

University of Wisconsin – Green Bay Center Annual Reports 2014-2015

Table of Contents

Center for First Nations Studies	2
Center for Food in Community and Culture	3
Center for History and Social Change	4
Center for Middle East Studies and Partnerships	5
Center for Public Affairs	7
Center for the Advancement of Teaching and Learning	8
Cofrin Center for Biodiversity	14
Environmental Management and Business Institute (EMBI)	15
Gerontology Center	19
Hmong Center	20
Institute for Learning Partnership	21
Institute on Death, Dying and Bereavement	22
Language Learning Lab	23
Lower Fox River Watershed	24
NEW Partnership	25

Center for First Nations Studies
Annual report 2014-15

No report Submitted

Center for Food in Community and Culture
Annual report 2014-15

No report Submitted

Center for History and Social Change
Annual report 2014-15

During the academic year 2014-2015, the UWGB Center for History and Social Change organized four events in the Historical Perspectives Lectures Series.

As ever, all of the events were very well attended by students, faculty, and members of the community.

FALL 2014:

William Reese, Historian of Education at UW-Madison and the author of *Testing Wars in the Public Schools: A Forgotten History* spoke on "The Origins of the Testing Movement" on Thursday October 23, 2014, 2:15-3:20pm in the Christie Theater.

Ian Ruskin, San Francisco Dramatist and Actor, performed *To Begin the World Over Again: The Life of Thomas Paine* on Wednesday October 8 at 2:15-3:30 in the Christie Theater

SPRING 2015:

John Nichols, the Washington Correspondent for *The Nation* and the author of *The "S" Word: A Short History of an American Tradition...Socialism* spoke on "The Story of Socialism in America" on Tuesday March 24th at 2-3pm in the Christie Theater

Rachel Watson, Lecturer in the School of Professional Studies, Northwestern University, spoke on "The New Jim Crow: Figuring the Past in Contemporary Injustice" on Monday April 20th at 12:45 pm in the Christie Theater

Submitted by Professor Harvey J. Kaye,
Ben & Joyce Rosenberg Professor of Democracy and Justice Studies and Director of
the Center for History and Social Change

May 14, 2015

Center for Middle East Studies and Partnerships

Annual report 2014-15

2014-15 Annual Report for Center for Middle East Studies and Partnerships

This past year again brought both challenges and successes for the Center for Middle East Studies and Partnerships. Attrition in the faculty and academic staff continues, as we lost Prof. Ghadir Ishqaidef to the University of California system. These continued losses have limited our ability to grow, develop programming and increase our course offerings. Nevertheless we continue to have a small but dedicated core faculty consisting of Prof. David Coury, Assoc. Professor Heidi Sherman and Prof. Meir Russ. Prof. Robert Kramer (St Norbert) introduced us to St Norbert Visiting Assistant Professor Ozum Yesiltas, who is interested in joining and participating in the Center. Moving forward, it seems that local collaboration is the best avenue for us to pursue.

Curricularly we continue to support and promote our two-semester beginning Arabic language sequence with its weekly conversation table. Prof. Coury has been offering HUS 360 Globalization and Cultural Conflict for the ADP program. Due to her other curricular commitments, Prof. Sherman has not been able to offer courses on the Middle East, however. Moreover, Prof. Coury has on a year-long sabbatical in 2014-15 and worked on developing a new course on contemporary Middle Eastern literature. He also continues to work on a collaborative minor within colleagues at UW-Stevens Point and the UW-Colleges.

Curriculum Supported:

- Arabic 101/102 (F/S)
- HUM STUD 360 Globalization and Cultural Conflict (F/S)

Grants submitted

- none

Sponsored talks

- Prof. Ozum Yesiltas (St Norbert College) as part of Global Studies roundtable

Outreach activities

- In Fall an incident occurred involving two UWGB alumni, a recent graduate of Palestinian origin (and founder of the Muslim Student Association) and a member of the Green Bay city council. Their exchange, initially about expanded bus routes in the city, ignited with the councilman asked about university ties to radical Islam through the Muslim Student Association. When the email exchange drew local and then national attention, we realized the Center needed to step in on behalf of the university. Prof. Sherman and Prof. Coury co-authored an op-ed piece, which was published in the Green Bay Press Gazette and I gave several interviews to local television stations about the controversy as well. Dr. Sherman and Prof. Coury organized an open, educational event

at the Mauthe Center as very well attended with the goal of educating the public both about the work the university does as well as to help dispel cultural stereotypes that persist in our

society. The event was well-received and we have even been able to maintain a cordial relationship with the councilman in question. Such activities are crucial, we feel, in fulfilling our civic responsibilities but also in demonstrating that the university is engaged in our community and is a valuable resource for the general public.

- Islam Awareness Week. In April, two events were organized as part of Islam Awareness week and held at the Mauthe Center. We hope that with a revitalized Mauthe Center we can expand on these events next year.
- Prof. Francis Akakpo and Prof. Coury met with the local imam in Green Bay to discuss outreach possibilities and ways of connection the growing Muslim (particularly Somali) population with the university community. Coury and Akakpo intend to work together next year to organize a discussion about challenges faced by the Somali community in our area.

Center for Public Affairs
Annual report 2014-15

No report Submitted

Center for the Advancement of Teaching and Learning

Annual Report 2014-2015

The mission of the Center for the Advancement of Teaching and Learning is to provide opportunities, resources and supportive communities to foster exemplary teaching, curricular innovation and professional development of the faculty. The Center is staffed by a Director (Jennifer Lanter, 5 course reassignment appointment), an Instructional Design Coordinator (Joanne Dolan, full-time), and a University Services Associate 2 (Sandy Folsom full-time through mid-September; Ashley Damp - LTE 30 hours/week from mid-September through mid-January; Dana Mallet – 30 hours/week from mid-December through present).

The Center hires on a yearly basis two faculty consultants (Adolfo Garcia, Illene Cupit) and two co-directors for the UWGB Teaching Scholars Program (Ryan Martin, David Voelker). The Center is supported by the Instructional Development Council, the UWGB committee charged with supporting faculty development in the area of teaching and serving in an advisory capacity to the Center. The UW System Office of Professional and Instructional Development also supports the Center by providing leadership in fostering the pursuit of effective and innovative teaching to enhance student learning throughout the UW system. The Director of the Center serves as the UWGB Administrative Representative on the OPID Council and this year Regan Gurung served as the UWGB Faculty Representative on the Council as well as on the OPID Executive Board.

In this report the following programs and initiatives will be discussed:

- Quality Initiative: Online Teaching Fellows
- Quality Initiative: Equity Analysis
- Council on Undergraduate Research (CUR) Involvement
- Faculty Development Conference
- New Faculty Orientation
- UWGB Teaching Scholars & OPID Involvement
- Grants and Awards
- Book Clubs
- Teaching & Learning at UWGB Blog & Social Media

Quality Initiative - Online Teaching Fellows (OTF)

Our Quality Initiative for the Higher Learning Commission has prompted us to explore the quality of our online courses, particularly through the lens of minority student achievement gaps. In order to address these concerns, CATL instituted the Online Teaching Fellows (OTF) in Spring 2012.

There are two OTF tracks – Starter and Advanced. Both tracks are blended courses where participants meet for 16 hours over 2 weeks, and participate in online activities, that enhance online teaching and learning.

The Starter track supports new online faculty as they strive to make their online courses engaging, rewarding and challenging for students. Participants offered opportunities to learn more about online course design, student motivation and engagement in the online format, and technology to enhance learning.

The Advanced track is offered to experienced online faculty members to improve the design and delivery of their online courses. With objectives and activities based around the Quality Matters rubric (a national standard for online course design), the course will prepare faculty to become engaged, skilled online teachers and to submit their course for a Quality Matter review.

During the 2014-2015 academic year, CATL supported 13 Starter OTFs and 14 Advance OTFs with some select comments below:

After participating in the OTF I can now say that I feel more confident in my ability to create an online course, and to offer students an interactive and specific online learning experience. Moreover, all my fears about online teaching/courses not being as effective as face-to-face ones have now been alleviated.

I loved everything about the course. The material was relevant and helpful, the discussions also provided the space for more in-depth reflection on issues associated with online classes and solutions, as well as a great way to brainstorm and hear what different profs from different field experience.

It is definitely a way to improve both classroom and online teaching. I intend to continue recommending all of my departmental faculty make an effort to enroll in this class. I have encouraged a number of faculty already and hope to have a 100% attendance for our unit. We all teach online or expect to be doing so in the near future.

Additionally, the OTF program has supported faculty as they redevelop their courses following the Quality Matter's rubric. In the 2014-2015 academic year, 20 courses went through a formal peer review and received the QM recognition.

Quality Initiative – Equity-Minded Analysis

Our Quality Initiative for the Higher Learning Commission addresses significant achievement gap between majority and minority students in online courses at UW-Green Bay. Thus, part of our QI for the HLC is to apply the Equity Scorecard Document Analysis Rubric for Self-Assessment of Equity-Minded and Culturally Inclusive Policies and Practices which had previously been developed by the University of Southern California's Center for Urban Education (CUE).

As we reviewed the Equity Scorecard, we found that it was not exactly in line with our goal. Instead, the Equity Scorecard is "designed to be used as part of a series of steps involving administrators, student affairs professionals, and faculty in inquiry, self-assessment, and action planning." Our need was for faculty to evaluate their online courses with respect to inclusivity and we, instead, found the Equity Scorecard to be much more relevant for across-campus initiatives compared to individual course reflection. Thus we assembled a group of faculty who had previously been involved in diversity and inclusive excellence initiatives on campus. Following a call for participants for this Equity Analysis Taskforce, six faculty members who represented a wide-range of programs, colleges, and ranks were selected to participate. At our initial meetings this taskforce was charged with examining the original Equity Scorecard Rubric and, then, creating a tool which will allow instructors to analyze their online course offerings to ensure they are at least as inclusive for underrepresented minority students as those delivered face-to-face. They were informed that it was our goal that their deliberations would help not only to ensure that underrepresented minority students are well served in the online learning environment, but also to assist faculty in preventing and/or reducing achievement and educational opportunity gaps between non-minority students and historically underrepresented minority groups. The six faculty were broken up into two subgroups of three faculty. Both subgroups were asked to first interpret, evaluate and clarify each of the 15 indicators of culturally inclusive practices that appear on CUE's Equity Scorecard (i.e., Respect for Students, Desire to Help Students Succeed). They were also informed that their next step would be to design their own inventory of inclusive online teaching goals or equity principles, making sure to use the indicators of the Scorecard to inform the design that UWGB faculty will use to guide the equity assessment of their online courses. Finally, they were instructed that their end goal was to create and/or decide what tool(s) to give faculty (e.g., a rubric, checklist, examples) to assist them in aligning each indicator to their courses.

One month after the initial meeting, the subgroups met together with myself, the Associate Provost for Academic Affairs, and the Special Assistant to the Provost to report on their expected outcomes for that

meeting: 1) be prepared to discuss their interpretation of the principles of the Equity Scorecard and 2) be ready to provide an inventory of the indicators their group believes should be assessed, including illustrative examples. The focus of this meeting was to compare and contrast the results of both working groups' interpretations and to review any revisions of the Equity Scorecard indicators with the aim of creating a single clear and meaningful list of indicators for faculty to consider and use when assessing their courses.

A month later the same individuals met to compare and contrast the tools created by both working groups in order to decide on one tool (which ultimately ended up being a blend of what was provided by the groups) that will be used by faculty to evaluate their online courses as they align with your list of indicators inspired by the Equity Scorecard, thus allowing us to move towards this QI goal of ensuring that our online course offerings are at least as inclusive for underrepresented minority students as those delivered face-to-face. The groups did, in fact, come up with rather different tools which allowed myself, along with the Special Assistant to the Provost, to combine the very best aspects of both tools to create a rubric that faculty – up to this point – have found to be incredibly useful and informative. The tool consists of six principles, each of which have numerous general characteristics and examples provided. After the faculty or academic teaching staff member reviews every General Characteristic within the Principle, they find a space on the document which allows them to measure their own effectiveness in the online classroom and provide them with a space for reflection on the Principle. During our January 2015 term five faculty and academic teaching staff members used this document to review their online courses and fifteen did the same during the Spring 2015 semester. The comments have been incredibly positive as faculty have mentioned specific changes to their courses as a result of participation in this initiative and have noted the increased importance of reflection as they teach in an online environment. We anticipate continued participation in this program in the future.

We also took time to evaluate the process and requested feedback from the six faculty who took part in the creation of this tool. Below are some sample comments following their participation in the task force:

Thoughts on the work of the subgroups and the process of creating the inclusivity “document”

Our subgroup attempted to take a pragmatic approach to creating the assessment tool. We wanted to create something that would encourage self-reflection and reevaluation, but would not be so demanding that faculty would not want to fill out the form. The model that we eventually used was the Teacher Behaviors Inventory, which is an empirically validated measure of teaching effectiveness. We therefore listed behaviors that we believed would be inclusive online teaching created our assessment out of those behaviors.

Our subgroup focused on a content analysis of the Equity Scorecard and making revisions that way. We did not see the Scorecard format or wording as consistent with this task, but we wanted to embrace their definition and dimensions of equity, even if some were merged and all were re-worded. We then worked to create online teaching examples relevant to each equity dimension to help faculty engage in self-assessment and also consider new ideas, as well as ways in which they were being inclusive already without even realizing it.

The process was transparent and collaborative. I especially appreciated that two subgroups were formed to generate more ideas before the larger group came back together

Thoughts about being a part of this process:

I learned so much from listening to my other colleagues. Some are light years ahead of me in thinking about these issues. My colleagues addressed certain online requirements and behaviors could be disenfranchising to student groups who are taking on online class. This was quite enlightening for me. On the other hand, I was frustrated by trying to mesh the “ideal” with what can be realistically expected. The process was very rewarding, and was especially well placed within the CATL office as an opportunity for professional development and collaboration. Initiatives like these are often neglected or gain little

inertia. This document breaths within a greater problem-solving process called the Equity Scorecard process that was completed at UWGB a few years ago, and so I see it as a continuation of that great work on inclusivity and uncovering potential areas of institutional racism or prejudice.

This was a self-reflection exercise. It highlighted the importance of the concepts pertaining to all inclusivity. It broadened as well as enriched my understanding of the term inclusivity.

It was amazing working with dedicated colleagues who recognized the practical realities of this task, but really were involved because they, too, feel passionately about inclusivity and about creating the best possible educational experience for our students. Those conversations with colleagues and that focus on the student experience are the best morale boosters for me when it can become all too easy to get overwhelmed with many of our day-to-day tasks and the practical obstacles to pedagogical best practices.

Council on Undergraduate Research (CUR) Involvement

Beginning in 2011 the UW System (including UWGB) took part in a three-year Council on Undergraduate Research (CUR) National Science Foundation-funded Workshop Program on Institutionalizing Undergraduate Research. As a result of our participation in this program, four UWGB faculty and staff were selected to attend in Fall 2014 two CUR Advanced Topic Workshops on the topics of *Integrating Undergraduate Research into Faculty Workload and Tenure and Promotion Guidelines* and *Connecting Undergraduate Research to Other High Impact Practices*. A UW System Discovery Grant provided approximately \$20,000 to fund a CUR Individualized Institute on campus in late May 2015 which brought three CUR facilitators to campus to work with six departments (and a total of approximately 40 faculty) as we strive to discover ways to integrate undergraduate research, scholarship, and creative activity into our curricula and faculty workload.

Faculty Development Conference

On January 21, 2015 the Center held its annual Faculty Development Conference on campus. This year's keynote speaker was Dr. Peter Felten, assistant provost for teaching and learning and director of the Center for Engaged Learning at Elon University. His talk focused on emerging research suggesting that engaging students as partners in teaching and learning has the potential to enhance, and perhaps even transform, student learning – and also faculty teaching. Breakout sessions included a variety of related topics such as service learning projects, undergraduate research, study abroad, peer mentors, and partnering with students in the scholarship of teaching and learning. Eighty-three participants were from UWGB (up from just 57 in 2014) and twenty-five participants (down from 81 in 2014) were from off campus, for a total of 108 participants. We attribute decreased participation from off-campus participants to this being the first year we charged off-campus participants a fee; this year the fee was \$65.

Our assessment of the event revealed that 75% of attendees will teach differently in some way given their attendance at the conference. Open-ended response gave us some idea of what the most useful components of the conference were:

Dr. Felten's breakout was very useful along with his keynote. I have already begun engaging students to assist in course revision.

The partnership idea from today's conference is a wonderful compliment to the approach presented by Joanne and all of the related critical thinking as a result of the OTF class.

Peter Felten's presentation helped me to better understand the theory behind some of the current practices I just sort of stumbled upon and to identify new possibilities.

All three of the sessions I attended stood out to me. I plan to integrate aspects from each presentation into my classroom.

New Faculty Orientation

At the beginning of the academic year we welcomed 13 Assistant Professors and one Lecturer to UWGB through our New Faculty Orientation program. This program provided participants with information related to the history and institutional mission of UWGB and gave them a solid background on who our students are and what unique resources we have on campus for our diverse student population (i.e., athletes, LGBTQ, disability services, counseling, students of color, international students, veterans). We also spent time getting to know each other and learning about the Academic Technology Services and Computing and Information Technology Services on campus. Importantly, we focused on building effective learning objectives and integrating best practices in participants' teaching and learning endeavors. This program continued throughout the Fall 2014 semester with workshops (open to all on campus) related to the tenure and review process, time management & stress, high impact practices, and a panel discussion with 2nd and 3rd year faculty. In the Spring, each participant met with and was observed by a Faculty Consultant who then provided formative feedback to the participant gathered from their classroom visit.

UWGB Teaching Scholars & OPID Involvement

Seven UWGB faculty and staff members and one faculty member from Bellin College participated in the UWGB Teaching Scholars Program. This program is designed to give participants the opportunity to enhance teaching and learning through research collaboration and reflection. The main activity is the development of an individual teaching and learning project that is developed over the course of the academic year. Participants meet about once a month to discuss books and other readings about teaching and talk about the on-going projects. Past participants have found the program to be an enjoyable experience, and have described it as a supportive environment filled with great conversation and wonderful guests. The evaluation of the participants from this academic year is still ongoing. The UW System offers UW faculty and teaching academic staff a similar opportunity through the Office of Professional and Instructional Development (OPID) – but at a System level – by giving participants the opportunity to collaborate with exceptional teachers from across the UW System and from various disciplines. This year two faculty members from UWGB participated in the year-long program. UWGB also had six faculty members participate in the UW System Faculty College program, also facilitated by OPID, in May 2015 at UW-Richland. At this event, approximately 100 participants attend three days of intensive, interdisciplinary seminars on topics related to teaching and learning. This annual opportunity gives UW System faculty and teaching academic staff to unite in concentrated study and discussion aimed at improving teaching and learning.

Grants and Awards

The Center supports professional development activities that will lead to the improvement of teaching skills or the development of innovating teaching strategies through a Fall and, typically, a Spring Call for Teaching and Enhancement Grants. The Center funded 13 grants for a total of \$11,067 in Fall 2014 that funded projects such as “Flipping Math 101” and attendance at the International Society for the Scholarship of Teaching and Learning Conference. Due to budget constraints, a Spring Call for the TEG was not released and grants for the Spring 2015 semester were not available.

The Instructional Development Council (IDC) created and released a Call for the Innovation in Course Development Award (ICDA) that was to provide funds for creative approaches to course development that are experimental and require grant support to be successful. We received four proposals for this award but, unfortunately, due to the budget situation the ICDA has been suspended at this time. The IDC awarded the Student Nominated Teaching Award in both the Fall 2014 and Spring 2015 semesters. This award is designed to recognize excellence in teaching from the perspective of students.

Students were asked to nominate an instructor who has made a significant impact on their learning. In Fall 2014 David Helpap received this award in the Early Career category and Phil Clampitt received in this award in the Experienced Teacher category. In Spring 2015 Sara Schmitz received this away in the Early Career category and John Kates received the Experienced Teaching award.

Book Clubs

The Center hosted two book clubs during the 2014-2015 academic year that were designed to introduce participants to Felten's ideas prior to the Faculty Development Conference and then act as a capstone to the Faculty Development Conference experience.. Thirty-one faculty participated in Fall 2014 as we read *Engaging Students as Partners in Learning and Teaching: A guide for Faculty* authored by Alison Cook-Sather, Catherine Bovill, and Peter Felten. In the Spring 2015 semester 45 faculty and staff participants as we read and discussed *Transforming Students: Fulfilling the Promise of Higher Education* authored by Charity Johansson and Peter Felton.

Teaching & Learning at UWGB Blog & Social Media

In January 2014, CATL launched a collaborative blog – “Teaching & Learning at UWGB” (<http://blog.uwgb.edu/catl/>) as a platform for departments across campus to discuss issues related to teaching and learning. In the 2014-2015 year the blog presented 58 posts by faculty and staff authors across the campus with a wide range of topics including undergraduate student research, peer mentoring, scholarship of teaching and learning, flipped classes, travel courses and campus student resources.

Cofrin Center for Biodiversity

Annual Report 2014-2015

The Cofrin Center for Biodiversity for the 2014-2015 academic year consisted of Rachel Russell (Chair), Paul Pinkston (ex officio), Ryan Currier, Patrick Forsythe, Amy Wolf, Lisa Grubisha, and Dan Spielmann. The purpose of this committee is to advise the director and staff of the Cofrin Center for Biodiversity, a program responsible for 1) managing UW-Green Bay's five natural areas, 2) maintaining scientific collections in the Richter Museum of Natural History and Gary Fewless Herbarium, and 3) promoting scientific research by students and faculty on conservation of biological diversity in the western Great Lakes region.

The committee met 6 times during the 2014-15 academic year. This was a very busy year for the Cofrin Center, with at least 11 funded projects ongoing or acquired during 2014-15. The Committee reviewed many of these projects and provided input about related policies and opportunities. A plan for construction of a sign at the LeMieux Chapel in the Cofrin Arboretum was discussed, modified, and approved. The Committee recommended and helped plan the dedication of Les Raduenz Woods, which took place in May 2015. Committee members also were directly involved in refining the job description and participating in the successful recruitment of a new Herbarium Curator to replace Gary Fewless, who retired in fall 2014. The semester ended with a Committee/staff field trip to the Point au Sable Nature Preserve, where two major ongoing ecological restoration projects will be completed during summer 2015.



Environmental Management and Business Institute (EMBI)

Fiscal Year 2015 Summary

Introduction

This summary will serve to document the activities of the Environmental Management and Business Institute (EMBI) during FY 2015. It should be noted that FY 2015 has been marked by continued growth in Certificate enrollment, student internships, and grant funding received. Much of the growth can be attributed to the solid administrative systems developed and deployed by EMBI since FY 2013.

Accomplishments / Activities

In pursuit of achieving EMBI's key goals of seeking practical, cost-effective solutions to environmental problems, providing business outreach services, promoting research on environmental problems, and driving campus sustainability initiatives, the following accomplishments were achieved during FY 2015:

- Four grant proposals were collaboratively developed and submitted to support regional sustainability in the areas of developing student internships, source reduction assistance, life cycle analysis, and health care energy reduction.
- The Great Lakes Career Ready Internship grant (a collaborative grant with the UW-Green Bay Center for Public Affairs), the Tosca, Ltd. life cycle analysis grant, and the Aurora BayCare Healthcare Internship grant were approved, with the total funding award of **\$265,610**.
- Nineteen new students were added to the Certificate in Environmental Sustainability and Business.
- Sixteen student internships were completed in conjunction with the Certificate in Environmental Sustainability and Business. The internships were completed at the following organizations:

Village of Allouez	Victory Garden Initiative
City of Neenah	Green Bay Botanical Garden
City of Port Washington (2 interns)	Bellin Health (2 interns)
UW-Green Bay Office of Residence Life	ThedaCare
Clean Water Action Council (2 interns)	Schreiber Foods
Habitat ReStore (2 interns)	Coating Excellence International

- Five undergraduate students were supported on biofuel research funding. The organizations assisted with projects included:
 - Bellin Health - energy management and renewable energy research.
 - City of Port Washington (2 interns) – energy management, composting promotion, and raingarden/storm water runoff marketing.

- Village of Allouez – securing vendors for a new farmers market, developing a bike and pedestrian plan, and developing a community information phone app.
- Clark Mills Sanitary District – researching wastewater treatment options for phosphorus removal and potential energy recovery.
- EMBI either sponsored or participated in the following events:
 - Kiwanis Club Speaking Engagement – July 22, 2014
 - Washington Island Economic Assessment – August 11, 2014
 - Food day – October 20, 2014
 - Aurora BayCare Facilities Open House – October 22, 2014
 - UW-Green Bay Grants Presentation – November 5, 2014
 - New North Summit – December 2, 2014
 - WI Sustainable Business Council Conference – December 3, 2014
 - NCSE National Conference in Washington, D.C. – January 25, 2015
 - WI Soil and Water Conservation Society – February 27, 2015
 - WIRMC Conference – February 25-27, 2015 (11 students participated)
 - WI Certified Crop Advisors Meeting – March 20, 2015
 - Earth Caretaker Award Ceremony – March 23, 2015
 - Brown County Teen Leadership Environmental Day – April 16, 2015

Budget Analysis

EMBI actively manages five funds for a combined total budget of **\$176,024**, administers the Sustainability Committee budget of **\$22,500**, and has financial oversight of **\$347,909** across five grants including: the Great Lakes Career Ready Internship grant, the Aurora BayCare Hospital Internship, the National Oceanic & Atmospheric Administration (NOAA) grant, the Upper Fox-Wolf River Basins TMDL project, and Soil Quality Assessment and Monitoring to Support Lower Fox River Demonstration Farms project.

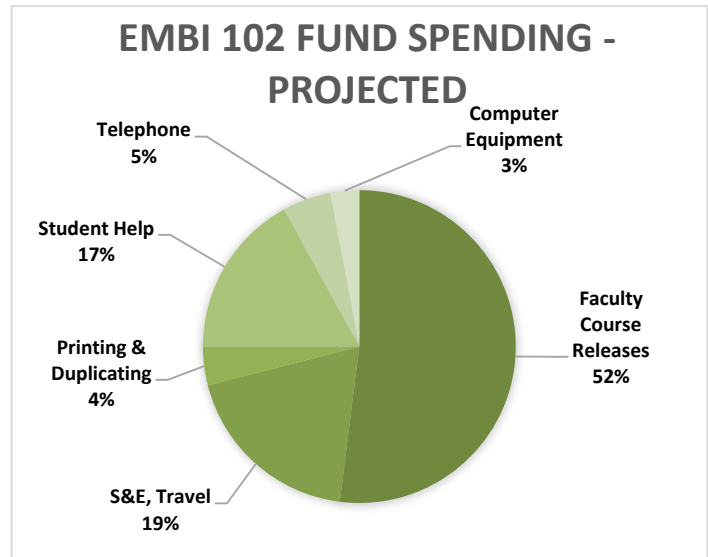
The three largest funds managed by EMBI include 102-269000, 167-127000, and 233-269000. Fund 102-269000, with an annual budget of \$23,000, serves as EMBI's main operating fund. Fund 167-127000, with a budget of \$50,000, is used to support the Earth Caretaker Award as well as bioenergy related research and education and is funded through the Wisconsin Bioenergy Initiative. Fund 233-269000, with an annual privately funded balance of \$64,000 (ending in FY 2017), serves as the primary funding source for the EMBI Associate Director.

Fund allocations by major spending category projected through the end of FY15 are listed below.

102-269000

- Faculty Director Support \$12,000
- S&E/Travel \$ 4,427
- Printing & Duplicating \$ 813
- Student Help \$ 3,947
- Telephone \$ 1,214
- Computer Equipment \$ 599

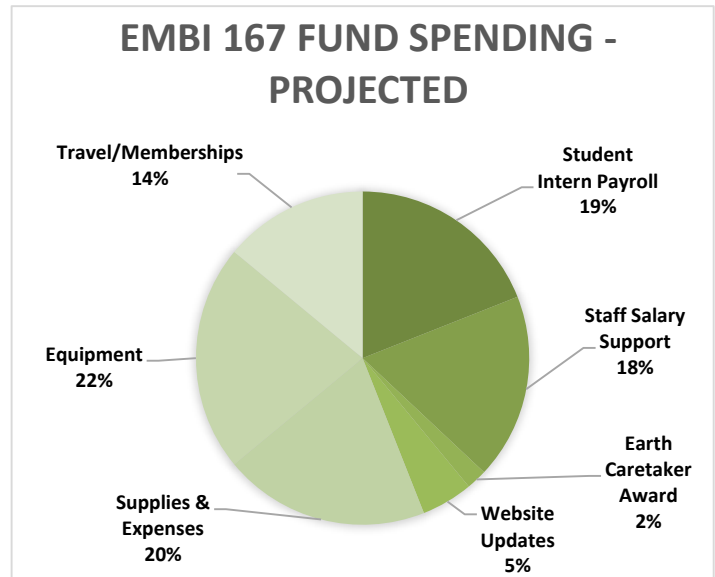
Faculty Director Support is currently the largest expenditure in the EMBI operating budget, leaving approximately \$11,000 available for annual operations.



167-127000

- Student Intern Payroll \$ 9,375
- Staff Salary Support \$ 9,002
- Earth Caretaker Award \$ 934
- Website Updates \$ 2,494
- Supplies & Expenses \$10,289
- Equipment \$10,769
- Travel/Memberships \$ 7,137

The largest budget expenditure for the 167 funding was to purchase equipment for biomass and bioenergy related research.



233-269000

For FY 2015, \$28,073 will be expensed to cover salary and fringe benefits for the EMBI Associate Director. It should be noted that the total annual salary and fringe benefit costs of \$64,000 were offset by 56% through support from other funding sources and reduced fringe benefits costs. Deans Furlong and Mattison have provided authority for EMBI to carry these fund balances over into future years, thereby extending the ability of this funding source to pay for the salary and fringe benefits of the EMBI Associate Director.

Development of Revenue Sources / Internship Opportunities

Two major revenue opportunities exist to reduce the need for 233 funding and move the EMBI Associate Director position toward self-sufficiency. These opportunities include EMBI service supported projects and salary supported grants. During FY 2015, three proposals aimed at increasing internship

opportunities for UW-Green Bay students (both EMBI Certificate enrollees and graduate students) were submitted. The proposals received during FY 2015 that include a salary component for EMBI are summarized below:

- Aurora BayCare Medical Center (Years 6-8)* \$ 107,910 (1 Student)
 - Tosca, Ltd. \$ 7,700 (1 Student)
 - Great Lakes Higher Education \$ 150,000 (35 Students)
- \$ 265,610**

*Years 6-8 cover the time period from January 1, 2015 through December 31, 2017.

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

- US EPA Source Reduction Assistance Grant \$ **146,222**

Looking forward, the first six months of FY 2016 will have a minimum of **29%** of salary and fringe benefits for the EMBI Associate Director offset by outside funding sources. Additional proposals, if funded, would provide an additional 6% of salary to reach a total of **34%** of the salary and fringe component covered for the EMBI Associate Director.

Conclusion

Since hiring an Associated Director in 2013, EMBI has been able to create a more stable foundation for future growth, as the Associate Director has proven to be a tremendous resource for students, faculty and the community. As EMBI continues forward into FY 2016, it is expected that opportunities for both internship and grants will continue to increase, allowing for more students to complete the Certificate in Environmental Sustainability and Business and increased external funding of the EMBI Associate Director.

Gerontology Center Annual Report 2014-15

The Gerontology Center brings together faculty and students from many different programs across the UW-Green Bay community as well as members from the broader community to promote discussion and research across disciplines, and to follow the interdisciplinary mission of the university. The Gerontology Center includes faculty from Business, Humanistic Studies, Human Development, Psychology, Nursing, and Social Work, all interested in working toward the common goal of promoting education and knowledge of continuing adult development and aging processes. Each year the UWGB Gerontology Center hopes to offer students, faculty, and others in the community interested in gerontology opportunities to exchange ideas and information, and learn more through various sponsored presentations.

A Web-site containing the Center's listing of Executive Committee and Faculty Affiliates, as well as the Mission Statement and other information about the Center is found at the following web-page: <http://uwgb.edu/gerontology>.

Current members of the Center's Executive Committee include the following individuals:

Stacey Herzog, M.S. (Co-Director Elect)
Doreen Higgins, Ph.D. (Co-Director Elect)
Susan Lepak-Gallagher, Ph.D.
Brenda Tyczkowski, Ph.D.
Dean D. VonDras, Ph.D. (Director)
Kumar Kangayappan, Ph.D.
Mimi Kubsch, Ph.D.

Current Affiliated Members of the Center include the following persons:

Karen Dalke, Ph.D.
Susan Gallagher-Lepak, Ph.D.
William Lepley, Ph.D.
Dennis Lorenz, Ph.D.
Jan Malchow
Steven Mutzako, Ph.D.
Uwe Pott, Ph.D.
Christine Smith, Ph.D.
Le (Leanne) Zhu, Ph.D.

The Center's Emeritus and Deceased Members include the following persons:

Karen Lacey, M.S (Emeritus)
E. Nicole Meyer, Ph.D. (Emeritus)
Sandra Stokes, Ph.D. (Emeritus, October 23, 1947 - March 26, 2012)

Hmong Center
Annual Report 2014-2015

No report Submitted

Institute for Learning Partnership
Annual Report 2014-15

No report Submitted

Institute on Death, Dying and Bereavement
Annual Report 2014-2015

No report Submitted

Language Learning Lab

Annual Report 2014-15

The Language Learning Lab was established on the UW-Green Bay campus in 2007. Since that time, numerous undergraduate students have participated in research assistantships in the lab and hundreds of children from the Green Bay area of have participated in research studies related to children's language acquisition. During the Fall 2014 semester there were 3 undergraduate research assistants in the lab and there were nearly 50 children from the Green Bay area that participated – in either our lab or their daycare – in our studies related to children's acquisition of the English plural. In the Spring 2015 semester there were, again, 3 undergraduate research assistants in the lab and there were more than 40 children participants in our studies from either local daycares or that visiting the Language Learning Lab on campus. In all, over the two semesters, we worked with six local daycares and dozens of parents. The specific projects we worked on related to the impact of phonology and language on children's memory and the relationship between the use of number words and the use of the plural. As I have noted in previous year's reports, the undergraduate research assistants "learn it all" as they recruit the participants and coordinate appointments with the families and local daycares. They conduct the experimental sessions and later code them, allowing us to examine the data together as a research team. Students this year presented our work at the local Academic Excellence Symposium, Posters in the Rotunda, and the UW-System Symposium for Undergraduate Research and Creative Activity.

Submitted by: Jennifer Lanter

**Lower Fox River Watershed
Annual Report 2014-2015**

No report Submitted

NEW Partnership

Annual Report 2014-15

Founded in 1991, the **Northeast Wisconsin (N.E.W.) Partnership for Children and Families** is a partnership between 26 county agencies in northern and northeast Wisconsin; the Department of Children and Families, State of Wisconsin; and the UW-Green Bay. The **mission** of the N.E.W. Partnership for Children and Families is to collaboratively develop and deliver a comprehensive, competency-based training system for public child welfare professionals (staff, supervisor, administrators) and foster parents in northern and northeastern Wisconsin. This child welfare professional development partnership is funded by county, state and university contributions, and federal matching funds made available through the Title IV-E Child Welfare Training Program of the Social Security Act.

In 2009, the N.E.W. Partnership for Children and Families and UW-Green Bay supported a training expansion effort that resulted in the **Behavioral Health Training Partnership (BHTP)**, which is a partnership between 19 counties in the northeastern and northern regions of Wisconsin; the Department of Health Services, State of Wisconsin; and the UW-Green Bay. Through the BHTP, professional development opportunities are made available to behavioral health professionals who work with consumers in crisis. The **mission** of the Behavioral Health Training Partnership is to collaboratively inform, encourage and assure regional best practices in behavioral health services. This partnership is funded by county, state and university contributions, and federal matching funds made available through Medicaid Administrative funds.

Structure

Both the N.E.W. Partnership and the BHTP have established By-Laws and Steering Committees to guide the work of each training partnership. The By-Laws outline membership; governance structure and advisory committees; meeting, documentation and recording expectations; and fees and charges associated with professional development opportunities offered by the training partnership. The Steering Committees for each partnership provides leadership and direction in developing policies and strategies related to training, fiscal and operational aspects of the training partnership.

Via the By-Laws, membership on the Steering Committee is identified. The N.E.W. Partnership By-Laws designates that either the chair of the BSW Program at UW-Green Bay or the Collaborative MSW Program from UW-Green Bay and UW-Oshkosh is a member of the N.E.W. Partnership Steering Committee. A representative of the Social Work Professional Program has served on the N.E.W. Partnership Steering Committee since its inception in order to provide a link between the child welfare training and the child welfare stipend program, both of which are supported through federal Title IV-E funding.

Annual Activities

Each Partnership prepares reports for the State of Wisconsin department through which the federal funding flows: the Department of Children and Families (DCF) for the child welfare activities of the N.E.W. Partnership, and the Department of Health Services (DHS) for the BHTP.

The 2014 Annual Report for the N.E.W. Partnership is attached and outlines the training and professional development activities for 2014, as this contract is a calendar year contract with DCF.

The BHTP develops semi-annual reports for DHS, as per grant requirements, that outline progress achieved on goals and activities during the preceding 6-month period. The 2009-2014 grant from DHS ended on June 30, 2014. In May 2014, UW-Green Bay and the BHTP were notified by DHS that the proposal submitted for a 5-year Collaborative Crisis Intervention Services for Youth grant (2014-2019) on behalf of the northeast region was approved as submitted.

The priorities within this regional proposal focus on training and support, with the Behavioral Health Training Partnership creating and delivering training to support enhanced agency practices, and the county agencies putting the skills learned in training into practice with consumers. The goals and activities of the BHTP from July 1, 2014-June 30, 2019 reflect efforts on:

- (1) Enhancing diversion and follow up practices**, which will be addressed through:
 - a. Agency-based training and support to assist agencies in the implementation and/or enhancement of crisis planning within child welfare units in order to increase the frequency of crisis diversions.
 - b. Collaborating with county CCS and CST services to increase youth diversions as the programs expand across the region.
 - c. Working with county CST coordinating committees to identify school personnel and other community resources to be trained in identification and referral of youth with SED and in trauma, crisis prevention, and crisis intervention strategies.
 - d. Continuing to plan for a trained foster family to provide youth crisis diversion and assessing the need for additional diversion beds throughout the region.
- (2) Youth Suicide Prevention Efforts**, which include the following:
 - a. Developing protocols and training crisis staff to ensure that all individuals with suicidal ideation have follow-up contact with a crisis worker within 48 hours.
 - b. Working with the counties to utilize an evidence-based screening tool and develop standardized suicide risk assessment protocols, with training provided to staff on the use of the tool and the protocols.
 - c. Providing financial support to the Center for Suicide Awareness to assist with rolling out *Texting HOPELINE* (a suicide texting line) (See Appendix B)
- (3) Person-Centered, Trauma Informed Practice Approaches**, which will be addressed through:
 - a. Developing or utilizing an existing person-centered planning curriculum to provide person-centered planning training regularly throughout the region.
 - b. Developing a universal client satisfaction tool that will be utilized by all 16 counties to gather information to assist with measuring and improving program performance to the 80% client satisfaction benchmark.
 - c. Providing Trauma-Informed Practice training regularly.
 - d. Expanding trauma training to include evidence based practices such as Trauma-Focused Cognitive Behavioral Therapy.
 - e. Conducting a needs assessment of all counties about the diversity of their youth population and developing a work plan that identifies strategies for enhancing cultural competency of staff.
- (4) Continuation of current core services of the BHTP**, which will be addressed through:
 - a. Maintaining and updating the web-based crisis course on the BHTP website.

- b.** Continuing to provide crisis core classroom training for new crisis workers that focuses on collaborative crisis response and crisis planning, suicide and risk assessment, and mental health laws (including interaction with 48/938, client rights).
- c.** Continuing to host both Regional Crisis Network meetings and Youth Diversion Resource Network meetings twice annually.
- d.** Completing the role mapping exercise with the Youth Diversion Resource Network and developing a work plan to assist with integration of services that serve youth at the county level.
- e.** Continuing to collaborate with county CST and crisis programs.

-Submitted by Stephanie Reilly, Director