrien, R. Howe, and A. Wolf.** 2021. East Shore Lower Green Bay Watershed Plan: Wequiock Creek, Mahon Creek, and Bay Shore Watersheds. *Nine Key Element Watershed Plan* submitted to the Wisconsin Department of Natural Resources and the U.S. Environmental Protection Agency. Available from: <https://dnr.wisconsin.gov/topic/Nonpoint/9keyElement/planMap.html>. 141 pages.
3. Bracey, A., Kovalenko, K., Niemi, G., **Giese, E.G., Howe, R.** and Grinde, A. 2022. Effects of human land use on avian functional and taxonomic diversity within the upland coastal zone of the North American Great Lakes. *Avian Conservation and Ecology*, 17(2).
4. **Gnass Giese, E.E.,** J. Wissink, F. Ujazdowski, D.F. Brinker, E. Jacobs, T. Hitzman, M. Piette, J. Schell, and K. Stanich. 2022. Project SOAR (Snowy Owl Airport Rescue): Protecting Snowy Owls, Raptors, and Airport Travelers. *Passenger Pigeon*. Winter 2022 Issue.
5. Emmons, C. and **D.J. Meinhardt.** 2022. Re-presenting nature: picturing the truth. *Fsm. An Independent Journal for the Arts*. 5 September 2022. <https://fsm.ink/re-presenting-nature-picturing-the-truth/>
6. Piponiot, C., K. J. Anderson-Teixeira, S. J. Davies, D. Allen, N.A. Bourg, D.F.R.P. Burslem, D. Cárdenas, C-H. Chang-Yang, G. Chuyong, S. Cordell, H.S. Dattaraja, Á. Duque, S. Ediriweera, C. Ewango, Z. Ezedin, J. Filip, C.P. Giardina, **R.W. Howe,** C-F. Hsieh, S. P. Hubbell, F. M. Inman-Narahari, A. Itoh, D. Janik, D. Kenfack, K. Král, J.A. Lutz, J-R. Makana, S.M. McMahon, W. McShea, X. Mi, M.Bt. Mohamad, V. Novotný, M.J. O'Brien, R. Ostertag, G. Parker, R. Pérez, H. Ren, G. Reynolds, M.D. Md Sabri, L. Sack, A. Shringi, S-H. Su, R. Sukumar, I-F. Sun, H.S. Suresh, D. W. Thomas, J. Thompson, M. Uriarte, J. Vandermeer, Y. Wang, I.M. Ware, G.D. Weiblen, TJS Whitfeld, **A.T. Wolf,** T.L. Yao, M. Yu, Z. Yuan, J.K. Zimmerman, D. Zuleta, and H.C. Muller-Landau. 2022. Distribution of biomass dynamics in relation to tree size in forests across the world. *New Phytologist* 235:1664-1677. <https://nph.onlinelibrary.wiley.com/doi/abs/10.1111/nph.17995>
7. **Giese, E.E.** 2021. Attracting Birds to Your Property. UW-Green Bay's Lifelong Learning Institute. Oral Presentation. 18 October 2021.
8. **Giese, E.E.** 2021. Cofrin Center for Biodiversity: Birds, Plants, and Frogs... Oh My! Friends of the Bay Beach Wildlife Sanctuary Banquet. Oral Presentation. 11 November 2021.
9. Kuchma, T., **E.E. Giese,** and T.(R.) Cornelius. 2021. Habitat Restoration and Bird Monitoring on the Oneida Nation. Northeastern Wisconsin Audubon's Lecture Series. Oral Presentation. 18 October 2021.
10. **Baughman, S.E., E.E. Gnass Giese, E. Swagel, J.R. Torres,** A. Kuchma, T.(R.) Cornelius, T.G. Prestby, P. Schevers, and I. Grobelna. 2022. Oneida Nation Bird Monitoring, Restoration, and Community Outreach. Great Lakes Coastal Symposium. Poster Presentation. 21 September 2022.
11. **Dodge, Stephanie. Howe, R. LaPlant, A. Webster, B.** 2022, September. Wequiock Creek Natural Area: Reciprocal relationships with Restoration and Protection Efforts. Poster presentation, Natural Areas Association Conference.
12. **Giese, E.E.** 2022. Habitat Restoration and Bird Monitoring on Oneida Nation's Lands. UW-Green Bay's Lifelong Learning Institute. Oral Presentation. 4 and 6 October 2022.
13. Kuchma, T., **E. Giese,** T. Prestby, P. Schevers, and I. Grobelna. 2022. Habitat Restoration and Bird Monitoring on Oneida Nation's Lands. Wisconsin Wetlands Association Conference. Oral Presentation. 17 February 2022.
14. Kuchma, T., **E. Giese,** and T. (R.) Cornelius. 2022. Habitat Restoration and Bird Monitoring on Oneida Nation's Lands. UW-Green Bay Natural and Applied Sciences Seminar Series. Oral Presentation. 4 February 2022.
15. Kuchma, T. and **E. Giese.** 2022. Habitat Restoration and Bird Monitoring on the Oneida Nation Reservation. Wisconsin Wetlands Association: Wetland Coffee Break. Oral Presentation. 14 January 2022.

16. **Wefferling, K.M.** 2022. Using bryophytes as wetland indicator species for peatland integrity. Wetlands Science Conference. Poster Presentation. 16 February 2022.

Environmental Management and Business Institute (EMBI)

Annual Report 2021-22

Introduction

This document summarizes the activities of the Environmental Management and Business Institute (EMBI) during FY 2022. It should be noted that FY 2022 has been marked by continued focus on certificate enrollment, student internships, grant funded projects, and integrating the Office of Sustainability within the campus structure. In addition, as with the rest of the campus, there have been challenges adapting to the adjustments as we return to work post-Covid 19.

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 2022:

- Moved the campus Office of Sustainability from the EMBI office to the Chancellor's office
- Helped to train and guide the sustainability coordinator in the newly created campus role
- Led the formation of a campus team supporting the UW system-wide proposal of integrating a Virtual Power Purchase Agreement (VPPA) as part of a green energy strategy for campuses
- Developed an **\$87,000** grant with the City of Green Bay to support city-wide climate action planning (Public Service Commission of Wisconsin Energy Innovation Grant) The grant will support two EMBI interns over the next fiscal year
- Three grant proposals developed and submitted to support regional sustainability - in the areas of state-wide natural areas internships, continuing a recycling materials database for the state of Wisconsin, and supporting internships for water science through the Freshwater Collaborative of Wisconsin. All three grants were awarded this fiscal year for a total of **\$83,992**
- 2 new certificates in sustainability enrollments since July 1, 2021
- 7 new minor in sustainability enrollments since July, 1 2021
- 4 student internships were completed satisfying requirements for the certificate and minor in Sustainability. The internships / projects were completed at the following organizations:

Wisconsin Recycling Markets Directory	New Leaf Foods
UWGB Project – PFAS Research	UWGB Project – Local Restaurant Sustainability

- 3 students graduated with the new sustainability minor
- Search committee member for the sustainability coordinator and the Union building mgr.
- Served on the University Awards Selection Committee
- Attended 7 virtual or live professional development conferences – UMACS, AASHE, The Economist, WSBC, WIRMC, Brown County Port Symposium, and the UW-System Conference
- As a STEAM Engine Green Bay board member – helped bring 3 events to the local community

- Had the first international Earth Caretaker award recipient in April – Luc De Baere

- EMBI regularly participated in the following events:
 - Aurora BayCare Energy Team – Monthly Meetings as reasonable
 - Bee Campus USA Committee (UWGB) – Meetings as needed
 - Brown County Lead Abatement Coalition – Quarterly Meetings.
 - City of Green Bay Sustainability Commission – Monthly Meetings
 - City of Green Bay Climate Workgroup – Quarterly Meetings
 - Earth Caretaker Award winner selected – April ceremony
 - Farmory Board – Monthly Meetings
 - STEAM Engine Green Bay Board – Quarterly Meetings
 - UW-Green Bay Sustainability Committee – Monthly Meetings
 - UW-System Sustainability Directors Meeting – Monthly Meetings
 - UW-System STARS Working Group – Monthly Meetings

- Presentations/Services given:
 - UW-System Sustainability – STARS presentation (November)
 - Earth Caretaker Award Ceremony presentation (April)
 - Car race judge – Solar Olympics (May)

- Classes Taught:
 - For CECE – 2 courses for the non-credit sustainability certificate
 - For CSOB – BUS ADM 201 Principles of Sustainability in Business (online fall and spring)

Budget Analysis

EMBI actively managed four funds for a combined total budget of **\$70,739** administered the Sustainability Committee budget of **\$18,282**, and had financial oversight of **\$1,181,699** across seven grants including:

Description	Sponsor	Grant Amount
Student Internships through Collaborative Partnerships	Freshwater Collab of WI	\$ 72,338
Aurora BayCare Healthcare Internship	Aurora Health Care, Inc	\$ 323,709
Water Quality Monitoring	Alliance for Great Lakes	\$ 10,000
Transitioning Science to Management	COMM, NOAA	\$ 239,998
Linking Soil Health Assessment	USDA, NRCS	\$ 542,000
State Natural Area Restore Internships	WDNR	\$ 8,654
Wisconsin Recycling Markets Directory	WDNR	\$ 3,000

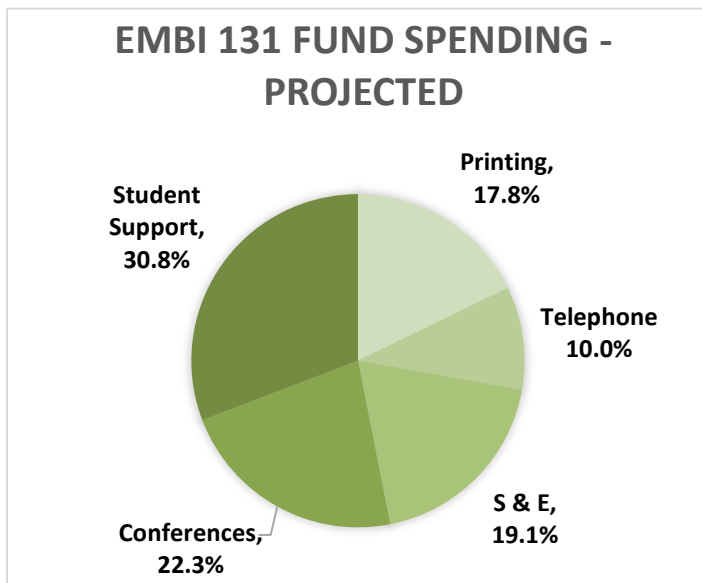
Operating funds managed by EMBI include 102-243000, 131-243000, 136-243000, and 150-243000. Fund 102-243000, with an annual budget of \$50,071 serves as EMBI’s main fund for the annual computer upgrades and the director salary. Fund 131-243000, with a budget of \$7,463, is used to support the office 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 FY22 are listed below:

131-243000

- Telephone \$ 748
- Printer \$ 1332
- Supplies & Expenses \$ 1428
- Registrations \$ 1660
- Student Salaries \$ 2295
- \$ 7463

The largest budget expenditure for the 131 funding was for student support and professional development conferences.



Development of Revenue Sources / Internship Opportunities

During FY 2022, 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 2022 that include a salary component for EMBI are summarized below:

- Wisconsin Recycling Markets Directory \$ 3,000 (1 Student)
- Freshwater Collaborative of Wisconsin \$ 72,338 (20 Students)
- \$ 76,338

Looking forward, the first six months of FY 2023 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 the Freshwater Collaborative of Wisconsin grant.

EMBI – Strategic Plan for 2023 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
- Potential flare-ups from Covid 19
- Travel time/costs to coastal partners – though the new grant from FCW should help
- Seeking organizations willing to make a longer-term commitment

Goals for 2023 FY

- Establish an Advisory Board
- Establish a Student and Alumni Advisory Board
- Promote the EMBI Certificate in Sustainability and the new minor in Sustainability within the three new campuses
- Seek 2022-2023 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
- 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 2023, 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 2021-22

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 continued to curtail many activities. Thus, the “Intergenerational Discussion” moderated by Dean VonDras, and normally meeting in-person or conducted through streaming-video conferencing software, was suspended for the Fall 2021 semester due to poor enrollment in Fall 2020.

An allied program, “Life Story: A Synthesis of Past, Present, and Future,” facilitated through streaming-video software by Dean VonDras, also was suspended for the Spring 2022 semester due to poor enrollment in 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 renamed as, “The Innovation On-Ramp”, and members were involved in planning and programming through-out the year. A streaming-video kick-off event took place in February 2022, and a culminating streaming-video conference event, the idea-competition, took place at the end of February 2022. The Gerontology Center members involved in the Innovation in Aging Planning Committee and as Faculty-Consultants for students included Susan Gallagher-Lepak, Doreen Higgins, Stephanie Rhee, and Dean VonDras.

The culminating Innovation 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. Members of the Center 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.

This year Dr. Stephanie Rhee joined the Executive Committee, and Dr. Doreen Higgins retired from teaching.

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>. This web-page is scheduled to be revised during the Summer of 2022.

Respectfully submitted,

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

Hmong Center

Annual Report 2021-22

No report submitted

Institute for Learning Partnership

Annual Report 2021-22

No report submitted

Language Learning Lab
Annual Report 2021-22

No report submitted

Lower Fox River Watershed

Annual Report 2021-22

No report submitted

NEW Partnership

Annual Report 2021-22

No report submitted