Annual Reports of University Elective and Appointive Committees 2020-2021
University of Wisconsin—Green Bay

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FACULTY ELECTIVE COMMITTEES

University Committee

No report submitted

Committee of Six

Annual Report 2020-2021

5/21/2021

In the past year the Committee of Six Full Professors met via video-conferencing and reviewed the following Candidates for promotion to the rank of Full Professor: Dr. Pieter deHart, Dr. Patrick Forsythe, Dr. Rasoul Rezvanian, and Dr. Kris Vespia.

Members of the Committee included Professors Gaurav Bansal, Berel Lutsky, Cristine Ortiz, Patricia Terry, Christine Vandenhouten, and Dean VonDras (Chair).

All Candidates received positive endorsement by the Committee for promotion to the rank of Full Professor.

However, during our meetings there were concerns about (A) the preparedness of Candidates, and, (B) the procedure for review of those individuals who serve as administrators.

With regard to (A) preparedness of Candidates, the Committee offers these suggestions to be reflected in the annual letter entitled "Guidelines for the Preparation of Materials in Support of Candidates for Promotion to Full Professor Rank" (https://www.uwgb.edu/UWGBCMS/media/sofas/FAQs/Annual_Guidelines.pdf):

In conjunction with the guidance letter, Candidates and Executive Committees should discuss with great clarity the appropriateness and autonomy of solicited supporting letters. Candidates should also seek guidance from the Executive Committees, Deans and Associate Deans regarding the following issues:

- How to build a committee (particularly for units where there are few tenured or Full Professors)
- The process (chair solicits vs. candidate) and timing (some people need months of lead time to write the letter)
- Who to solicit letters from (comprehensive university with a teaching mission vs. R1 institution)
- Information to include when soliciting the letter (CV, criteria, information about UWGB)

With regard to (B) the procedure for review of those individuals who serve as administrators, the Committee conveyed their concerns to the University Committee during a meeting on April 14, 2021. In that meeting, the central issues voiced by the Committee involved the procedure for review of administrators, and lack of knowledge about any agreements made regarding promotion and rank of these administrators upon hire.

During the reviews of administrators, the Committee felt at odds with the process used to review administrators for promotion to Full Professor, as we received less materials than are typically provided by faculty candidates seeking promotion to Full Professor (external letters of recommendation, a narrative statement, evidence files with samples of their work, etc.) that would warrant such a promotion. In consultation of the faculty handbook, the handbook did not provide guidance regarding process for review of administrator promotions to Full Professor. As we conveyed to the University Committee, we request a review of the procedures used when hiring administrators with the promise of automatic promotion to the rank of Full Professor.

Special considerations for discussion of future reviews include the following:

1. Should administrators seeking promotion to the rank of Full Professor follow the same guidelines as faculty seeking promotion as outlined in the faculty handbook (see below). And if not, what should the guidelines/procedure be?

    a.   A complete file including evidence in the areas of teaching, scholarship/scholarly activities, and service that warrants promotion to Full Professor.
    b.   External letters of support from individuals at the rank of Professor who are familiar with the field, unknown (i.e., haven't taught or conducted scholarship with the candidate) and can attest to the candidate's scholarship, service, and/or teaching.
    c.   A positive vote from the appropriate Interdisciplinary Full Professor Committee.
    d.   The candidate be available to meet with the committee and answer questions regarding their evidentiary file.

2. If there is a different process for promotion to the rank of Full Professor for administrators, should this be codified in the faculty handbook and approved by faculty Senate?

3. The process as it is now, creates a double standard and compromises the integrity of the work of the committee therefore, the charge of the committee should be reviewed in regards to this issue as it attends to the composition of the committee rather than the work of the committee.

Further, as we met with the University Committee, the Committee felt strongly in recommending for discussion the following revisions to the procedure for review of Candidates (faculty and individuals who serve as administrators) for promotion to the rank of Full Professor:

1. There should be a probationary period for administrators and faculty before applying for Full Professorship.
2. As far as fallback position is considered, Full Professorship should not be treated as a fallback position for administrators, for that tenure alone would be sufficient.
3. There should be guidelines on how administrators are evaluated for full professorship and what documents they need to submit. The Committee understands that the list can vary based on the rank / and position of the person being considered.
4. A Full Professorship should not be promised upon hiring, but it should be contingent on positive vote by the various committees / and offices.
5. The Committee should continue to serve as a reviewing body for all promotions to the rank of Full Professor, as this ensures that proper vetting is carried out.

Finally, the Committee wishes to thank the Secretary of the Faculty, Dr. Steven Meyer, and Ms. Mary Kate Ontaneda for their support and assistance throughout the academic year. I also wish to thank my colleagues on the Committee for their great effort and due diligence in reviewing Candidates' files, and for their thoughtful discussion and written review summaries.

Respectfully submitted,

Dean D. VonDras, Chair
Committee of Six Full Professors

Academic Affairs Council

2020-2021 Annual Report

1. **Meetings and Membership:** Members of the committee included Clif Ganyard (ex-officio), Amulya Gurtu, Katrina Hrivnak (Assistant Registrar), Woo Jeon (Chair), Michael McIntire, Kimberley Reilly, David Voelker, and Ted Evert (Student Representative). During the 2020-2021 academic year, the Academic Affairs Council (AAC) met for a total of 16 times every other Thursday from 2pm for an hour to two hours. Prior each meeting, the chair made an agenda that includes summaries of CourseLeaf requests so that the members of the committee worked effectively together coming prepared to meetings to discuss and vote on various agenda items, program reviews, and CourseLeaf requests (courses and programs). The AAC had full advantages through Clif Ganyard (ex-officio) and Katrina Hrivnak (Assistant Registrar)'s expertise.

2. **Program self-studies and AAC feedback reports:** There was no program review scheduled during the 2020-2021 academic year due to the Comprehensive Program Reviews conducted by the UWGB Comprehensive Program Review Committee. There were still two program self-studies (Business Administration and Accounting) reviewed by the AAC. They were due back in 2018 and delayed. See appendix A for the Program Review Feedback Reports by the AAC.

3. **Non-CourseLeaf Agenda items:**
   a. Use of universal course numbers (voted and approved)
      - 297 is Lower-level Internship.
      - 495 is Research Assistantship.
      - 496 is Teaching Assistantship.
   b. Default class sizes: The AAC reached consensus on default class sizes.
      - It is important to set a proper cap for each course (not too big, not too small) to maximize the efficiency of UWGB.
      - It would be beneficial if there are general class cap guidelines at each disciplines (not campus-wide, not in each college, nor in each budgetary units).
      - The data was collected before: each discipline chairs submitted the class caps for the courses in the discipline to Dean. It makes sense because it should be Dean's decision.
      - This process might be more beneficial if rationales are added for future references.
      - C Ganyard will bring it to Provost to see a possible future action. There are other groups that have had discussion on this issue.
   c. Approval of Water Science Unit
   d. Economics restructuring to move the program from CAHSS to CSOB (Accounting and Finance department)
   e. Approval of Criminal Justice minor: It will be offered by PEA.
   f. Approval of the new UWGB Institutional Learning Outcomes

4. **CourseLeaf Agenda items:** Course and program requests (new or change)
   - See appendix B

Appendix A – Program Review Feedback Reports by the AAC

Academic Affairs Council Response to the Business Administration Program Review (2021)

April 22, 2021

On December 4, 2020, a self-study report of the Business Administration undergraduate program at the UWGB was submitted by Mathew F Dornbush, Dean of Austin E. Cofrin School of Business. The original deadline was November 1, 2018, so it was delayed significantly.

The AAC had a meeting to review the report on April 8, 2021.

The AAC agreed that it was a well-prepared report overall. It could be more instructive if some of the research activities by the faculty members, and highlights of partnerships or collaborations were listed and explained.

I. Introduction
The Business Administration undergraduate program at the University of Wisconsin – Green Bay is a major with eight emphases (Business Analysis, General Business, Entrepreneurship, Finance, Human Resource Management, Management, Marketing, and Supply Chain Management) and two minors (Business Administration and International Business). As of Fall 2019, the program served over 1200 students. The Business Administration major has experienced significant growth in recent years, increasing from 800 students in Fall 2015 to 1100 in Fall 2019. As a result, the program elevated four of its emphases to majors for the 2020-2021 catalog: Finance, Human Resource Management, Management, and Marketing. As a result of this restructuring, the Business Administration major will have four emphases (Business Analysis, Entrepreneurship, General Business, and Supply Chain Management). The faculty is comprised of 15 tenure-track/tenured and 34 associate lecturers/lecturers for a total of 49 instructors. The program is offered both face-to-face and online.

The Business Administration program is aligned with the integrated missions of the university and the Cofrin School of Business. It seeks to promote economic growth and address the workforce needs of the region while offering students an education that prioritizes critical thinking, problem solving, interpersonal, communication, quantitative and computer skills. Moreover, the program supports the university's call to promote sustainability, health and wellness, and social equity by addressing contemporary organizational issues such as global competition, social responsibility and ethics, sustainability, and the relationship between organizations and various environmental forces.

II. Assessment of Student Learning

The Business Administration program has adopted the four Cofrin School of Business (CSB) learning goals for the major. These goals, which were revised in Spring 2019, assess whether students will be 1) effective communicators; 2) effective critical thinker; 3) effective team members; and 4) will consider corporate social responsibility in their decisions. All courses in the CSB incorporate at least one of these goals, and all four goals are assessed on a five-year cycle across the major. The program assesses goals 1, 2, and 4 by embedding questions, assignments, and case studies across a number of courses in the major. For each goal, faculty evaluate a sample of 30 student assignments. The Program Review does not explain how goal 3 is assessed.

The program has established a benchmark that 70% of students should meet or exceed learning goal expectations each year. Different goals have been assessed annually, as shown on the chart on page 19. According to the summary provided of the Business Administration program's assessment results, the program has been consistent in meeting its learning goal benchmarks. In the 2014-2015 assessment, learning goal 4 (corporate responsibility) fell below the 70% benchmark. Likewise, in 2015-2016,

learning goal 2 (critical thinking) failed to meet the program's benchmark. The Program Review states that, in the case of an unmet target, the Business Administration program initiates changes to improve student performed. Additionally, it seeks to continually improve student performance by increasing benchmark goals by 2% every year.

III. Program Accomplishments

The Business Administration program has grown significantly since 2015. As of Fall 2020 the program has enrolled 1500 students.

Four of the program's emphases—Finance, Human Resource Management, Management, and Marketing—have grown to become stand-alone majors.

The program has received almost $27,00 in grants to support student entrepreneurship experiences and competitions, including $20,000 from the Charles G. Koch Foundation; close to $3,000 from the WiSYS Technology foundation; and $4,000 from the Richard M. Schulze Family Foundation.

Roughly one third of all Business Administration majors graduate with honors (≥3.50 GPA).

IV. Strengths

The Business Administration program at UWGB has strengths in many areas. The AAC also noticed the following but not limited to:
- Popularity – over 1,200 (and increasing) declared emphasis

- Contribution to other programs – Accounting, MS in Management program, EMBI

- Face-to-face and online delivery modes of courses (prior to the Pandemic)

- Concrete plan to redesign spaces in Wood Hall to meet the current demands.

- High employment rate for graduates (~96%) with a mean salary $44,217.

- High percentage on the number of students passing the Business courses (86.8%)

IV. Areas in Need of Attention

The AAC noticed the following areas that need more attention.
- The CSB is not AACSB accredited yet. It is essential to make the student-to-faculty (with terminal degrees) ratio lower first.

- The CSB has had difficulties on faculty retention. It also needs more support staff.

- The current math/stat requirement may not be sufficient for the students who pursue higher degrees (MBA, MS, or Ph.D.) after their graduation. The CSB needs an alternate plan on the math coursework for those students even though roughly only 15 students per year enroll directly into graduate school.

- UWGB CCIHS (College Credit I\in High School) participation might be a good consideration.

V. Conclusions and Recommendations

The Business Administration undergraduate program has been the most popular program at the UWGB, and it becomes more attractive under the new structure. The program has a concrete plan to

measure the outcomes of student learning, provides numerous internship opportunities and various support for students. The AAC believes that the reorganization will provide a better structure of the program and the curriculums. The AAC appreciates the leadership and willingness for changes of senior members of the program. It certainly promotes active participations by new members. It is exciting to see how the program keeps evolving to something to impact the UWGB in every positive way.

As mentioned in IV, the AAC recommends the Business Administration program to keep finding better ways to recruit and keep its faculty. Also, it is recommended to prioritize the needs for the AACSB accreditation and list them.

Academic Affairs Council Response to Accounting Program Review

May 6, 2021

I. Introduction

The Accounting program at UWGB offers two accounting major tracks, a general emphasis (86-90 credits) as well as a newly created accelerated emphasis (86-90 credits) for students planning to complete an MS in Management. (As of Fall 2021, small minor changes to the Accounting curriculum changed the required credits to 81-85, for the general emphasis, and 90-94, for the accelerated emphasis.) The program also offers an accounting minor (24-29 credits). Students must maintain a minimum cumulative GPA of 2.5 to progress in the accounting major or minor. Many students in the program chose to complete the minimum 150 credits needed to sit for the Wisconsin CPA exam.[1]

In 2019-2020 the student enrollment was 229 (205 declared majors and 24 declared minors). In 2018-2019 the number of degrees granted in Accounting was 27, as well as 9 with an accounting minor. Accounting ranks as the sixth most popular major at UWGB. As of Fall 2019, the Accounting program has offered the major in two modalities: face-to-face for students desiring a more traditional academic path as well as entirely online for prospective students who require more flexibility in their education. In response to a question about the online modality, Professor Karl Schindl, the current chair, offered an additional description of the online courses: "In the past [i.e., pre-2020-21], all online courses were asynchronous. During the 2020-21 academic year, we did add several synchronous [online] courses. We don't have a separate online-only program; students are free to take courses in either modality. They also have the ability to meet their degree requirement in a single modality."

The Accounting program is currently made up of the following faculty:

- 1 professor
- 2 associate professors
- 1 assistant professor
- 3 lecturers
- 7 associate lecturers

As noted below in section IV, staffing, along with receiving AACSB accreditation, is a primary area of concern.

II. Assessment of Student Learning

The Cofrin School of Business (CSB) has four primary learning goals (LG):

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[1] https://www.uwgb.edu/UWGBCMS/media/ise/files/FactBook-Fall-2019.pdf

- LG1: Students will be effective communicators.
- LG2: Students will be effective critical thinkers.
- LG3: Students will be effective team members.
- LG4: Students will consider Corporate Social Responsibility (CSR) in their decisions.

The LGs are assessed by examining individual assignments, exam questions, and case studies across a variety of courses in the accounting major. Student opinion surveys completed in the spring by declared majors within the CSB are also used to assess student satisfaction with the program. In the 2018-2019 academic year the assessments indicated that the students are exceeding the established 70% performance target set by the program. While LG2 (in 2015-16) and LG4 (in 2014-15) each had satisfactory scores below 40% for one year, the scores subsequently increased into the acceptable range of above 70%. In response to a question about these improvements, Professor Schindl noted that the program introduced a new assignment in ACCTG 201 to help with LG2.

III. Program Accomplishments

The Accounting program is a popular major in UWGB that provides skills needed to fulfill the regional workforce needs in Northeast Wisconsin. The dedicated faculty bring a significant industry experience; many are currently or formerly licensed CPAs.

The program has increased accessibility by offering an online option for completion of the entire degree in addition to standard face-to-face completion.

The program offers extensive internships (encouraged but not required for the major), high-impact social practices (such as VITA), as well as student engagement activities (such as ASA).

The program has experienced significant growth in the last decade by offering a variety of classes offered in various modalities.

The program operates with high efficiency (97% fill rate and median course size of 26).

Roughly half of all accounting majors graduate with honors (GPA ≥ 3.50).

Post-graduation success rates are high, with a 98% employment rate among accounting program graduates over the past three years.

The overall CPA exam pass rate (for first-time test takers) in 2018 was comparable to that of the national average.

IV. Areas of Concern
The Accounting program is understaffed with respect to tenure-track lines. There is difficulty in hiring doctorally trained accounting faculty. In addition, there are pending faculty retirements. As noted in the program report, program faculty have limited access to expensive resource databases (Compustat and CRSP) that are needed for faculty research.

As shown in Figure 1 below, nine other UW System campus are accredited through the Association to Advance Collegiate Schools of Business (AACSB). The CSB continues to work toward accreditation.
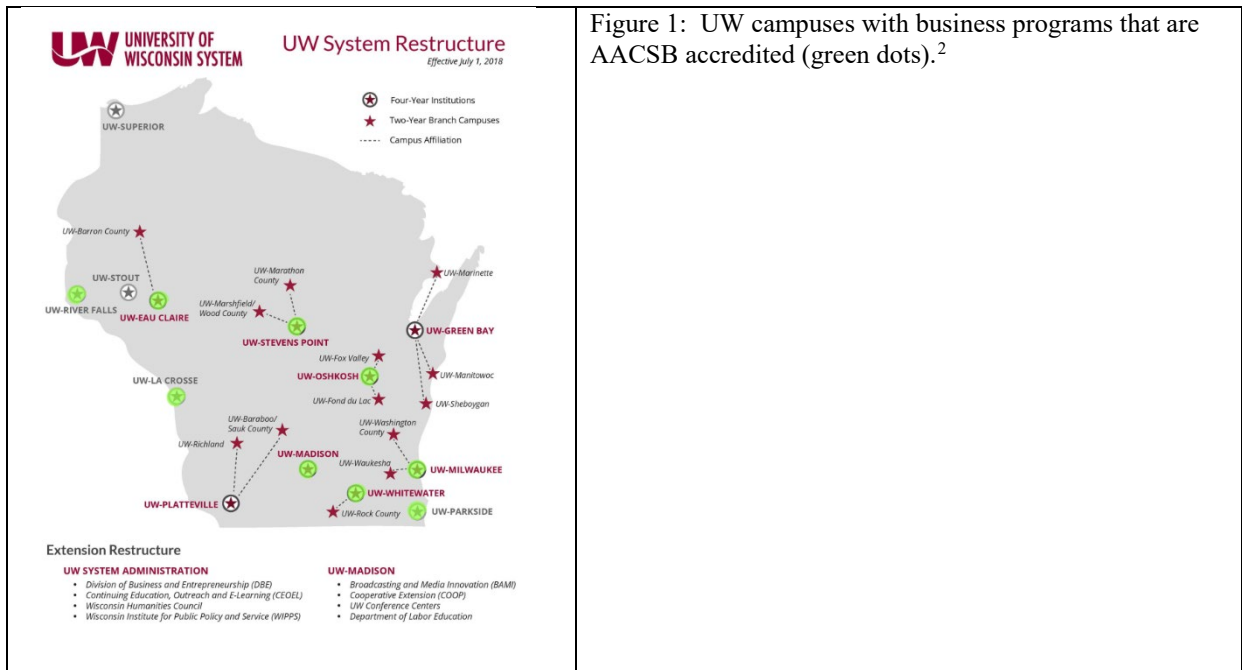
Figure 1: UW campuses with business programs that are AACSB accredited (green dots).[2]

Additionally, there are several concerns regarding student retention and performance.

The persistence rate of freshmen in the spring semester (3-year average) within the CSB is 75%, with a persistence rate in the Accounting major of 64%. The overall UWGB Spring persistence rate of freshmen is 75%. While the persistence rate within the School of Business is basically in line with that of UWGB overall, increasing persistence should be an institution-wide priority.

The program's report flags a high DFW rate for a few key classes, including ACCTG 201/300: Principles of Financial Accounting. Students also struggle in ACCTG 202 (Managerial Accounting). The program has worked with using tutors and may make some additional changes for Fall 2021 to address these issues, such as having a second, expedited track for non-Accounting students in Business to complete these courses. It's important to address these issues, as there is a low retention of students with a GPA below 2.75 within the major.

Perhaps most concerning: graduation rates for underrepresented students are roughly half, while loss rates are roughly double in spring semesters relative to majority students.

While the overall pass rate for first-time CPA exam takers is in line with the national average (for 2018), the pass rates on two sections of the exam are below national averages. Financial Accounting and Reporting (FAR) pass rates fell below national averages in 2018, and Regulation pass rates have remained flat, falling below national averages in 2018. (Unfortunately, the program does not receive data for students who retake the exam.)

V. Conclusions and Recommendations

The first priority that Accounting must address is staffing. The program has had challenges in hiring tenure-track faculty and currently finds itself understaffed. It would be useful to know the reasons for

[2] https://www.aacsb.edu/accreditation/accredited- schools?F_Accreditation=Business&F_SchoolName=wisconsin

those unsuccessful hiring searches. Was it salary issues, job expectations, lack of available resources (such as Compustat and CRSP), or a combination of these and/or other reasons?

Additionally, the Accounting program is going to experience the retirement of some of its faculty in the near future, which will exacerbate the staffing issue.

Addressing the staffing issue is also essential to enable the Cofrin School of Business to become AACSB accredited, which is stated as a program goal. As shown in Figure 1 (above), UWGB is one of the few four-year campuses that are not AACSB accredited. Accreditation could play a large factor in school choice for graduating high school students and could lead to enrollment increases throughout the CSB. However, the program needs to be positioned to deal with a potential increase in enrollment numbers. This brings us back to the understaffed issue.

The Accounting program should develop strategies to improve the pass rates on the FAR and Regulations sections of the CPA exam, which would also improve the overall pass rates and would approve the pass rates of UWGB graduates relative to other UW System accounting graduates. Given that the Accounting program does not receive data about graduates who retake the exam, perhaps this information can be gathered by reaching out to alumni. Having more information about graduates who do not pass the CPA exam on the first attempt might be helpful for developing post-graduation test-taking assistance programs.

With the minimum grade for moving forward in the Accounting major in ACCTG 201, 202, and 301 being reduced in Fall 2020 from a "B" to a "BC," the program should consider developing a system for tracking whether students who earn a "BC" in one or more of these courses are able to go on to successfully complete the program. Perhaps the CSB Student Success Committee can assist with this task.

The concern noted above regarding the persistence and graduation rates for underrepresented students warrants the development of a specific strategy for addressing the problem. Perhaps the CSB Diversity and Inclusivity Committee can assist with this task.

Given the highly specific content and procedural knowledge needed for accounting, and for passing the CPA exam, the Accounting program should consider developing specific student learning outcomes for the Accounting major and minor, to supplement the CSB learning outcomes, which are quite general. Articulating more specific learning outcomes at the program level might prove useful for guiding additional curricular changes to improve retention, DFW rates, graduation rates, and CPA exam performance.

Appendix B - Course and program requests (new or change)

Approved on September 17, 2020

Course	C/N	Requests	Votes
Thursday, September 17, 2020			
CHEM 168 **Sustainability Chemistry**	New	Not major or minor requirement Ged Ed course (Sustainability) for non-science majors	approved
ENGR 208 **Fundamentals of Electric Circuits**	Change	Removed Physics 201 and ENGR 198 from required prereqs. Change in periodicity	approved

Course	C/N	Requests	
ENGR 260 **Introduction to Engineering Ethics**	New	Ged Ed course. Not a required nor an elective	approved
ENGR 334 **Industrial Decision Processes**	New	Upper level elective	approved
HUM BIOL 331 **Science and Religion: Spirit of Inquiry**	Change	Description clarification: 331 is already an elective.	approved
WF 105 **Research and Rhetoric**	Change	Description change: English Composition I --> WF100	approve

Approved on October 1, 2020

Course	**C/N**	**Requests**	**Votes**
ART 370 **Professional Practices in Art**	New	Upper level elective for majors and minors (Sophomore) Special room request. Cap=12. Every Spring	approve
PHY ED 160 **Fundamentals of Basketball and Volleyball**	New	1 credit elective. Scott Ashmann provided explanations. For being a full-time student at the branch campuses, in particular at the Sheboygan campus.	approve
WATER 201 **Introduction to Water Science**	Change	Periodicity change, Instructor addition Special room request	approve

Approved on October 15, 2020

Thursday, October 15, 2020			
Course	**C/N/D** **PC**	**Requests**	**Votes**
COMP SCI 231 **Introduction to IT Operations**	Change	Contact hours, Periodicity change	Approved
COMP SCI 353 **Computer Architecture and Organization**	Change	Periodicity change	Approved
ENGR 198 **First Year Seminar**	Change	Cap change	Approved

MUSIC BA_AUDIO **Audio Production**	Program Change	(-) MUSIC 215, 253, 254 (+) 497 (Intership) too much credit already (52)	Approved
THEATRE 161 **Tap Dance I**	Change	Periodicity change for Dance History course	Approved
WATER 201 **Introduction to Water Science**	Change	Periodicity change due to new hire (cap=65)	Approved

Approved on October 29, 2020

1) ANTHRO 307 Anthropological Theory (**Course Change Request**)

   a. Chair received a response from Dana Atwood.

   b. She confirmed that this course will used as an alternative to SOCIOL 307 for an upper level required course for Sociology & Anthropology minor. She will submit a program change request later.

   c. They are working on developing a major in Sociology & Anthropology, and this will be an important addition.

   d. **Approved.**

2) ART 373 Intermediate Printmaking (**Course Change Request**)

   a. Chair received a response from Chair of GEC (Rebecca Stone Thornberry).

   b. She will provide GEC's feedback to AAC's role with general education designated courses to the GEC membership.

   c. She will also confirm that GEC will give the okay to approve ART 373.

   d. **Rolled back to GEC** for their confirmation.

3) COMP SCI 295 Special Topics (**New course Proposal**)

   a. Chair received a response from Chair of Computer Science (Mike Zorn).

   b. The default class size will be 25 (not 24).

   c. **Approved.**

4) ECON 202 Macro Economic Analysis (**Course Change Request**)

   a. Adding recommended prerequisite (ECON 102 Economics of the Modern World)

   b. **Approved.**

5) ECON 203 Micro Economic Analysis (**Course Change Request**)

   a. Adding recommended prerequisite (ECON 102)

   b. **Approved.**

6) GEOSCI 492 Special Topics in Geoscience (**Course Change Request**)

     a. Description change. Periodicity change (spring→ as needed). Topics change. Added an instructor.

     b. Approved.

7) THEATRE 440 Choreography (**Course Change Request**)

     a. Periodicity change to fall odd due to THEATRE 340 Dance History (fall even).

     b. Upper level core for major (Music Theatre) and minor (Dance).

     c. Approved.

Approved on November 12, 2020

1) ART 373 : Intermediate Printmaking (**Course Change Request**)

     a. Came back from GEC: "The GEC feels that AAC does not need to replicate the work of the GEC in regards to Writing Emphasis courses."

     b. Action: approved.

2) C_Ethics : Certificate in Professional Ethics (**New Program Proposal**)

     a. It requires 4 courses from 3 categories.

     b. This certificate would be beneficial to Philosophy and Business students.

     c. Action: approved.

3) DJS 361 : Historical Perspectives on American Democracy (**Course Change Request**)

     a. Prerequisite is eliminated.

     b. Action: approved.

4) THEATRE 323 : Stage Lighting (**Course Change Request**)

     a. Core for Design/Tech major. UElective for Theatre Studies Major and Theatre Studies and Dance minors.

     b. Effective Date of Action: Fall 2021 (to avoid Spring 2020)

     c. Periodicity change: Spring → Spring Odd

     d. THEATRE 323 Stage Lighting (Spring Odd) alternates with THEATRE 423 Advanced Stage Lighting (Spring Even)

     e. Action: approved

5) THEATRE 372 : American Musical Theatre Dance (**Course Change Request**)

     a. Effective Date of Action: Spring 2021

     b. Description changes, periodicity change (Spring → Spring Even), repeats (3→2)

     c. Course credit = 1. Students contact hours = 3

     d. Action: approved

Approved on December 3, 2020

1) BIOLOGY 343 : Mammalogy (**Course Change Request**)

a. Effective Date of Action: Fall 2018 → January Interim 2021

b. Prerequisite change. Required field trips.

c. **Action: approved**.

2) BACHELOR OF SCIENCE IN COMMUNITY HEALTH EDUCATION (**New Program Request)**

   a. There were two suggestions

      i. A proper sequence map for BIO 201/202, CHEM 207, and HUM BIOL 240/241 could be provided so that students can see a clear path to take the courses.

      ii. Since COMM SCI 205 is required, MATH 101 can be optional unless MATH 101 is necessary for other courses.

   b. **Action: approved**.

3) COMM SCI 205 : Social Science Statistics & COMM SCI 097 : Math Preparation for Social Science Statistics (**Prefix Change Request)** To **PSYCH 205/097**

   a. Psychology department has managed the courses and provided the instructors.

   b. C Ganyard has talked this change with related department chairs and Dean. They all were supportive on the prefix change.

   c. **Action: approved**.

4) BIOLOGY ECO_ACC : Accelerated Ecology and Conservation Emphasis (**Program Change Request**)

   a. BIOLOGY 302 : Principles of Microbiology was deactivated.

   b. **Action: approved**.

5) BIOLOGY ECOLOGY : Ecology and Conservation Emphasis (**Program Change Request**)

   a. Same as above.

   b. **Action: approved**.

6) COMP SCI 351 : Data Structures (**Course Change Request**)

   a. Key Changes: Catalog Description, Periodicity, Instructor.

   b. **Action: approved**.

7) COMP SCI 464 : Artificial Intelligence (**Course Change Request**)

   a. Key Changes: Catalog Description, Instructor.

   b. **Action: approved**.

Approved on December 10, 2020

	Thursday, December 10, 2020			
	CC=course change, N=new course, D=deactivation, PC=program change			
	Course		**Key Requests**	**Action**
1	**BIOLOGY 346**	CC	Prerequisite	**Approved**

	Comparative Physiology			
2	**BUS ADM ANALYTICS** **Business Analytics**	PC	Title and Curriculum (lower and upper core)	**Approved**
3	**BUS ADM ENTRP** **Entrepreneurship Emphasis**	PC	Title and Curriculum (lower and upper core)	**Approved**
4	**BUS ADM GENERAL** **General Business Emphasis**	PC	Curriculum (upper core)	**Approved**
5	**BUS ADM SCM** **Supply Chain Management Emphasis**	PC	Title and Curriculum (lower and upper core)	**Approved**
6	**EDUC 282 : Conceptual Foundations** **of Elementary Mathematics II**	CC	Prerequisite	**Approved**
7	**EDUC 316 : Teaching Art** **in the Middle and Secondary Schools**	CC	Periodicity, Instructor	**Approved**
8	**ENV SCI 305** **Environmental Systems**	CC	Prerequisite, Instructor	**Approved**
9	**ET 305** **Environmental Systems**	CC	Prerequisite	**Approved**
10	**LGBTQ Cert : Lesbian, Gay, Bisexual,** **Transgender, and Queer Studies Certificate**	PC	Electives	**Approved**
11	**NUT SCI 201** **Survey of Nutrition Related Professions**	CC	Periodicity, Instructor	**Approved**
12	**PHYSICS 141** **Astronomy**	CC	Description	**Approved**
13	**PHYSICS 142** **Observational Astronomy**	CC	Description, Contact Hours Periodicity, Instructor	**Approved**
14	**PHYSICS 143** **The Solar System**	CC	Description, Periodicity, Instructor	**Approved**
15	**PHYSICS 144** **Stars, Galaxies and the Universe**	CC	Description, Periodicity, Instructor	**Approved**
16	**PHYSICS 201** **Principles of Physics I**	CC	Contact Hours, Prerequisites, Instructor	**Approved**
17	**PHYSICS 202** **Principles of Physics II**	CC	Contact Hours, Prerequisites, Instructor	**Approved**
18	**PHYSICS 310** **Modern Physics**	CC	Description	**Approved**
19	**WOM STDY-I : Research Methods Women's,** **Gender, and Sexuality Studies Minor**	PC	Title	**Approved**
20	**SOANTH-I** **Sociology & Anthropology Minor**	PC	COMM SCI 205 to PSYCH 205	**Approved**
21	**SOC WORK 301** **for Generalist Social Work Practice**	CC	COMM SCI 205 to PSYCH 205	**Approved**
22	**SOC WORK 305**	CC	Prerequisite	**Approved**

	The Social Work Profession			
23	SOC WORK 344 Grant Writing for Success	N	Elective, Sophomore standing, Cross-Listed	**Approved**
24	SOC WORK 431 Social Policy Analysis I	CC	Prerequisite	**Approved**
25	SOC WORK 463 Program Evaluation II	CC	0 Contact Hours (?), Special Fee	**Approved**
26	SOC WORK CHILD WELF Social Work - Child Welfare Emphasis	PC	COMM SCI 205 to PSYCH 205	**Approved**
27	SOC WORK GENERAL Social Work - General Emphasis	PC	COMM SCI 205 to PSYCH 205	**Approved**
28	POL SCI 333 : Political Science Research Lab	CC	COMM SCI 205 to PSYCH 205	**Approved**
29	POL SCI 349 American Political Thought	CC	Names of Program, College, Budgetary Unit	**Approved**
30	POL SCI 360 International Relations	CC	Names of Program, College, Budgetary Unit	**Approved**
31	POL SCI Political Science Major	PC	COMM SCI 205 to PSYCH 205	**Approved**
32	PSYCH 350 Cultural Psychology	CC	GenEd, Instructor	**Approved**
33	PSYCH 417 Psychology of Cognitive Processes	CC	Prerequisite, Instructor	**Approved**
34	PSYCH 438 Counseling and Psychotherapy	CC	Cap, Prerequisite, Instructor	**Approved**
35	PSYCH BRAIN Brain, Behavior, and Health Emphasis	PC	COMM SCI 205 to PSYCH 205	**Approved**
36	PSYCH DEVELOP Development Emphasis	PC	COMM SCI 205 to PSYCH 205	**Approved**
37	PSYCH GENERAL Psychology Major-General Emphasis	PC	COMM SCI 205 to PSYCH 205	**Approved**
38	PSYCH MENTAL Mental Health Emphasis	PC	COMM SCI 205 to PSYCH 205	**Approved**
39	PSYCH-I Psychology Minor	PC	COMM SCI 205 to PSYCH 205	**Approved**
40	PU EN AF 452 Planning Theory and Methods	CC	COMM SCI 205 to PSYCH 205	**Approved**
41	PUB ADM EMER MGNT Emergency Management Emphasis	PC	COMM SCI 205 to PSYCH 205	**Approved**
42	PUB ADM PUB_NP_MGT Public & Nonprofit Management Emphasis	PC	COMM SCI 205 to PSYCH 205	**Approved**
43	SECON ED-I EA-A Early Adolescence to Adolescence Emphasis	PC	COMM SCI 205 to PSYCH 205	**Approved**

44	**URB STUD** **Urban Studies**	PC	COMM SCI 205 to PSYCH 205	**Approved**
45	**ACCTG 414** **Cost Accounting**	CC	COMM SCI 205 to PSYCH 205	**Approved**
46	**DJS AMERICAN** **American Studies Emphasis**	PC	COMM SCI 205 to PSYCH 205	**Approved**
47	**DJS INTERNAT** **U.S. and the World Emphasis**	PC	COMM SCI 205 to PSYCH 205	**Approved**
48	**DJS JUSTICE** **Criminal Justice**	PC	COMM SCI 205 to PSYCH 205	**Approved**
49	**DJS LEGAL** **Legal Studies**	PC	COMM SCI 205 to PSYCH 205	**Approved**
50	**DJS WOMENS** **Women's and Gender Studies Emphasis**	PC	COMM SCI 205 to PSYCH 205	**Approved**
51	**ECON-I** **Economics Minor**	PC	COMM SCI 205 to PSYCH 205	**Approved**
52	**ECON** **Economics Major**	PC	COMM SCI 205 to PSYCH 205	**Approved**
53	**ENV POL PL DESIGN : Regional Planning** **& Environmental Design Emphasis**	PC	COMM SCI 205 to PSYCH 205	**Approved**
54	**ENV POL PL ENV POL** **Environmental Policy Emphasis**	PC	COMM SCI 205 to PSYCH 205	**Approved**
55	**ENV POL PL ENVSCI_ACC : Accelerated** **Emphasis in Environmental Science Policy**	PC	COMM SCI 205 to PSYCH 205	**Approved**
56	**ENV POL PL PLANNING** **Environmental Planning Emphasis**	PC	COMM SCI 205 to PSYCH 205	**Approved**
57	**ENV POL PL** **Environmental Policy & Planning Core**	PC	COMM SCI 205 to PSYCH 205	**Approved**

Approved on December 17, 2020

	Reviewed on December 17, 2020			
	CC=course change, N=new course, D=deactivation, PC=program change			
	Course		**Key Requests**	**Action**
1	**ACCTG 301** **Intermediate Accounting I**	CC	Credit Hours, Description, Contact Hours	Approved
2	**ACCTG 313** **Intermediate Accounting II**	CC	Description, Instructor	Approved
3	**ACCTG 323** **Intermediate Accounting III**	N	Upper core for Accounting majors	Approved
4	**ACCTG 423** **Advanced Income Tax Practicum (VITA)**	N	Practicum, supporting course	Approved

5	**ACCTG 452** **Accounting Data Analytics**	N	Upper core for Accounting majors	Approved
6	**BIOLOGY 365** **Aquatic Invertebrates**	CC	Prerequisite	Approved
7	**BIOLOGY ANIMAL** **Animal Biology Emphasis**	PC	Math requirement	Approved
8	**BIOLOGY ANIMAL_ACC** **Accelerated Animal Biology Emphasis**	PC	Math requirement	Approved
9	**BIOLOGY AQUACUL** **Aquaculture Emphasis**	PC	Math requirement	Approved
10	**BIOLOGY AQUAECO** **Aquatic Ecology and Fisheries Emphasis**	PC	Math requirement	Approved
11	**BIOLOGY CELL** **Cell/Molecular Emphasis**	PC	Math requirement	Approved
12	**BIOLOGY MICRO** **Microbiology Emphasis**	PC	Math requirement	Approved
13	**BIOLOGY PRE-VET** **Pre-Veterinary Emphasis**	PC	Math requirement	Approved
14	**ENGR 208** **Fundamentals of Electric Circuits**	D	ENGR 308 replaces ENGR 208	Approved
15	**ET 116** **Basic Manufacturing Processes**	D	Will be replaced by ENGR 216	Approved
16	**ENGR 216** **Basic Manufacturing Processes**	N	Will replace ET 116	Approved
17	**ENGR 301** **Engineering Materials**	D	Will be replaced by ENGR 201 (later will be submitted)	Approved
18	**ENGR 308** **Electrical and Electronic Circuits**	N	ENGR 308 replaces ENGR 208	Approved
19	**ENGR 408** **Finite Element Analysis**	N	Will replace ET 308 Core, 3cr, 3LecH, 24cap (lab), Fall	Approved
20	**ENGR 420** **Machine Component Design I**	N	Core, Will replace ET 221, 3cr, 3LecH 28cap, Fall	Approved
21	**ENGR 422** **Machine Component Design II**	N	Elective, Will replace ET 322, 3cr, 3LecH 28cap, spring	Approved
22	**FIN 447** **Derivatives**	D	No offered	Approved
23	**HUM BIOL 341** **Human Anatomy Laboratory**	CC	Prerequistes	Approved
24	**HUM BIOL 351** **Kinesiology**	CC	Prerequistes	Approved
25	**HUM BIOL 413**	CC	Prerequistes	Approved

	Neurobiology			
26	ACCTG 201 Principles of Financial Accounting	CC	Credit Hours, Description, Contact Hours	Approved
27	ACCTG 202 Principles of Managerial Accounting	CC	Prerequisite	Approved
28	ACCTG 314 Advanced Accounting	CC	Prerequisite	Approved
29	ACCTG 316 Governmental and Nonprofit Accounting	CC	Description, Prerequisite	Approved
30	ACCTG 410 : Introduction to Income Tax Theory and Practice	CC	Prerequisite	Approved
31	ACCTG 411 Accounting Information Systems	CC	Prerequisite	Approved
32	ACCTG 413 Income Tax Practicum (VITA)	CC	Title	Approved
33	ACCTG 415 Advanced Income Tax Theory and Practice	CC	Description	Approval
34	ACCTG ACCTG_ACC Accounting -Accelerated Emphasis	PC	Supporting, Core, Electives	Approved
35	ACCTG General Accounting Major	PC	Supporting, Core, Electives	Approved
36	ACCTG-I Accounting Minor	PC	on-campus program via distance education	Approved
37	BIOLOGY BIOL-ED Biology for Educators Emphasis	PC	Math requirement, Elective	Approved
38	BUS ADM 306 Business Law	CC	Description	Approved
39	BUS ADM-I Business Administration Minor	PC	COMM SCI 205 to PSYCH 205	Approved
40	COMM SCI 301 Foundations for Social Research	CC	COMM SCI 205 to PSYCH 205	Approved
41	DANCE-I Dance Minor	CC	Supporting, Electives	Approved
42	ELEC ENGR Electrical Engineering	N		Approved
43	ELEC ET Electrical Engineering Technology	PC	Supporting, Core, Electives	Approved
44	ENGR 104 Engineering Graphics	N	Supporting for MechEng, 3cr, 2 lab h cap=24, Prereq=MATH 101, Fall,	Approved
45	ENGR 120 Electrical Circuits I	N	Replacing ET 130, Supporting for ElecEng & Tech, 3cr, 3 lec h, cap=24, , Spring	Approved

46	**ENGR 121** **Electrical Circuits I Lab**	N	New lab for ENGR 120, Supporting for ElecEng&Tech, 1cr, 3 lab h, Spring	Approved
47	**ENGR 201** **Engineering Materials**	CC	Replace ENGR 301, Credit Hours, Description Contact Hours, Cap, Prerequisite, Periodicity	Approved
48	**ENGR 204** **Programming for Engineers**	CC	Supporting for MechEng&Tech Prerequisite, Periodicity	Approved
49	**ENGR 208** **Fundamentals of Electric Circuits**	D	Replaced by ENGR 308	Approved
50	**ENGR 210** **Electrical Circuits II**	CC	Replaces ET 131, Supporting, Title Description, cap, prerequisite, Periodicity	Approved
51	**ENGR 211** **Electrical Circuits II Lab**	N	Lab for ENGR 210, 1cr, 3Lab, Supporting	Approved

Approved on January 28, 2021

From last meeting on December 17, 2020			
CC=course change, N=new course, D=deactivation, PC=program change			
Course		**Key Requests**	**Action**
1	**WE 093: Fundamentals of Writing**	CC	Summer Bridge program, Periodicity=other, P/NP	Approved
2	**ENGR 223: Electronic Devices Lab**	N	Lab for ENGR 222, 1cr, 3Lab, Supporting	Approved
3	**ENGR 224** **Electrical Codes, Safety, and Standards**	N	Replaces ET 150, Supporting, 2cr, 2LecH Cap=30, Prereq=ENGR 120/121, Spring	Approved
4	**ENGR 310** **Digital Logic Design**	CC	Replaces ET 311, core, Title, cr, Description LecH, cap, Prerequisite, Periodicity, Instructor	Approved
5	**ENGR 311** **Digital Logic Design Lab**	CC	Lab for ENGR 310, Title, cr, LabH, cap Description, Fall, Instructor	Approved
6	**ENGR 312** **Engineering Measurements**	CC	Core, prerequisite, periodicity, instructor	Approved
7	**ENGR 320** **Energy Conversion**	N	Replaces ET 324, core, 3cr, 3LecH Prereq=ENGR 210/211	Approved
8	**ENGR 321** **Energy Conversion Lab**	N	Lab for ENGR 320, core, 1cr, 3 LabH cap=24, spring,	Approved
9	**ENGR 324** **Engineering Thermodynamics**	CC	Core, prerequisite, replaces CHEM 320	Approved
10	**ENGR 326** **Numerical Methods**	CC	Core, cr, LecH, LabH, cap, prerequisite Instructor, computer lab,	Approved
11	**ENGR 328 : Microcontrollers and** **Programmable Logic Controllers**	N	Replaces ET 240 & ENGR 240, core, 3cr 3 LecH, cap=24, Spring	Approved
12	**ENGR 329 : Microcontrollers and** **Programmable Logic Controllers Lab**	N	Lab for ENGR 328, core, 1cr, 3 LabH cap=24, Spring	Approved
13	**ENGR 336 : Fluids**	CC	Core, prerequisite, instructor	Approved
14	**ENGR 340 : Analysis of Dynamic Systems**	CC	Core, cap, prerequisite, instructor	Approved

15	ENGR 342 : Signals and Systems	CC	Core, title, description, hours, prerequisite instructor	Approved
16	ENGR 343 : Signals and Systems Lab	N	Lab for ENGR 342, 1cr, 3 LabH, 24cap,Fall	Approved
17	ENGR 344 : Mechanical Vibration	N	Elective, 3cr, 3 LecH, cap=24, Fall	Approved
18	ENGR 412 : Communications Systems	N	Core, 3cr, 2LecH+2LabH, 24cap (lab), Fall	Approved
19	ENGR 430 : Heat Transfer	CC	Core, prerequisite, periodicity, instructor	Approved
20	ENGR 431 : Thermal Lab	CC	Core, Lab for ENGR 430, description periodicity, instructor	Approved
21	ENGR 432 : Automatic Controls	CC	Elective, credits, hours, periodicity, instructor	Approved
22	ENGR 438 : Microprocessors and Embedded Systems	N	Elective, 3cr, 2LecH+2LabH, 24cap(lab), fall	Approved
23	ENGR 494 : Special Topics in Electrical Engineering	N	Elective, 3cr, 3LecH, cap=24 periodicity=other	Approved
24	ENV ET : Environmental Engineering Technology	PC	ET118-->ET218	Approved
25	ENV SCI ENVSCI_ACC : Accelerated Emphasis in Environmental Science	PC		Approved
26	ET 118 : Fluids I	D	Replaced by ET 228	Approved
27	ET 142 : Introduction to Programming	CC	Core, prerequisite, periodicity, lab	Approved
28	ET 206 : Chemistry for Engineers	CC	Core, credits, prerequisite, cap=48	Approved
29	ET 207 : Parametric Modeling	CC	Core, credits, description, LabH, prerequisite periodicity	Approved
30	ET 218 : Fluid Mechanics	N	Core, replace ET 118, 3cr, 2LecH+2LabH 24cap, spring	Approved
31	ET 221 : Machine Components	D	Replaced by ENGR 420	Approved
32	ET 250 : Continuous Signals and Linear Systems	CC	Core, description, prerequisite, periodicity instructor	Approved
33	ET 322 : Design Problems	D	Core, replaced by ENGR 422	Approved
34	ET 340 : Advanced Programmable Logic Controllers	CC	Core, prerequisite, instructor, lab req	Approved
35	ET 342 : Supervisory Control and Data Acquisition	CC	Core, prerequisite, lab req	Approved
36	ET 346 : Electrical Power Systems	CC	Core, cap=28, prerequisite	Approved

Approved on February 4, 2021

From last meeting on January 28, 2021			
CC=course change, N=new course, D=deactivation, PC=program change			
Course		Key Requests	Action
1	ENGR 414 : Power System Analysis and Protection	N	Cap: 28->30	Approved
2	ENGR 426 : Wireless Communications	N	Cap: 28->30	Approved
3	ENGR 428 : Wireless Networks	N	Cap: 28->30	Approved
4	ENGR 434 : Power Electronics	N	Cap: 28->30	Approved
5	ET 318 : Fluid Power Systems	CC	Cap=30, No lab requirement (removed).	Approved

6	ET 324 : Motors and Drives	CC	Cap: 28->30	Approved
7	ET 350 : Data Communication and Protocols	CC	Core, Cap:28->30, prerequisite	Approved
8	ET 380 : Industrial Automation Control	N	Core, 3cr, 2LecH+2LabH, 24cap (lab), fall	Approved
9	ET 385 : Robotics	N	Core and elective, 3cr, 3 LecH, Cap:28->30, fall	Approved
10	ET 390 : Mechatronics	CC	Core and elective, credits, LabH, cap(lab), prerequisite	Approved
11	ET 405 : Applied Thermodynamics	N	Core, 3cr, 3LecH, Cap:28->30, spring	Approved
12	ET 415 : Solar and Alternate Energy Systems	CC	Core/Elective, Prereq, periodicity, Cap:40->30instructor	Approved
13	FIN 344 : Real Estate Principles	CC	Prerequisite	Approved
14	FIN 345 : Risk Management and Insurance	CC	Prerequisite	Approved
15	FIN 347 : Financial Markets and Institutions	CC	Prerequisite	Approved
16	FIN 445 : International Financial Management	CC	Core, recom prerequisite	Approved
17	FIN 446 : Advanced Corporation Finance	CC	Prerequisite	Approved
18	FIN 450 : Bank Administration	CC	Prerequisite	Approved
19	FIN 475 : Financial Plan Development	CC	Prerequisite	Approved
20	FIN : Finance Major	PC	Core, on-campus pgm via distance edu	Approved
21	GLOBAL-I : Global Studies Minor	PC	Additional elective	Approved
22	HISTORY 330 : Early Modern Europe	D	No faculty	Approved
23	HISTORY 309 : United States Immigration History	D	No faculty	Approved
24	HISTORY 326: Global Environmental History	N	Elective for major and minor	Approved
25	HISTORY-I : History Minor	PC	Electives	Approved
26	HISTORY : History Major	PC	Electives	Approved
27	HRM 460 Employee Development and Training	CC	Title, Description, Prerequisite, Periodicity	Approved
28	HRM 466: Employment Law	CC	Prerequisite	Approved
29	HRM 470 : Human Resource Management Analytics	CC	Prerequisite, Periodicity	Approved
30	HUM BIOL CYTOTECH : Cytotechnology Emphasis	PC		Approved
31	HUM BIOL EXERCISE : Exercise Science Emphasis	PC		Approved
32	HUM BIOL HEALTH SCI : Health Science Emphasis	PC	Updated BIOLOGY 302 to BIOLOGY 323 and 324	Approved
33	HUM BIOL HUB-GEN : General Human Biology Emphasis	PC		Approved
34	HUM BIOL NUT SCI : Nutritional Sciences/Dietetics Emphasis	PC		Approved
35	HUM BIOL-I HUB-GEN-I : Human Biology Minor - General	PC	Updated BIOLOGY 302 to BIOLOGY 323 and 324	Approved
36	HUM-I ENVIRO : Environmental Humanities	PC	Elective	Approved
37	MECH ENGR : Mechanical Engineering	PC	Supporting, Core, Electives	Approved
38	MECH ET : Mechanical Engineering Technology	PC	Supporting, Core, Electives	Approved
39	MGMT 452 : Teams	CC	Dual-level	Approved
40	MUSIC 122 : Electronic Music Production	N	GenEd, 3cr, 3LecH, 40cap, fall & spring	Approved
41	NURS_TRAD : Nursing (traditional 4yr)	PC	Updated BIOLOGY 302 to BIOLOGY 323 and 324, PSYCH 205	Approved
42	NURSING 340 : Quality Improvement	CC	COMM SCI 205 to PSYCH 205	Approved
43	NURSING 446 : Research and Evidence-Based Practice	CC	COMM SCI 205 to PSYCH 205	Approved
44	NURSING RN_BSN : RN-BSN Emphasis	PC	COMM SCI 205 to PSYCH 205	Approved
45	NUT SCI 485 : Medical Nutrition Therapy I:	CC	Title, instructor, Dual-level	Approved

	An Integrative and Functional Approach				
46	**PFP-Minor : Personal Financial Planning**	NP	New minor in Accounting & Finance		Approved

Approved on February 11, 2021

<table>
<tr><th colspan="6">February 11, 2021</th></tr>
<tr><th colspan="6">CC=course change, NC=new course, D=deactivation, PC=program change, NP=new program</th></tr>
<tr><th colspan="2">Course</th><th></th><th colspan="2">Key Requests</th><th>Action</th></tr>
<tr><td>1</td><td>ENGR 346 : Electrical Power Systems</td><td>NC</td><td colspan="2">Cross-listing with ET 346, 28cap->30</td><td>Approved[1]</td></tr>
<tr><td>2</td><td>ENGR 348 : Electromagnetic Fields and Applications</td><td>NC</td><td colspan="2">Cross-listing with ET 348, 28cap->30</td><td>Approved[1]</td></tr>
<tr><td>4</td><td>ET 348 : Electromagnetic Fields and Applications</td><td>CC</td><td colspan="2">Core, desc, cap (28->30), cross-listing with ENGR 348</td><td>Approved[1]</td></tr>
<tr><td>5</td><td>HRM 362: Introduction to Human Resource Management</td><td>CC</td><td colspan="2">Prerequisite – no minimum 2.5 GPA</td><td>Approved[2]</td></tr>
<tr><td>6</td><td>HRM 465 : Recruitment and Selection</td><td>CC</td><td colspan="2">Prerequisite – no minimum 2.5 GPA</td><td>Approved[2]</td></tr>
<tr><td>7</td><td>HRM 467 : Compensation and Benefits Planning</td><td>CC</td><td colspan="2">Prerequisite – no minimum 2.5 GPA</td><td>Approved[2]</td></tr>
<tr><td>8</td><td>HRM 468 : Employee Relations</td><td>CC</td><td colspan="2">Prerequisite – no minimum 2.5 GPA</td><td>Approved[2]</td></tr>
<tr><td>9</td><td>HRM 469: Performance Management and Job Analysis</td><td>CC</td><td colspan="2">Core, Prerequisite – no minimum 2.5 GPA</td><td>Approved[2]</td></tr>
<tr><td>10</td><td>HUM BIOL PUB HEALTH : Applied Public Health Emphasis</td><td>PC</td><td colspan="2">UL Lab electives, ambiguous footnote - deleted "2"</td><td>Approved[3]</td></tr>
<tr><td>11</td><td>MGMT 389 : Organizational Behavior</td><td>CC</td><td colspan="2">Prerequisite (no prerequisite for a 300-level course)</td><td>Approved[2]</td></tr>
<tr><td>47</td><td>MGMT 479 : Organizational Culture & Design</td><td>NC</td><td colspan="2">renumber from 489</td><td>Approved[2]</td></tr>
<tr><td>12</td><td>MGMT 489 : Organizational Culture & Design</td><td>D</td><td colspan="2">479->489</td><td>Approved[2]</td></tr>
<tr><td>13</td><td>MGMT : Management Major</td><td>CC</td><td colspan="2">Elective related MGMT 479->489 change</td><td>Approved[2]</td></tr>
<tr><td>14</td><td>MKTG 327 : Selling and Sales Management</td><td>CC</td><td colspan="2">Prerequisite – no minimum 2.5 GPA</td><td>Approved[2]</td></tr>
<tr><td>15</td><td>MKTG 423 : Advertising</td><td>CC</td><td colspan="2">Prerequisite – no minimum 2.5 GPA</td><td>Approved[2]</td></tr>
<tr><td>16</td><td>MKTG 424 : Research Methods</td><td>CC</td><td colspan="2">Description, prerequisite (no 2.5 GPA ?), instructor,</td><td>Approved[2]</td></tr>
<tr><td rowspan="2">17</td><td rowspan="2">MKTG 447 : Social Media Marketing and Analytics</td><td rowspan="2">CC</td><td colspan="2">Elective, description, periodicity, instructor,</td><td rowspan="2">Approved[2]</td></tr>
<tr><td colspan="2">Prerequisite= sophomore for only this one.</td></tr>
<tr><td>18</td><td>PHILOS-I : Philosophy Minor</td><td>PC</td><td colspan="2" rowspan="2">Going back to the old curriculum, changes on supporting and electives</td><td>Approved[4]</td></tr>
<tr><td>19</td><td>PHILOS : Philosophy Major</td><td>PC</td><td>Approved[4]</td></tr>
<tr><td>20</td><td>ACCTG 412 : Auditing Standards and Procedures</td><td>CC</td><td colspan="2">Core. Prerequisite. 2.5 minimum GPA</td><td>Approved</td></tr>
<tr><td>21</td><td>ACCTG 452 : Accounting Data Analytics</td><td>NC</td><td colspan="2">Core. Replacing BUS ADM 452. 30cap for computer lab</td><td>Approved[5]</td></tr>
<tr><td>22</td><td>ART 470 : Advanced Printmaking</td><td>CC</td><td colspan="2">Elective. Prereq. GE. Instructor. Special Classroom</td><td>Approved</td></tr>
<tr><td>23</td><td>ART THERAPY : Art Major Emphasis in Pre-Art Therapy</td><td>PC</td><td colspan="2">COOM SCI 205->PSYCH 205</td><td>Approved</td></tr>
<tr><td>24</td><td>BIOLOGY 203 : Principles of Biology: Organisms, Ecology, and Evol.</td><td>CC</td><td colspan="2">Change on supporting courses and prerequisite</td><td>Approved</td></tr>
<tr><td>25</td><td>BIOLOGY 449 : Wetland Ecology</td><td>CC</td><td colspan="2">Elective. Changes on prereq ("equivalent"), periodicity, field trips, ENV S&P 749 affected</td><td>Approved[6]</td></tr>
<tr><td>26</td><td>BUS ADM 464 : Data Visualization and Storytelling</td><td>NC</td><td colspan="2">core, 3cr, 3lec, no cap? no prereq?</td><td>Approved[7]</td></tr>
<tr><td>27</td><td>CHE 310 : Foundations of Community Health Education</td><td>NC</td><td colspan="2">core, 3cr, 3lec, 35cap, prereq=sopho, spring, WE,</td><td>Approved</td></tr>
<tr><td>28</td><td>CHE 320 : Methods and Strategies for Community Health Education</td><td>NC</td><td colspan="2">core, 3cr, 3lec, 35cap, prereq=CHE 310, fall, WE,</td><td>Approved</td></tr>
<tr><td>29</td><td>CHE 330 : Program Planning in Community Health Education</td><td>NC</td><td colspan="2">core, 2cr, 2lec, 35cap, prereq=CHE 310, spring</td><td>Approved</td></tr>
<tr><td>30</td><td>CHE 410 : Grant Writing</td><td>NC</td><td colspan="2">core, 2cr, 2lec, 35cap, prereq=sopho, spring</td><td>Approved</td></tr>
</table>

#	Course	Code	Description	Status
31	CHE 440 : Capstone Seminar	NC	core, 3cr, 3seminar, 35cap, prereq=4 above, sp, capstone	Approved
32	CHE 450 : Community Health Education Field Practicum	NC	core, 9cr, 9practicum, 35cap, prereq=4 above, sp, P/NC	Approved
33	CHE : Community Health Education Major	NP		Approved[8]
34	ENGR 198 : First Year Seminar	CC	description, fall, topic, instructor,	Approved
35	ENGR 222 : Electronic Devices	NC	replaces ET 232,233, core, 3cr, 3lec, 24cap (ENGR 223=lab), spring	Approved
36	ENGR 460 : Senior Design	CC	core for ME, prerequisite, instructor, cap=28->30, lab will be needed.	Approved[9]
37	ENGR 462 : Senior Design Project	NC	core for ME, 3cr, 3lec, prerequisite=senior, cap=28->30 fall, capstone, WE, lab will be needed.	Approved[9]
38	ET 410 : Capstone Project	CC	capstone, WE, 30cap, prereq, ET 410 or 400 required	Approved
39	FIN 442 : Principles of Investment	CC	core/elective: prerequisite, instructor,	Approved
40	HUM STUD 353 : Latinx Culture	NC	elective: 3cr, 3lec, 40cap, no prerequisite, spring, GenEd	Approved
41	HUM-I ONLINE : Emphasis - Humanities Online	NP	minor (Humanities), online	Approved[10]
42	MATH 260 : Introductory Statistics	CC	description, instructor	Approved
43	MATH 329 : Applied Regression Analysis	CC	description, instructor, GE program skills, syllabus	Approved
44	MATH 361 : Mathematical Statistics	CC	description, instructor	Approved
45	MGMT 370 : Data Science for Managers	CC	WE	Approved
46	MGMT 380 : International Business Management	CC	prereq=15cr,fall odd->spring,	Approved
47	MGMT 472 : Leadership Development	CC	prereq (no 2.5 GPA)	Approved
48	MGMT 482 : Capstone in Business Strategy	CC	was BUS ADM 482 (deactivated)	Approve
49	MKTG 421 : International Marketing	CC	prereq	Approve
50	MKTG 426 : Marketing Strategy	CC	fall->spring, WE	Approve
51	MKTG 428 : Consumer Behavior	CC	prereq (no 2.5 GPA)	Approve[2]
52	NURSING 370 : Evidence-Based Practice: Translating Research to Practice	CC	WE	Approved
53	NURSING 461 : Care Transitions Practicum Immersion	CC	Capstone	Approved
54	NUT SCI 421 : Community and Public Health Nutrition	CC	Title, description, dual level (621)	Approved
55	PHYSICS 103 : Fundamentals of Physics I	CC	ACT scores are added to prerequisites	Approved
56	PHYSICS 104 : Fundamentals of Physics II	CC	prerequisite	Approved
57	POL SCI 351 : Comparative Politics	CC	minor changes	Approved
58	POL SCI 408 : Public Policy Analysis	CC	minor changes	Approved
59	PSYCH 300 : Research Methods in Psychology	CC	COMM SCI 205->PSYCH 205, QL,	Approved
60	PU EN AF 315 : Public and Non-Profit Management	CC		Approved
61	PU EN AF 323 : Sustainable Land Use	CC	minor changes	Approved
62	PU EN AF 378 : Environmental Law	CC		Approved
63	SCM 384 : Supply Chain Management	CC	prerequisite, was BUS ADM 384	Approved
64	SECON ED-I All Ages : Early Childhood to Adolescence Emphasis	PC	COMM SCI 205->PSYCH 205	Approved
65	SOC WORK 307 : Ethics in Practice	NC	elect, GE, 3cr, 3lec, cap=24, no prereq, as needed, inst consent to add course.	Approved[11]
66	SOC WORK SUBSTANCE : Social Work - Substance Abuse Emphasis	PC	COMM SCI 205->PSYCH 205	Approved
67	SOCIOL 311 : Collective Behavior and Social Movements	CC	elective, prereq=SOCIOL 100, WE	Approved

#	Course	Type	Description	Status
68	**SUSTAIN-I : Sustainability Minor**	PC	Changes on required courses and elective	Approved
69	**THEATER DESIGN-TEC : Design/Technical Theatre Emphasis**	PC	supporting, core, delete Performance Elective	Approved
70	**THEATER MUSICAL : Musical Theatre Emphasis**	PC	supporting, core	Approved
71	**THEATER PERFORM : Performance Emphasis**	PC	supporting, core, delete Performance Elective	Approved
72	**THEATER STUDIES : Theatre Studies Emphasis**	PC	supporting, core	Approved
73	**THEATRE 100 : Theatre Gateway**	NC	core, 1cr, 1seminar, cap=20, prereq=major/minor	Approved
74	**THEATRE 134 : Movement for the Actor**	CC	lecture->seminar, prerequisite	Approved
75	**THEATRE 200 : Script Analysis**	CC	spring->fall	Approved
76	**THEATRE 302 : Playwriting I**	CC	lecture->seminar, prerequisite, fall->spring, ~~Fine Arts~~	Approved
77	**THEATRE 309 : Theatre History I:Greek to 19th Century**	CC	core, title, description, fall	Approved
78	**THEATRE 310 : Theatre History II: Realism to Contemporary**	CC	core, title, description, spring, 311 deactivated,	Approved
79	**THEATRE 311 : Theatre History III: 20th Century and Contemporary**	D	will be a part of 310	Approved
80	**THEATRE 340 : Dance History**	CC	description, prerequisite=NA, GE	Approved[1][2]
81	**THEATRE 351 : Directing I**	CC	core, prerequisite	Approved
82	**WATER_SCI WATER_ACC : Accelerated Water Science Emphasis**	PC	minor (ENV SCI 335 and ET 331 no longer cross-listed)	Approved
83	**FIN 415 : Employee Benefits and Retirement Planning**	CC	prerequisite, updated syllabus	Approved[1][3]
84	**FIN 425 : Estate and Trust Planning**	CC	prerequisite, updated syllabus	Approved[1][3]
85	**HISTORY 302 : Problems in American Thought**	CC	fall odd->fall even, repeat=3 with different titles	Approved[1][3]

[1] ET 346, 348 will be deactivated and they will be replaced by ENGR 346 and 348 in the ELEC ET : Electrical Engineering Technology and PHYSICS-I : Physics Minor curriculums by K Hrivnak. W Jeon contacted Jagadeep Thota (Chair of Engineering and Engineering Technology) for this issue, and this was the agreement.
t will be discussed next time when C Ganyard is presented.

[2] Mathew Dornbush (Dean of Austin E. Cofrin School of Business) provided explanation about their restructuring. A Gurtu, W Jeon, and C Ganyard discussed this issue with Dean several time, individually and together. AAC approved for elimination of the minimal 2.5 GPA.

[3] W Jeon contacted Brian Merkel (Chair of Human Biology) for clarification on the footnote (deleted) "2."

[4] D Voelker contacted Philosophy department for clarification. It was recommended by K Hrivnak to use labels for the 2 categories of UL courses, and **History of Philosophy** and **Philosophical Issues** will be added by K Hrivnak.

[5] The default class size 30 is initial cap. A Gurtu contacted Mussie Teclezion (Chair of Accounting & Finance) for this issue. It was confirmed that the department wanted to keep the cap as 30.

[6] W Jeon contacted Robert Howe (Biology Chair) for specification on a part of the prerequisite change: "equivalent." It was changed to "ENV SCI 302 or consent of instructor."

[7] A Gurtu contacted Jae Hoon Choi to complete the request. The default class size (35) and the prerequisite was added.

[8] There was a concern that this new program requires too many credits (86) for their majors. D Voelker will contact Scott Ashmann (Associate Dean of CHESW) for explanation.

[9] Jagadeep Thota confirmed (W Jeon asked) that ENGR 460, 462 are lecture courses that need labs. All the 30 students in the courses will not be accessing the same lab at the same time. A group (3-6) students may use one lab and another group may use a different lab for their projects.

[10] K Hrivnak asked why the program title includes "online." D Voelker will contact Jennifer Ham (Humanities Studies Chair) to confirm that this new online minor is a stand-alone general Humanities minor.

[11] W Jeon contacted Joan Groessl (Social Work chair) to get a rationale for the default class size=24. She explained that the course will utilize discussions quite heavily. AAC approved that 24 is a proper size.

[12] K Hrivnak will change the required/recommended prerequisite NA to "blank" later.

[13] These were late additions from the GEC. The request was for minor changes. Vote was conducted via email and they were approved.

Approved on April 8, 2021

- NUT SCI 427 Nutrigenomics and Advanced Nutrient Metabolism
  - Name change, Description changes
  - Approved without objections or abstentions

Approved on April 22, 2021

- WATER 202 : Introduction to Water Science Laboratory
- prerequisite change: ~~Concurrent enrollment in WATER 201~~
- The attached course syllabus explains that WATER 202 is a stand-alone lab course. Chair of Water Science, John A Luczaj, explained (via email) that it is for AAS/Associate Degree Students only, and they wanted it to be without a pre or corequisite.
- Approved without objections or abstentions.

Approved on May 5, 2021

- INFO SCI 342 : Game Design
- Course Change Request: Prerequisite change to Sophomore standing
- Approved without objections or abstentions.
- SOCIOL 231 : Crime and Criminal Justice
- New Course Proposal - Instructor Consent was removed
- Approved without objections or abstentions.

New requests

- GEOG 421 : Geoscience Field Trip
- Course Change Request: Topic changes
- Approved without objections or abstentions.
- INFO SCI 341 : Survey of Gaming and Interactive Media
- Course Change Request: Prerequisite change
- Approved without objections or abstentions.
- PSYCH BRAIN : Brain, Behavior, and Health Emphasis
- Program Deactivation Proposal – no emphasis anymore
- Approved without objections or abstentions.
- PSYCH DEVELOP : Development Emphasis
- Program Deactivation Proposal – no emphasis anymore
- Approved without objections or abstentions.
- PSYCH MENTAL : Mental Health Emphasis
- Program Deactivation Proposal – no emphasis anymore
- Approved without objections or abstentions.
- SPANISH 373 : Spanish in the US
- New Course Proposal - upper-level requirements for the major and minor in Spanish
- Approved without objections or abstentions.

Respectfully submitted,
Woo Jeon, Chair of the Academic Affairs Council 2020-2021

General Education Council

Annual Report 2020-2021

The 2020-2021 GEC was comprised of the following people: Jason Cowell (spring), Alison Gates,Lisa Grubisha, Tetyana Malysheva, Matt Raunio, Rebecca Stone Thornberry (chair). Ryan Martin(CAHSS), Vince Lowery (GPS/spring), and Valerie Murrenus Pilmaier (Assessment Coordinator) served ex-officio. Ted Evert was our student member.

The GEC met online approximately every two weeks from October 1, 2020-May 5, 2021. The chair was elected at the end of the 2019-2020 year for the following year. As a large part of thecouncil's work was with course requests in CourseLeaf, it was decided that the chair should approve, rollback, or bring courses to the council that were felt to be questionable so that a group decision could be made.

Much of the GEC's work this year was in 1) approving CourseLeaf courses, 2) cleaning up whereWE guidelines are posted on the website/catalog, 3) assessment, and 4) planning for how to proceed next year and in the future with a reassessment and clean-up of the general educationcurriculum.

- CourseLeaf Requests: One issue that soon arose was that requesters sometimesdid not include adequate information with the requests in order to proceed. Many courses had to be rolled back as a course might be writing emphasis but no information was provided as to how the course met that requirement. Much discussion centered around how to better communicate the expectations regarding the documentation required so as to streamline the process. In general, requesters often seem to feel that due to the course being an ongoing course and when the reason the course is now put through CourseLeaf has nothing to do with WE (or gen. ed. designations), no information needs to be provided. However, this is not the case as the GEC has a duty to properly vet each course and make sure it is still meeting the WE (or other gen. ed. designation) attached to it.

  One issue we had with course approvals was that courses with gen. ed. designations were approved with multiple designations. In hindsight, it seems that requesters should have been asked to choose only one (or at most two) gen.ed designations. The reasoning for this is that 1) multiple designations are confusing for students and for advisors and do not work well in SIS and 2) gen. eds. are intended to help expose students to multiple areas of study across campus. Hence, they should not primarily be filled within a student's major. Having a course carry two or sometimes even three gen. ed. designations (outside of Capstone or WE), is causing situations where students sometimes donot realize they have not filled a gen. ed. until they are about to graduate and then they add time to their degrees (or must appeal to have a gen. ed. replaced by another course). This is a case we want to avoid. Provost Kate Burns and Associate Provost Clif Ganyard met with the GEC in February to discuss the issue of courses having multiple gen. ed. designations and it was agreed that the GEC would work on planning how to clean this up. Since most courses had already been approved by this point, that effort is planned to begin in earnest in Fall 2021. Much of the rest of the semester was spent planning how those efforts would proceed beginning in Fall 2021.

- Assessment: Valerie Murrenus Pilmaier brought a proposal before the GEC to begin a comprehensive assessment process of general education courses. The GEC

examined a letter and a Qualtrics survey that was sent to instructors beginning in the Spring 2021 semester. The proposal was approved and taken to the Academic Affairs Council where it was approved. The assessment process commenced in Spring 2021.

- In February 2021, Valerie Murrenus Pilmaier worked with Katrina Hrivnak to link the Writing Emphasis Guidelines page to the Writing Emphasis page on the General Education Program site
  https://nextcatalog.uwgb.edu/undergraduate/planning/writing-emphasis/
  That effort helped to clean up the problem of where to find WE guidelines in preparation for asking course requesters to provide clear proof that the course meets the guidelines.

- During the spring semester, the GEC took up the question of how to communicate more effectively with instructors, faculty, and chairs regarding what is required for courses to meet general education designations. Ryan Martin sent an email to chairs asking them to evaluate their courses with multiple designations and tell him which designation the course would *best* meet. Most chairs were able to do this easily and the GEC now has information about those courses. In Fall 2021, a new effort will begin to cull designations from courses with multiple designations. There was some pushback on this effort and the GEC felt that some exceptions will need to be made. For example, First Nations Studies is an area where courses often meet multiple designations and the effort to remove them runs counter to the philosophy of that department.

The chair asked for a meeting convener to be appointed for Fall 2021. The GEC felt that they would like to wait to elect a new chair until the beginning of the Fall 2021 semester.

Respectfully submitted by Rebecca Stone Thornberry

Graduate Academic Affairs Council

2020-2021 Annual Report

GAAC membership for the 2020-21 academic year was as follows:

Voting Members: Allen Huffcutt, Megan Olson Hunt, Gail Trimberger (chair), Christine Vandenhouten, and Kris Vespia

Non-Voting Members: Pieter deHart and Pang Yang from The Office of Graduate Studies; and Janne Roovers, graduate student representative.

Summary

In general, the GAAC was very efficient and productive this past year; reviewing and approving a number of courses and programs. In keeping with previous decisions, the committee agreed that the Chair can approve minor changes. This practice helps keep the most pressing items for committee discussion. Last year, the Office of Graduate Studies created written guidelines to aid faculty when submitting CourseLeaf proposals. This proved to be very helpful this year as few course requests had to be rolled back.

With the new December deadline for CourseLeaf submissions, the committee's work was unexpectedly heavy in fall. Going forward, the GAAC agreed to add or lengthen fall meetings in order to accommodate all requests.

A goal for next year's committee is to create a guideline for reviewing and responding to program reviews to share with program directors. The guideline will include suggested submission deadlines to ensure a prompt response from the GAAC.

Committee Actions

The primary activities of the GAAC this past year involved reviewing and approving numerous course proposals for CourseLeaf, as listed below:

New Courses:

- ABT 730: Python for Bioinformatics
- ABT 780: Bioinformatic Inquiry
- ABT 785: Applications of Bioinformatics
- AT 630: Movement Dysfunction
- MGMT 652: Teams
- NUT SCI 627: Nutrigenomics and Advanced Nutrient Metabolism
- NUT SCI 686: Medical Nutrition Therapy II: An Integrative and Functional Approach
- NUT SCI 712: Culinary Medicine
- NUT SCI 750: Micronutrient Metabolism Across the Lifespan
- NUT SCI 753: Biostatistics and Research Methods
- NUT SCI 754: Nutritional Epidemiology
- NUT SCI 787: Advanced Nutrition Assessment and Counseling
- NUT SCI 796: Special Topics in Nutrition
- NUT SCI 799: Capstone Project/Thesis
- SMGT 786: Climate Change

- SOC WORK 540: Strengths-Based Group Facilitation
- SOC WORK 542: Psychopharmacology
- SOC WORK 544: Grant-writing for Success

Course changes:

- AT 541: Gross Human Anatomy
- AT 551: Clinical Kinesiology and Biomechanics
- AT 561: Health Promotion Through the Lifespan
- AT 601: Foundations of Athletic Training
- AT 610: Psychosocial Aspects of Injury and Healing
- AT 620: Evaluation and Management of Acute/Emergent Conditions
- AT 700: Evidence Based Patient Care
- AT 705: Therapeutic Interventions I
- AT 706: Therapeutic Interventions II
- AT 709: Nutritional Interventions
- AT 710: Evaluation and Management of Lower Extremity Injuries
- AT 720: Evaluation and Management of Head, Nick, and Spine Injuries
- AT 730: Evaluation and Management of Upper Extremity Injuries
- AT 740: Evaluation and Management of Systemic Conditions
- AT 745: Interprofessional Education Seminar
- AT 750: Athletic Training Administration
- AT 755: Healthcare Communication
- AT 760: Clinical Education I
- AT 761: Clinical Education II
- AT 762: Clinical Education III
- AT 763: Clinical Education IV
- AT 764: Clinical Education V
- AT 780: Research Methods and Statistics in Athletic Training
- AT 789: Athletic Training Research Seminar
- AT 790: Athletic Training Capstone Project
- BIO 520: Field Botany
- BIO 542: Ornithology
- BIO 543: Mammalogy
- BIO 601: Fish and Wildlife Population Dynamics
- BIO 649: Wetland Ecology
- HRM 670: Human Resources Management Analytics
- MATH 529: Applied Regression Analysis
- MBA 707: Measuring and Managing Value
- NUT SCI 621: Community and Public Health Nutrition
- NUT SCI 685: Medical Nutrition Therapy I: An Integrative and Functional Approach
- PSYCH 605: Applied Psychological Statistics
- PSYCH 610: Empathic Listening Skills
- PSYCH 621: Theories of Sport, Exercise, and Performance Psychology
- PSYCH 627: Professional Ethics in Psychology
- PSYCH 635: Abnormal Psychology
- PSYCH 700: Applied Psychological Research Methods
- PSYCH 730: Sport Sociology
- PSYCH 738: Psychology of Injury
- PSYCH 721: Applied Sport and Performance Psychology

- PSYCH 740: Multicultural Psychology
- SOC WORK 762: Wisconsin DPI School Social Work Standards Practicum
-

In addition, the GAAC reviewed and approved the following program and/or certificate proposals:

Program Changes:

- MAT: Master of Athletic Training
- MS MGMT: Master of Science in Management
- MS SMGT: Master of Science in Sustainable Management
- MS ENV SCI: Master of Science in Environmental Science
- MSN Leadership and Management

New Programs:

- Graduate Certificate in Applied Bioinformatics
- Graduate Certificate in Data Science
- Graduate Certificate in Nursing Leadership/Management
- Master of Science in Nutrition and Integrated Health

The only graduate program review scheduled for 2020-21 was MS-Data Science. The review was submitted in April. As the committee held its last meeting on April 27, members did not feel there was adequate time to review and respond. Therefore, the GAAC review of the MS-Data Science will be conducted in fall of 2021.

Respectfully submitted,
Gail E. Trimberger

Committee on Committees and Nominations

Annual Report 2020-2021

Waiting on 20-21 report

Committee on Rights and Responsibilities

Annual Report 2020-2021

Committee Members: Rebecca Abler, Hye-Kyung Kim, J P Leary, Jolanda Sallmann (Chair), Christine Smith

The Committee on Rights and Responsibilities (CRR) met on Thursday, September 3, 2020 from 1:00-1:30 PM on Microsoft Teams. J. Sallmann called this meeting to elect a committee chair, orient new members on the charge of the committee, and discuss any business that existed.

Members of the CRR elected Jolanda Sallmann to serve as committee chairperson for the 2020-2021 academic year.

Committee members agreed to meet again during the 2020-2021 academic year only if an issue arose which compelled them to do so. The CCR did not receive any additional business or requests during the 2020-2021 year.

Jolanda Sallmann, Chair, Committee on Rights and Responsibilities

FACULTY APPOINTIVE STANDING COMMITTEES

Academic Actions Committee

Annual Report 2020-2021

During the 2020-2021 academic year, the Academic Actions Committee met four times (including June appeal hearings).

At the October Meeting, the Academic Calendar for 2022-2023 was presented but final approval occurred in the January 2021 meeting. At that same meeting, the committee evaluated a request for Academic Forgiveness from a student whose request was outside the parameters of the policy. Since the request had merit, academic forgiveness of the courses from 18 years ago was granted.

The Committee undertook evaluation of the Academic Forgiveness policy to address long-standing uncertainties in administration of the policy. Discussion occurred in both the January and again in the March 2021 meeting. In March, new parameters were agreed upon by the committee. Revision of the form to meet the revised guidelines and to clarify processes was completed following that meeting. Consultation with Financial Aid, Admissions, and Advising personnel as well as advisors from the Austin E. Cofrin College of Business was conducted to ensure needs would be met with the new application form.

Because the practice for suspensions was altered during the pandemic, students who had met suspension requirements were granted a reprieve during spring 2020. The policies were again enforced beginning this academic year. There was one student appeal of suspension heard in January 2021. Appeal was accepted and conditions applied for continued enrollment. Following the spring semester, there were six student appeals heard. Five of the six appeals were granted with various conditions for continued enrollment and recommendations toward promotion of student success. One of those five students had a grade outstanding that if completed satisfactorily, would result in vacating any need for corrective action.

It should also be noted that the grade submission policy approved in academic year 2019-2020 became active during this review period. There was some confusion as the academic catalog had not been amended to reflect the new parameters. The committee had approved seven calendar days from the scheduled final exam for the course. This confirms that all grades will be submitted within two weeks of the end of the semester so reports can be created relative to academic status following the fall and spring semesters.

Additionally, there was interest from an AAC committee member to again revisit the Academic Forgiveness Policy, desiring more leniency. This issue was deferred since any modification beyond that which was clarified in the current process involves extensive impacts on other university processes.

Respectfully Submitted,

Joan Groessl, MSW, PhD, LCSW
AAC Committee Chair

Intercollegiate Athletics Committee

Annual Report for Academic Year 2020-2021

The Intercollegiate Athletic Committee (IAC) met three times during the 2020-2021 academic year. Meeting dates were 9/22/20, 10/20/20, and 3/4/21.

The IAC was composed of:

- Doug Brusich, Assistant Professor, NS, 18-21 (Chair)
- Tsz Lun (Alan) Chu, Assistant Professor, SS, 19-22
- Mark Karau, Professor, AH, 20-23
- Mark Kiehn, Associate Professor, PS, 19-22
- Lynn Rotter, Manager - University Ticketing, Academic Staff, 18-21
- Jeffrey Willems, Area Coordinator, Academic Staff, 20-23
- Lincoln Panich, Student Representative, (added prior to March 2021 meeting)
- Wayne Resch, Community Member, Community Representative
- William Gear, Assistant Professor, Faculty Athletics Representative (ex-officio voting)
- Charles Guthrie, Director of Intercollegiate Athletics, Director of Athletics (ex-officio non-voting)

The September meeting was used for a review of 2019-20 activities. Functions for the IAC and plans for revision of the committee charge were also discussed. Charles Guthrie provided an update from Athletics.

The October meeting was called after a decision by the administration to include the IAC activities on the list of nonessential committees. Committee members agreed to suspend IAC activities for the remainder of the fall. The committee agreed to meet again in the spring after the winter NCAA meeting to discuss how any NCAA changes might affect UWGB and student athletes.

The March meeting was used to discuss potential changes stemming from the NCAA meeting. Charles shared an update on progress toward name, image, and likeness and how this would affect amateurism. Charles mentioned a pending supreme court case regarding college athlete compensation (NCAA vs. Alston). No definitive changes via the NCAA were yet noted. Charles further talked about athletes' use of the transfer portal and how this was affecting several sports.

Individualized Learning Committee

Annual Report 2019-2020

From: Vallari Chandna, Chair of Individualized Learning Committee

The Individualized Learning Committee (ILC) for the 2020-2021 year consisted of the following members as part of its composition (in addition to the chair): Georjeanna Wilson-Doenges, Michelle McQuade Dewhirst, Riaz Ahmed, Maruf Hossain, Kerry Kuenzi (ex-officio non-voting), Pamela Gilson (ex-officio non-voting) and Ryan Martin (ex-officio non-voting).

The committee met multiple times during the 2020-2021 year to approve individualized majors from students. One of the main discussions was about "lead times" for the individualized major review requests. The committee has requested the appropriate parties to request longer lead times as some requests were too close to graduation dates. This would allow the committee additional time to review and discuss majors.

The committee will continue to meet as needed in 2021-2022.

Individualized Learning Committee

ACADEMIC STAFF ELECTIVE AND APPOINTIVE COMMITTEES

Academic Staff Committee

2020-2021 Academic Staff Committee Report

I. Academic Staff Committee meeting schedule and members:
    a. Meetings: During the 2020-21 Academic Year the ASC met monthly on Wednesday afternoons from 1:30-3:00 via TEAMS due to COVID-19.
    b. Members:
        Sherri Arendt, Green Bay campus- Director of Learning Center (Chair)
        Lynn Niemi, Green Bay campus – Director of Student Accessibility Services (Vice-Chair)
        Lynn Rotter, Green Bay campus- Manager of University Ticketing & Information Center
        Patricia Hicks, Green Bay campus- Senior Lecturer
        Anthony Sigismondi, Manitowoc campus, Academic Librarian (left employ)
        Virginia Englebert, Green Bay campus-IS Business Analyst, CIT
        Kate Farley, Green Bay campus- Instructional Technologist, CATL

II. Assemblies and joint meetings
    a. Academic Staff committee shared governance transition meeting was held Wednesday, July 22, 2020 at 1:30 pm via TEAMS
    b. During the 2020-2021 Academic Year there were two assemblies:
        •   Winter Assembly – Monday, December 7th, 2020 at 3 pm via TEAMS due to COVID-19
        •   Spring Assembly – Thursday, May 6th, 2021 at 3 pm via TEAMS due to COVID-19

III. Academic Committee actions
    a. ASC reviewed along with Academic Staff Personnel Committee the use of the Annual Review COVID 19 Voluntary Assessment rubric–use for evaluations. This document, Voluntary Assessment Tool, would live in Personnel file.
    b. ASC selected AS names to recommend for the UW-Green Bay Provost Search. Two academic staff members were selected to serve on search and screen. Selection ensured reflection of our diverse community and four campus locations.
    c. ASC signed joint resolutions
    d. ASC approved Bylaw changes.
    e. ASC approved and forwarded nomination for the Regents' Academic Staff Excellence Awards
    f. ASC approved the election results as put forward from the Leadership and Involvement Committee
    g. ASC made recommended appointments to appointive committees put forward from the Leadership and Involvement Committee
    h. ASC supported and brought the UW-Green Bay Institutional Guidance for Lecturers to the University Committee

IV.   Academic Committee discussions / Items of interest

       a. ASC provided input for COVID-19 protocol including health assessments, testing, vaccinations and requirements, and along with University Staff surveyed for relevant staff training.

       b. ASC and University Staff issued a joint statement calling for a right of first referral for employees who had been laid off when new positions were posted and the statement was endorsed by Chancellor

       c. ASC is working with ASC Professional Development Allocation Committee on revisions to the professional development funding form. New funding stream to support four campus locations was secured from the Provost Office.

       d. ASC heard strategic initiative reports from the Strategic Budget Committee by academic staff assigned.

       e. ASC received regular updates from Human Resources regarding to Title & Total Compensation Study, COVID-19 protocols and system updates

       f. ASC and the Professional Development Programming Bylaw Academic Staff Committee Charge. Passed at the winter 2020 Assembly.
ASC Bylaw Academic Staff committee membership and meetings. Passed at the winter 2020 Assembly.

       g. ASC discussed personnel matters as permitted by Wis. Stat 19.85(1)(c)

       h. ASC Chair, Sherri Arendt, attended University Committee meetings

       h. ASC Chair, Sherri Arendt, attended Faculty Senate to provide ASC updates

       j. AS System rep, Lynn Niemi (Vice-Chair) attended campus representative meetings via TEAMS to discuss general shared governance concerns

Respectfully submitted by Sherri Arendt, ASC Chair 2020-21

Academic Staff Personnel Committee

Annual Report 2020-2021

The Academic Staff Personnel Committee (ASPC) convened meetings on a needed basis only during the 2020-2021 school year. The committee convened on February 15, 2021 to review the Covid-19 rubric put forth by the Academic Staff Committee (ASC) to be voluntarily used in employee evaluations. We had updates from the liaison to the ASC, Pat Hicks, as to the nature and possible use of the document. With the assistance of the Secretary of Faculty and Staff an email went out to University staff outlining potential usage of the Covid-19 rubric. Another email will be going out to Academic Staff prior to evaluations.

Committee Members:

Allen Voelker 20-22
Laura Nolan 20-22
Lauri Welhouse Chair, 20-22
Megan Noltner, (Human Resources Liaison) 20-21 (ex-officio non-voting)
Bryan Hulbert 19-21
Jena Richter Landers 19-21
Patricia Hicks (liaison from ASC) 20-21 (ex-officio non-voting)

Going forward this committee may encounter increased activity based on the new titling and compensation set to be implemented in November 2021.

Academic Staff Professional Development Allocations Committee (ASPDAC)

No report submitted

Academic Staff Professional Development Programming Committee

Annual Report 2020-2021

Membership:
Sarah Bakken (Chair), Nichole LaGrow (Secretary/Treasurer), Laura Nolan, Roger Wareham, Kate Farley (ASC Liaison)

Sarah, Nicole, and Roger were all newly appointed members to the committee. Sarah took on the role of chair so Laura could impart chair and committee knowledge onto the new chair before departing from the committee this year. Laura and Kate will be leaving our committee at the end of this fiscal year. Thank you to Kate and Laura for all your support and contributions on this committee! We will welcome Tricia Adams and Katherine Burke to take their place.

Total Budget: $5000
- Spent $1900 of budget as of 6/14/21
    - Nurse Jesse Program (November '20) : $400
    - CATL Instructional Development Institute Keynote Co-Sponsor (Jan. '21) : $1500
    - Microsoft Teams Training (March '21): $0
- Anticipated upcoming cost of $ 700 for upcoming June Program
- Estimated ending balance for fiscal year: $2400

Year Summary:
Over the past year, the ASPDPC has continued a successful collaboration with the University Staff Professional Development Committee (USPDC), delivering opportunities for both academic and university staff together. We made decisions on programming based on the results of our joint interest this survey from this past fall and considered how COVID-19 had changed the work environment for so many of our staff this past year. There was a strong preference for programming related to working remotely, technology, communication, stress management, and diversity, equity, and inclusion. In addition, results from the survey indicated there was a preference for online virtual events vs. having in-person or self-paced professional development, which is what guided our decision making for programming. Additionally, virtual programming provided more equitable opportunities for staff at our other locations to participate.

The committees conduct joint meetings regularly to explore programming ideas and updates on programming and to review feedback from past events. With the change of programming to virtual rather than in-person, we also considered technology availability and support for those whose positions did not require regular technology use so they would be able to participate. When possible, we tried to offer two times for programming to allow for more attendance as well as a recording of sessions for those unable to attend to view later online when they were able. We jointly funded all events this past year with USPDC, with the exception of the Instructional Development Institute since the audience for this event did not include University Staff.

Fall '20 Semester Activities & Programming

- **Fall Survey**
    - Sent out a joint survey in September with USPDC to gauge interest on programming preferences for this upcoming year.
    - We received 120 responses to the survey, which included university and academic staff.
- **Nurse Jesse Program (November '20)**
    - Two sessions offered for attendees
    - Our Nurse Jesse program was in response the survey preference for a "de-stressor" type program. The workshop was a mix of storytelling, self-assessments, and interactive "play" to get started on the "It Makes Me Happy!" journey.
    - We had 79 people registered for both programs.

Spring '21 Semester Activities & Programming
- **CATL Instructional Development Institute Keynote Co-Sponsor (Jan. '21)**
    - Online Conference Event
    - We contributed to the funding for the Instructional Development Institute this year. The theme was, "Making Meaningful Connections" which can be interpreted in a variety of ways: between and among staff, between and among students, between and among those in a course, etc. We felt this theme worked well with our new work environment and lives from this past year. This also spoke to programming preferences indicated it the survey.
- **Microsoft Teams Training (March '21): $0**
    - With the help of Scott Berg in CATL, Kim Miller (IT), and Microsoft Representatives, we were able to provide basic Microsoft Teams training for our campus. This program was in response to the preference of working from home technology training. We offered 2 different session "levels" of training.
    - The first session was tailored to users getting started with using Teams and going over its basic functions. This session was meant to be helpful for users who have been added to a Team but are not sure how to use it.
    - The second session provided participants who are more familiar with Teams but would like to learn some tips and tricks to making Teams more efficient for your use. This session included information on setting up a team and its channels and showcase helpful tools within the application.
    - Participation: For session 1 we had 100 registered and session 2, we had 114 registered for a total of 214. Participants could attend live or watch after on their own time.
- **Upcoming DEI Workshop with Rev. Lex Cade-White (June '21)**
    - We are offering two sessions (same content) to allow more flexibility in participation, June 21 and June 22.
    - In the session we will be reviewing diversity, equity and inclusion in general and through racial lens of how socialization happens. We will also explore the impact of biases and aggressions. Lastly, we will discuss how to interrupt oppression and privilege in power. The time will conclude with breakout sessions for small group discussion and large group discussion.

Leadership & Involvement Committee

Annual Report 2020-2021

Members
Bobbie Webster, Megan Leonard-Bisenius, Nathan Kraftcheck, Mike Kline, Jodi Pierre (chair), Virginia Englebert (ASC liaison)

Purpose
The primary charge of the Leadership & Involvement Committee is to solicit Academic Staff to serve on various elective and appointive committees via an annual survey, prepare ballots for the elective committees, oversee the voting process, and make recommendations for appointive committees.

Activities
The LIC met four times and conducted business via email when necessary. For the upcoming 2021-22 academic year, there were eight vacancies on three elective committees, and there were 14 vacancies on eight appointive committees.

In October, the Committee reviewed its charge, its workflow, and the committees that Academic Staff serve on.

In January, the Committee reviewed the academic staff committee interest survey and updated it to reflect changes in the Academic Staff Committee structure and meeting frequency. The SOFAS office distributed the survey on January 25 and reported the results to the committee after the survey closed on February 5.

The Committee met in late February to prepare the ballots for the elective committees. There were several candidates running for multiple committees, and there were no candidates for the additional campus representative on the Academic Staff Committee (ASC). As it has in the past, the Committee contacted staff who had expressed willingness to serve on any committee and asked if they were interested in running for any of the elective committees.

The SOFAS office sent the ballots to all academic staff on March 19, and the election ended on March 26. They reported the results to the Committee on April 5, and the Committee contacted the winners. There is still a vacancy on the Professional Development Allocation committee because some of the candidates were no longer able to serve on it. ASC, in consultation with the Committee, will determine whether to appoint a new member or hold a special election.

The Committee met on April 22 to select candidates for appointive positions and to appoint three academic staff members to the Student Leadership Awards Committee. The Committee then shared the names of the appointive candidates with SOFAS and ASC, so they could distribute them to the appointing committees.

Respectfully submitted,
Jodi Pierre, Chair

COMMITTEES APPOINTED BY THE PROVOST

Committee on Accessibility/Disability Issues

Annual Report for 2020-2021

Members of the Committee on Disability Issues for the 2020-21 school year included:
- Sara Wagner, Academic Staff, Lecturer (18-21)
- Amulya Gurtu, Faculty, Assistant Professor (18-21)
- Raelynn Smith, University Staff, Athletic Compliance & Degree Audit Specialist (19-22)
- Paul Pinkston, Director of Facilities Management (*ex-officio, voting*)
- Kimberly Sipiorski, Affirmative Action/ADA, Human Resources (*ex-officio, voting*)
- Lynn Niemi, Co-Chair, Director, Student Accessibility Services (*ex-officio, voting*)
- Theresa Mullen, Co-Chair, Student ADA Coordinator & Academic Department Associate (*ex-officio, voting*)
- ***New Member:*** Sam Mahoney, Information Processing Consultant, CATL (ex-officio, voting)
- Sierra Miller, SGA, Student Member, (20-21)

The Committee on Individuals with Accessibility/Disabilities met officially once this year as a full committee. In the Fall of 2020, the Provost had requested committees hold from meeting due to all of the changes employees were making due to the Covid-19 pandemic.

Areas the committee addressed this year were as followed:
- Lynn Niemi and Nichole LaGrow, Distance Education Coordinator worked on Canvas course regarding the UWGB IT Accessibility Policy
- Adding new CATL member (Sam Mahoney) to assist with the new UWGB IT Accessibility Policy and help faculty with accessibility and their courses.
- Update Committee charge to reflect Accessibility Issues (name change) and changed the committee reporting structure to the Vice Chancellor for University Inclusivity & Student Affairs (Dr. Corey King)
- ADA Coordinator and who should fill in the role as of July 1, 2021. Dr. Corey King will manage ADA grievances for students and guests. Melissa Nash will manage ADA grievances for employees.
- Identified new Co-Chair to Kimberly Sipiorski, UWGB Employees ADA Coordinator/Affirmative Action, Human Resources

The areas the committee would like to further evaluate for the 2021-22 year are as followed:
- Committee will go through the Canvas IT Accessibility Training Course and give feedback to Lynn and Nichole.
- Recognize October is National Disability and Employment Awareness Month and help campus develop programming for October Accessibility/Disability Awareness month.
- To develop a process for identifying areas that need to be more accessible, more visible and more transparent.
- Continue to work with Facilities Management on upcoming renovations, expansions and new buildings at all locations.
- ***Goal unmet from 2019-20:*** Follow up with Paul Pinkston on UWGB Marinette campus' theatre with regards to assistive listening devices and overall accessibility of the theater.

The co-chairs of this committee feel that it has been doing valuable work and is worthwhile. This committee, along with the support of campus' offices, are ensuring individuals with disabilities have access to our campus and events held.

Respectively submitted by:
Theresa Mullen and Lynn Niemi

Annual Report 2020-2021

Members: Valerie Murrenus Pilmaier (chair), Breeyawn Lybbert, Samantha Surowiec, Alison Gates, Michael Cocuzza, Anna Merry, Kerry Kuenzi, Caroline Boswell, Mary Gichobi, Jessica Van Slooten

This was our inaugural semester of the University Assessment Committee. This committee replaced the previous assessment council that had not met since 2018. The members were chosen by the Assessment Coordinator (Valerie Murrenus Pilmaier) and the Associate Vice Chancellor for Academic Affairs, Clif Ganyard. Invitations to serve on this informal committee went out in December of 2020. The group met monthly starting in February of 2021. The final meeting was held on May 7, 2021. Provost Burns approved the creation of an official committee in April of 2021.

This semester, this committee implemented the assessment strategy for general education and upper-level for spring of 2021 and survey questions created by the Assessment Coordinator and the Institutional Researcher, created the department/division-specific Learning Outcome assessment schedule for all courses starting in fall of 2021, discussed the general education assessment strategy for Institutional Learning Outcomes starting fall of 2021 suggested by the Assessment Coordinator, revised the Institutional Learning Outcomes to be in keeping with the revised mission of the institution and to include skills that we currently teach and value and decided to use the AACU Value Rubrics for the assessment of those outcomes, discussed creating a cycle of assessment for co-curricular and curricular support areas, discussed the Locations' Merger Survey created by the Assessment Coordinator and the locations' faculty and staff, consider ways to create a culture of assessment at UWGB, and discussed action steps for next year.

Institutional Learning Outcome Revision: It went through GEC with minor changes and then it went to AAC and they suggested a tense change on one ILO. It will next go to GAAC, UC and then Senate.

Learning Outcome and Institutional Learning Outcome Assessment for Spring of 2021: Assessment of Student Learning Outcomes has been on hiatus from 2017-2020. The Assessment Coordinator and the Institutional Researcher created a Qualtrics Assessment Survey for General Education and a different one for Upper-Level and Graduate courses. General Education courses were asked to pick on Learning Outcome to assess. Upper-level and Graduate courses assessed Institutional Learning Outcome #1. This spring's assessment will serve as a baseline assessment. Prior to the spring of 2021, Institutional Learning Outcomes at UWGB had never been assessed. All faculty received links to a General Education assessment survey or an Upper-Level or Graduate Course Assessment Survey and they were asked to assess one course total this spring. We told them that if they were teaching both types of courses, we would prefer that they assess the General Education course, but they had the ability to choose an UP or Grad instead. Faculty had until May 23rd to get their assessment turned in. The data will be processed this summer and provided to department chairs by fall.

ILO/Learning Outcome Assessment Fall 2021: The Committee determined that we will conduct our cycle of assessment on a three-year cycle, where the first year is the baseline, the second is the intervention and the third year is the reassessment. We will assess by College so that we are not assessing each group each year. The college rotation is yet to be determined. The Assessment Coordinator will meet with the deans to discuss. The committee decided that Oral and Written Communication and Quantitative Literacy will be assessed in 2021-2022. The Assessment Survey will include areas where the programs can include their own learning outcomes if they choose to use this

metric as a way to conduct programmatic learning outcome assessment. The Assessment Coordinator will provide this information to all deans and program chairs in fall of 2021.

Locations' Merger Survey: This was a survey created by the Assessment Coordinator based upon suggested questions from the locations' faculty and staff. Since the merger occurred three years ago and HLC is visiting in October, the Assessment Coordinator and the Associate Vice Chancellor for Academic Affairs felt it necessary to survey the faculty and staff regarding this process. 81 of 150 faculty and staff on the locations took the survey. This closed on April 23rd. The Assessment Coordinator created a PowerPoint and presented it to the Collegia at the locations and then to the Admin Council. The Provost shared the PowerPoint with the Chancellor and the Chancellor's Cabinet. The Assessment Coordinator is meeting with Admin Council over the summer to discuss Action Steps.

Co-Curricular Assessment: Co-curricular assessment has never been on a cycle at UW-Green Bay, so the Assessment Coordinator has been working on a cycle for co-curricular and curriculum supplement assessment, a plan template, a report template and a rubric for assessing the plans and reports. She will ask the co-curricular and curricular support areas to provide a compilation of their assessments for the past five years (because nothing has been reported on the co-curricular assessment website since 2016), and she have them take a Needs Assessment Survey to determine how the Assessment Program can help them with assessment moving forward. Based on the results of the survey, the Assessment Coordinator will work with CATL to create a training unit for co-curricular areas related to assessment.

The Assessment Coordinator applied to be included in the AACU Institute on General Education and Assessment and was successful. A group including Valerie Murrenus Pilmaier (team lead), Associate Dean Ryan Martin, Professor Alison Gates, Dr. Bree Lybbert and Dr. Samantha Surowiec will represent UWGB and learn strategies to embark on the revision of the General Education program. This Institute takes place in June of 2021.

Discussions regarding assessment included how does assessment inform UW-Green Bay's teaching and mission, how does the merger of our branch campuses affect our mission goals and assessment metrics, how do we incorporate access into our assessment of our students, how to combat an institutional fear and anxiety of assessment, concerned about personnel decision or negative repercussions, and to help UWGB's community to recognize the possibilities of assessment, pose it as research questions and examining skillsets in students and faculty, and how to help programs to us data from assessment to inform curriculum, faculty and programs. Our committee wants to utilize it from the perspective of a growth mindset.

We discussed creating opportunities for the programs and the co-curricular areas to use this committee to help them to see assessment as a way to increase enrollment, retention and persistence. Different departments will have different inquiry goals in terms of programmatic goals. We understand that departments need support, context and training to understand how to evaluate these goals.

The Assessment Coordinator met with CATL to discuss integrating Learning Outcome Assessment into Canvas rubrics to create a more organic assessment process. She then met with the English Department and they have agreed to pilot the Canvas-based assessment process next year.

We discussed the issues with faculty buy-in and who will spearhead that initiative. We want to tie in assessment with new faculty orientation, chair training etc. and bring college deans on board in support. The Assessment Coordinator is creating a module in the Canvas-based New Faculty Orientation that includes assessment and she will also meet with the program chairs regarding assessment in their areas. Assessment needs to be in conjunction with transparent workload policies and expectations of departmental services. We are working on ways to integrate assessment into our processes organically so that assessment becomes a norm rather than another hoop to jump through.

Ways to do this include asking instructors to include a statement about assessment on their syllabi, asking programs to do continuous assessment of their programs (and not just once during a seven-year program assessment cycle), including assessment in the Canvas Faculty Orientation created by CATL, and creating a cycle of assessment for co-curricular and curricular support programs.

The Assessment Coordinator has been working with CATL to create a Canvas-module on Assessment that includes revising programmatic learning outcomes, curriculum mapping and closing the loop.

Action Steps for Next Year:

- The Assessment Coordinator will revise the assessment website this summer so that it is clear, identifies the what, who, why of assessment, and breaks it down on different levels.
- The Assessment Coordinator will create an Assessment module/pages for the Canvas-based New Faculty Orientation.
- The Assessment Coordinator will create a Needs Assessment survey for program chairs and co-curricular/curricular support areas and send it out in summer. Based upon the feedback from those surveys, the Assessment Coordinator will meet with program chairs and co-curricular/curricular support program chairs to discuss their areas' issues with assessment.
- The Assessment Coordinator will create an Assessment Strategic Plan based upon the feedback of the Needs Assessment Surveys this summer, and that will be presented to UAC and the Provost by fall.
- The Assessment Committee will discuss and disseminate the results of the spring's assessment results.
- The General Education Audit survey, created by the Assessment Coordinator, will be sent to program chairs to determine the status of our current General Education courses and their viability.
- The UAC will create a Course Description Template using the feedback generated from the Registrar, the Dean of Students' office and the example of Algonquin College.
- The Assessment Coordinator will create an assessment plan template, assessment report template, and rubric for assessment for programs.
- The Assessment Coordinator will create an assessment plan template, assessment report template, and rubric for assessment for co-curricular and curricular support areas.
- The revised Institutional Learning Outcomes will be sent to GAAC, UC and Senate for approval.
- The University Assessment Committee will review the AACU Value Rubrics and revise them to fit the specific needs of UWGB programs. Rubric distribution (fall): We have decided to use the AACU Value Rubrics for the fall ILO assessment. We will need to create a Canvas module for how to use the rubrics most effectively. In the fall, we will split up the AACU Value rubrics that cohere with our ILOs and revise them to meet our students' needs. We will also have to create rubrics for some of the other ILOs (sustainability, etc.).

UAC Suggestions:

- Each program should have an assessment coordinator who will be in charge of assessment for that unit, including the writing of reports and the dissemination of assessment results to the area.
- The Assessment Coordinator and the UAC will hold semesterly meetings with the department/program assessment coordinators to provide support and training for these positions.
- We will create a session on Assessment at IDI in January.

Conclusions: This committee is integral to the health of the university and must meet on a monthly basis during the academic year. Assessment is essential to accreditation and must become a priority for UWGB.

Respectfully submitted,
Valerie Murrenus Pilmaier, Assessment Coordinator and Chair of the University Assessment Committee
June 15, 2021

Institutional Biosafety Committee

Annual Report 2020-2021

Committee Members: Georgette Heyrman (HUB), Paul Mueller (HUB), Rebecca Abler (NAS), Scott Piontek (Health and Safety), Amy Koffarnus (Community member), Cassandra Baumgart (Community member)

The Institutional Biosafety Committee (IBC) met six times between August 2020 – June 2021. The IBC has spent the year continuing to develop the policies, documents, and website associated with Biosafety on campus.

Areas the committee addressed this year:

- The UW-Green Bay IBC renewed its annual registration with the NIH Office of Science Policy (OSP) in December 2020. The next annual membership report will be due on or before January 5, 2022 to the OSP.
- The IBC interfaced with the members of the Office of Grants and Research Director Roger Wareham and Program Associate Liz Brinks.
- The chair of the committee interfaced with the chairs of the IACUC and IRB to discuss common topics relevant to compliance committees across campus.
- The chair of the committee attended a one-day virtual conference entitled: "IBC 101 and Best Practices Meeting" offered through the Biosafety Administrators Association.
- The committee reviewed and approved two Protocol Applications.
- The committee worked on developing the policies and expectations for research falling under UW-Green Bay IBC jurisdiction.
- The committee approved forms for use in faculty protocol applications and continued developing additional documentation to assist faculty and staff when conducting research involving potential biohazards in research and classes.
- The IBC continued to edit the IBC website.

Respectfully submitted,
Georgette Heyrman
Chair, Institutional Biosafety Committee

Annual Report 2020-2021

Submitted by Dr. Mark T. Kiehn, Chair
June 14, 2021

Meetings: During the 2020-2021 academic year, the Institutional Review Board (IRB) met in-person nine times. All meetings were held virtually using Microsoft Teams due to the campus shutdown during the COVID-19 crisis. Two (2) scheduled meetings during the spring semester were cancelled due to no new business or protocols involving a full board level review. Meetings were held once per month, and generally lasted approximately 1 hour.

IRB Committee Members: All members of the 2020-2021 IRB demonstrated professionalism, commitment, and competence in carrying out the important charge of this regulatory compliance committee during a very challenging year. Members included Mark Kiehn (Chair), Christine Smith, J P Leary, Myunghee Jun, Katie Turkiewicz, Christopher Paquet, and James Kabrhel. Diane Fenster, M.D. was our community member on the Board. In addition, we are fortunate to have Roger Wareham, Director of the Office of Grants and Research, and Liz Brinks, Program Associate of the Provost's Office, providing essentially needed support and encouragement.

Protocol Submissions: As of June 12, 2021, the IRB has received 60 requests submitted for review (please see Table 1 under the *Categories of Review* sub-heading below, p. 2). Submissions for review included mostly new research proposals (n=48); and there were twelve (12) in requests for approval of modifications and/or extensions of previously approved proposals. The protocols came from three main sources: (a) UW-Green Bay faculty, (b) undergraduate and graduate students enrolled at UW-Green Bay, and (c) other members of the UW-Green Bay campus community, e.g., directors of programs, academic staff.

The number of new proposals submitted for review increased proportionally (22%) during the 2020-2021 academic year in comparison to the previous annual report data, indicating growth in faculty and student research-related activities on the UW-Green Bay campus. The majority of new proposals were "expedited" or "exempt" status (78%), and reviewed by the IRB Chair. Over the 2020-2021 academic year the Board met nine (9) times to consider 11 "full board" level protocols; and two (2) submissions were researcher protocols requesting IRB approval for outside institutional access.

IRB Accomplishments during the 2020-2021 Academic Year

The following represents accomplishments by the Institutional Review Board:

- Mark Kiehn assumed new duties as the IRB Chair on June 1, 2020.
- Director of Office of Grants and Research (OGR), Roger Wareham and the University Services Program Associate in the Provost's office, Liz Brinks assisted Dr. Kiehn in his transition as the new Chair.   They both have been instrumental in mentoring the new Chair, and providing needed support, respectfully. Roger

Wareham held weekly virtual meetings with the IRB Chair to assist the Chair in every aspect of the position. In addition, Roger Wareham and Liz Brinks attended all Board meetings, providing guidance and a record of the minutes.

- The liaison between the IRB and OGR has been strengthened by the inclusion of IRB information on the OGR website. With the help of Liz Brinks, University Services Program Associate, the IRB website is continually revised to be website compliant and user friendly. Most critical to a healthy University research program- the application process, access to CITI researcher training, and the receipt of protocol submissions proceed efficiently.

Categories of Review

Table 1. Descriptive Statistics: Breakdown of Requests Received, June 2020-June 2021

Exempt	**Expedited**	**Full**	**Modifications and Extensions**
12	**25**	**11**	**12**

Instructional Development Council

Annual Report 2020-2021

Annual Report

During the 2020-2021 academic year, the Instructional Development Council completed two major responsibilities. First, the IDC submitted recommendations to the Center for the Advancement of Teaching and Learning for completed Teaching Enhancement Grant proposals. Second, the IDC submitted recommendations to the Office of the Provost for 2022-2023 faculty sabbatical proposals.

UW System-mandated COVID-19 travel restrictions made the council's work easier this past academic year as there were very few proposals submitted for travel-related teaching projects. However, the committee did review fifteen exceptional sabbatical proposals, all of which were deemed as acceptable by the IDC.

The IDC also had discussions on the future of Student Nominated Teaching Awards, preferring that the responsibility for administering these awards be handed over to the Student Government Association.

The outgoing chair of the IDC feels that the council's effectiveness and usefulness are both somewhat limited. It is without question a pleasure to be able to recommend monetary grants and sabbatical leave for our deserving colleagues; however, there was little debate or disagreement about any of the applications during either of these processes. (Is there, for example, a limit to the number of faculty sabbaticals awarded?) The IDC's work feels more like a formality or rubber stamp than an actual decision-making body, as ultimate decisions on both TEGs and sabbatical proposals lay with CATL and the Provost's Office, respectively. The outgoing chair of the IDC recommends that next year's council consult with both the director of CATL and the Office of the Provost as well as SOFAS on the council's usefulness as a mainly advisory group moving forward. Could the IDC and one or more committees (Awards and Recognition? Research Council?) be merged to consolidate and save our collective time and resources? Absolutely.

Submitted by: Eric J. Morgan, Associate Professor, Democracy and Justice Studies

Institutional Animal Care and Use Committee

Annual Report 2020-2021

Membership: Lori Bankson (community member), Liz Brinks (administrative associate), Stephanie Evenson (attending veterinarian), Richard Hein (NAS, chair), Scott Piontek (Environmental Health, Occupational Safety, and Risk Management Specialist), Uwe Pott (Human Biology), John Salerno (Music), Sarah Schuetze (Psychology), Roger Wareham (Institutional Officer Designee), Pat Warpinski (attending veterinarian), Le Zhu (Human Biology).

Rick Hein was elected chair at the May 14, 2020 meeting and it should be noted that the IACUC chair's term begins on July 1. Our attending veterinarian, Pat Warpinski, resigned from the committee in August, and was replaced by Stephanie Evenson in September. Scott Piontek joined the committee after his hire in December 2020. Sadly, Sarah Schuetze suddenly passed in January 2021 and was replaced by John Salerno. Thanks to all members for their conscientious service!

Meetings: The IACUC met once over summer 2020 and four times during the 20-21 academic year. Additionally, subgroups of the committee met four times during the year to inspect the animal facilities at the Green Bay and Manitowoc locations (3 hrs. each).

Tasks Accomplished: To date, the IACUC:
* Created a master calendar to accomplish all required tasks during the academic year (proposal reviews, facility inspections, and reporting).
* Reviewed 6 full proposals (one by the chair using the designated-member review process).
* Reviewed 3 wildlife waivers. The chair administratively approved a fourth (see below).
* Completed semiannual facility inspections and reports twice at each of the Green Bay and Manitowoc animal facilities.
* Approved standardized training requirements for committee members as well as principal investigators and student investigators who use animals in their research.
* Approved a process whereby wildlife waivers can be administratively approved (by the chair) or sent for full-committee review if not administratively approved.
* Approved the transfer of 21 mice from UW-Green Bay (protocol Fall-20-01) to Northern Michigan University (protocol 383).
* Rick Hein was reelected as chair for 2021-2022.

Recommended Future Tasks: The IACUC is currently working on and should complete:
* Revising the IACUC Proposal Form for ease of use and to include important information needed for proposal reviews.
* Revising the IACUC Wildlife Waiver Form for clarity and to include important information needed for waiver reviews.
* Coordinate with other compliance committees to ensure proper training and safety of investigators.

Respectfully submitted, Richard Hein, IACUC Chair

International Education Council

No report submitted

Research Council

Annual Report 2020-2021

This report summarizes the activities of UW-Green Bay's Research Council during the 2020-2021 academic year. The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a **commitment to excellence in** teaching, **scholarship** and research, and service to the community. The UW System's Mission includes the goals "to discover and disseminate knowledge, [and] to extend knowledge and its application beyond the boundaries of its campuses..." Support for meaningful scholarly and creative activity (SCA) is critical for faculty and student success. For faculty, ongoing SCA is a key expectation for tenure and promotion, for professional development, and for satisfactory performance reviews.

Consistent with these aims, the Research Council's charge includes

a. Provides recommendations regarding UW-Green Bay and UW System funded grant programs to support the research and other scholarly activities of the faculty.

b. Organizes and supports activities related to the dissemination of research results and other scholarly activities conducted by the faculty.
c. Advises the Provost and Vice Chancellor for Academic Affairs or his/her designee on issues related to the promotion and support of research and other scholarly activities of the faculty.

Membership of the Research Council consisted of Christine Vandenhouten (Chair), Mandeep Bakshi, Stephanie Rhee, Illene Cupit, Lisa Wicka, and Director of the UW-Green Bay Office of Grants and Research (ex officio) with support from Liz Brinks of the Office of Graduate Studies.

The council met (virtually via Teams) seven times throughout the academic year. Council members reviewed and recommended funding for three Grants in Aid of Research (GIAR) award opportunities (Fall, Winter, Spring) and a Summer Research Scholar Award.

The GIAR Awards for 2020-2021 were:
Fall GIAR $4,124   (5 of 8 Awards granted)
Winter GIAR $6,681   (9 of 10 Awards granted)
Spring GIAR $9,233   (12 of 13 Awards granted)

Total GIAR Awards for the 2020-2021 academic year = $20,038

The COVID-19 pandemic impacted the GIAR applications since work-related domestic and international travel was banned and many conferences were offered virtually if at all. The Research Council addressed requests for extensions or revisions to the use of GIAR fund awards from Spring 2020 due to COVID-19 travel and or lab access restrictions. In cases where conferences were cancelled, council members recommended that faculty submit a new GIAR application for a future conference. In other cases, fund awards for travel were instead used to support supplies and materials (upon receipt of a revised budget).

In addition to GIAR Awards, Council members reviewed and revised the award call and timeline and discussed the creation of a rubric to evaluate applications. Members asked if GIAR funding could be used to fund conference attendance retroactively. Historically GIAR funding was only allowed for prospective research activities. COVID has made prospective applications more challenging. It is recommended that the 2021-2022 Council consider this request.

Council members also awarded the **Summer Research Scholar Award**. This award is designed to provide stipend support for the purpose of developing or continuing a significant research project that substantially exceeds the baseline expectation for faculty scholarship. Summer appointments under this program provide one-month summer support up to a maximum of $7,000 in stipends. Council members reviewed and revised the Research Scholar call including and rubric. Members reviewed the applications (12) and awarded one Research Scholar award.

Finally, in December, Chair Vandenhouten along with Director of Grants and Research, Roger Wareham participated in the WYSIS Spark Grant review along with WYSIS staff.

Recommendations for future Research Council Work:
1. Consider allowing GIAR funds for conference attendance retroactively.
2. Consider adding a question to the GIAR and Research Scholar applications regarding other sources of funding received.
3. Consider hosting a session on Budgets and Indirect costs from Grants to the January Faculty Development conference.
4. Revise Research Council website

Respectively submitted, Dr. Christine Vandenhouten, Professor and Chair of Nursing & Health Studies

COMMITTEE APPOINTED BY THE DEAN OF STUDENTS

University Student Leadership Awards Committee

Annual Report 2020-2021

Members:
>Faculty: Katia Levintova, Heidi Sherman, Sara Wagner
>Staff: Anna Merry, Tricia Adams, Brent Haack (Fall), Cindy Johnson (Spring)
>Students: Joy Russ, Mohamed Mohamed, Priyanka Bharadwaj, Sophia Lehr, Tanner Marvin, Tristan Kendrick

Conveners: Mai Lo Lee, Multi-Ethnic Student Affairs, and Adam Novotny, Office of Student Life

In 2020-21, a total of 98 student leaders were recognized through the University Leadership Awards program – 62 students earned University Leadership Awards, and 36 students received the Chancellor's Leadership Medallion.

Due to the pandemic, in the fall semester award recipients were recognized virtually through social media and a pre-recorded video. In the spring semester, an in-person ceremony was held at the Weidner Center following distancing and masking requirements with a capacity limit.

The selection process takes place each semester and is very time consuming for committee members. They reviewed hundreds of pages of questionnaires before meeting to determine the final list of award recipients. Their involvement in this process is critical and highly valuable.

Fall 2020 Awards

Award	Number of Nominees	Number of Completed Questionnaires	Number of Recipients
University Leadership Award	87	50	12
Chancellor's Leadership Medallion	37	30	10

Spring 2021 Awards

Award	Number of Nominees	Number of Completed Questionnaires	Number of Recipients
University Leadership Award	361	201	50
Chancellor's Leadership Medallion	127	71	26

If you have any questions about this report, contact Adam Novotny at 465-2036 or novotnya@uwgb.edu.

COMMITTEE APPOINTED BY VICE CHANCELLOR FOR BUSINESS AND FINANCE

Health and Safety Committee

No report submitted

Wellness Committee

2020-21 Annual Summary Report

Committee Members include:
- Amy Henniges, Wellness Center Representative
- Melissa Betke, Sheboygan Representative
- Jared Dahlberg, Manitowoc Representative
- Kaitlyn O'Claire, Marinette Representative
- Alex Wandersee, University Recreation Representative
- Lynn Rotter, Academic Staff Representative 2020-2022
- Sherry Warren, Faculty Representative 2020-2022
- Lisa Schmelzer, University Staff Representative 2019 – 2021
- Jolene Dorn, Chartwells Representative
- Jolene Truckenbrod, Human Resources Representative & Chair

Committee Charge:
The Wellness Committee was founded in 2012 and is committed to promoting and supporting programs that foster the wellness of the campus community.

Events/Activities:
- Promoted **virtual and in-person fitness classes** from UREC on HR Connect blog/email.
- Maintained HR Connect **Wellness blog** with articles, recipes, events and activities (https://blog.uwgb.edu/hr/category/wellness/).
- Offered virtual **Bellin Run** team registration fee discount, and participants could pick up run kits in HR office.
- Offered **Summer Fun bingo** and sent incentives to participants.
- Coordinated **flu shot clinics** on Green Bay and Sheboygan campuses in October.
- Offered **Wellness Wednesdays** in March with Progressive Muscle Relaxation, Chair Yoga, Guided Meditation, and Stretch Break.
- Sponsored **seed papers** that were mailed to employees for Employee Appreciation Week.
- Coordinated **Mental Wellness Bingo** in February and sent incentives to employees who participated.
- Offered **Fall Food Challenge**, provided incentives to participants and created and shared eCookbook with submitted recipes.
- Promoted Well Wisconsin **webinars,** radio interviews, and challenges, as well as EAP (Kepro) webinars, LinkedIn Learning, ETF webinars, and America Saves Week webinars.
- Sponsored and coordinated EAP virtual presentation on **Living in Uncertain Times** During COVID, which was available for all employees to attend, and shared link to recorded presentation on Wellness website.

Why is wellness important to UWGB employees?
- Employees who are healthy physically and mentally are happier, more productive, have better attendance, more engaged, and are enjoyable to work with!
- Wellness challenges, incentives, events, and activities promote community among employees, improving morale and work environment.

CHANCELLOR APPOINTIVE COMMITTEES

Council on Diversity and Inclusive Excellence

No report submitted

Committee on Student Misconduct

No report submitted

UNIVERSITY STAFF ELECTIVE AND APPOINTIVE COMMITTEES

University Staff Committee

Annual Report 2020-2021

The University Staff Committee met every third Thursday of the month and was joined by University Staff members as schedules allowed. The USC Members were:
University Staff Committee (USC)
Sue Machuca, Chair - Sheboygan
Kim Mezger, Vice-Chair - Green Bay
Dolly Jackson, Treasurer - Green Bay
Theresa Mullen, Secretary - Green Bay
Lisa Francl, Webmaster - Manitowoc
Teri Ternes, USC Member - Green Bay
Jayne Kluge, USC Member - Green Bay
Monika Pynaker, USC Member - Green Bay
Kaitlyn O'Claire, USC Member - Marinette

Due to delayed spring elections which ran in fall, Sue Machuca was elected as Chair and Kim Mezger was elected as Vice Chair. All meetings were moved to a virtual format due to COVID restrictions. The change had a positive impact on the attendance by University Staff members with an average attendance reaching fifty members. The USC contains sub committees including the Election Committee, Personnel Committee, Professional Development Committee, and varying campus appointed committees and working groups. The University Staff also has a standing invitation to attend University Committee meetings. This has been advantageous for communication and understanding across all employee groups.

The University Staff Committee addressed a number of items with a detailed description listed in the monthly minutes. The highlights include:

- USC-ACS Joint Professional Development Committee planned and offered the Professional Development activity "It Makes Me Happy" with Nurse Jackie. Two sessions were held with a total of 45 members representing Academic Staff, University Staff and Faculty taking advantage of the opportunity to learn and connect with fellow employees.
- Committee members worked with the UW System Caregiver Task Force. A major outcome of the work included rubrics for the faculty and staff evaluation process. UW-Green Bay University and Academic Staff Rubric was created and used as an example by other UW campus locations for use. Employees had the option to include the rubric in the evaluation process.
- USC-ACS Joint Professional Development Committee held a professional development event to enhance the use and understanding of TEAMS. Sessions took place March 17 with 91 registered attendees and March 18 with 101 registered attendees.
- The Board of Regents recently approved two University Staff Excellence Awards. The committee is working out the nomination details and more information will be forthcoming.
- The joint University Staff and Academic Staff Professional Development Committee is hosting an EDI professional development opportunity for all staff members June 21 and 22.
- The University Staff offered support to each other as the new ShopUW+ system was implemented.
- Work with HR has begun surrounding the Title and Total Compensation implementation as position description conversations begin between supervisors and employees.

- USC worked closely with HR to support the Facilities department workers. A climate study was completed by HR and steps toward improvements have begun. The committee will continue to offer support to employees.

Respectfully submitted,

Sue Machuca, Chair
University Staff Committee
June 16, 2021

Annual Report 2020-2021

University Staff Governance Committee Membership 2020-2021
Election Committee
Holly Keener **(Chair)**
Brenda Beck
Kate LaCount

Following the delay in our 2019-2020 election year due to COVID restrictions, the USC decided to delay the "normal" spring 2020 election cycle to Fall of 2020. These elections were held in September of 2020 and all remaining vacancies for the 2020-2021 year were filled by October 5, 2020. We then worked to get things back on track for the Spring 2021 elections. At the time of this writing, all elective committee vacancies have been filled for the 2021-22 fiscal year and we are discussing the various vacancies yet to be filled in our appointive committees. These vacancies will be filled before the end of the summer of 2021.

Respectfully submitted by:
　　　Holly Keener, Chair, University Staff Elections Committee, 2018-2021

University Staff Personnel Committee

Annual Report for 2020-2021

Committee Members:
- Brenda Beck (chair)
- Jenny Charapata
- Sarah Locke
- Sue Machuca
- Christopher Paquet (Human Resources Liaison)

Summary of monthly reports:

October 15, 2020	No update.
November 19, 2020	No update.
December 17, 2020	No update.
January 21, 2021	No update.
February 18, 2021	No update.
March 18, 2021	UW-Stout's grievance policy was shared with us. I reached out to the committee if they thought any of our policies needed review; no response received.
April 15, 2021	No update.
May 20, 2021	No update.

University Staff Professional Development Committee

No report submitted

JOINT GOVERNANCE COMMITTEES

Awards & Recognition Committee

2020-2021 Annual Summary Report

Major Activities
- Selected Winter Commencement student speaker (and alternates)
- Selected Spring Commencement student speaker (and alternates)
- Selected Founders' Award winners

Honorary Degree sub-committee (composed of the faculty members of this committee)

- Discussed and forwarded recommendations for two individuals nominated for honorary degrees
  - This sub-committee is the first step in a multi-level approval process

Effectiveness
Overall, this committee is highly effective in making its decisions on the honorees it is tasked with selecting.

This year the committee worked on ways to streamline the Founders' Award nomination process. Our hope was to make the process easier for both nominators and committee members. If the process is less burdensome, more people may be willing to nominate a deserving UWGB employee. Also, streamlined nominations will reduce the reviewing burden for committee members. Changes implemented this year included reducing the number of letters of support required, and reducing the requested length of those letters (3 letters total, 2 pages each) and making submitting a resume optional for nominees where an up-to-date resume/CV may not be readily available. Changes that we would like to look into for next year include some edits to the initial nomination form (currently in Qualtrics) and exploring the possibility of collecting nomination documents through BP Logix to make file management easier.

Submitted by: Anna Merry, Chair

Committee on Workload and Compensation

No report submitted