Annual Reports of University Elective and Appointive Committees 2014-2015
University of Wisconsin—Green Bay

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FACULTY ELECTIVE COMMITTEES

University Committee

During the 2014-15 academic year, the University Committee (UC) met every Wednesday from 3:00-5:00 p.m., except during meetings of the Faculty Senate and on holidays. Members of the committee included Clifton Ganyard, John Lyon (Speaker of the Faculty Senate), Mimi Kubsch, Steve Meyer (Chair), Cristina Ortiz (Fall semester), Christine Style (Spring semester), and Kristin Vespia. Katrina Hrivnak served as Academic Staff Representative and Vanya Koepke served as Student Government Association Representative.

The members comprising this year's UC worked tremendously well together, there was always a high level of respect demonstrated for each other's ideas and opinions. As a result, every member felt free to express their thoughts which made for collegial and effective meetings. The UC appreciated the visits of the Provost, Associate Provost, and SOFAS Cliff Abbott, who joined us before each Senate meeting to help set the agenda and to whom we frequently consulted on matters of policy and institutional memory. We were also pleased to welcome new Chancellor Gary Miller to the UC table whenever he was available to share ideas and information and to provide feedback whenever possible.

2014-15 was an academic year of great change and even greater challenge. With the November 2014 installation of Chancellor Miller, leadership changed at the highest level at UW-Green Bay and the UC successfully adapted to the new Chancellor's style of leadership. Immediately after the end of the Fall 2014 semester, university governance would face its greatest challenge when murmurs of massive budget cuts to the UW System would be heard. In January 2015, we learned the UW System budget would be slashed by $300 million dollars (later reduced to $250 million dollars). In addition to the enormous reduction state fiscal support, Governor Walker and the State Legislature began a systematic attack on tenure and shared governance, removing both from state statutes – the Board of Regents would eventually place both under Board policy, the final form of tenure and shared governance under Board policy is still to be determined. These actions by state government consumed much of the attention, time, and effort of the UC, causing the UC's agenda to change dramatically during the Spring 2015 semester. The actions of state government also created a challenging first year for Chancellor Miller, and the UC would like to express its appreciation of his efforts toward transparency and inclusion regarding the budget decision making process that followed.

Fall 2014

1. Committee charges: With the conversion of Classified Staff over to University Staff, the new group requested representation on all Joint Governance Committees. As a result, the UC modified the charge of three Joint Governance Committees – the Legislative Affairs Committee, the Learning Technology Collaborative Committee, and the Committee on Workload and Compensation – to include representation by the University Staff on each of these committees. These were approved by the Faculty Senate.
2. Revision of the University Mission Statement: UW-Green Bay administration received a request from UW System to correct an oversight. UW-Green Bay's mission statement was in violation of state statute 36.09 (1b) for not "delineating specific program responsibilities and types of degrees to be granted". Then-Associate Provost Greg Davis, revised the University's mission state to include programs offered in the liberal arts and sciences and in professional studies. The revision was ratified by the Faculty Senate.

3. Appointments to New Committees Created by Chancellor Miller: Upon assuming the reins at UW-Green Bay, Chancellor Miller establish two initiatives: University Planning and Innovation Council (UPIC) and Invent the Future (which includes the Steering Committee and four working groups: the Academic Portfolio Working, the Enrollment Working Group, the Innovation and Growth Working Group, and the Partnerships and External Affairs Working Group). The UC was tasked with suggesting the names of faculty who would populate these committees.

4. Resolutions: Memorial resolutions for Donald Larmouth and Frederick Kersten were prepared and read by Prof. Cliff Abbott.

5. Honors and Recognition: Ms. Ginny Riopelle was recognized with an Honorary Doctor of Laws Degree. In addition, the UC approved Faculty Status for Rebecca Hovarter (Nursing) and Adrianne Fletcher (Social Work).

6. Realignment of Summer Terms: In response to a suggestion that students are overestimating the number of courses they could successfully complete during a summer session, the UC examined a proposal to: (1) Simplify the number and organization of the summer sessions, and (2) restrict the number of credits students can take during the summer to 7. After much discussion, the UC suggested a realignment of summer sessions. The benefits of changing the sessions were numerous, including streamlining registration, simplifying billing and financial aid, and extending the period in which independent studies, travels courses, and the like could be conducted. There was no evidence that students taking several courses at one time resulted in poor performance, so the UC did not pursue this any further. The case for realigning the summer session was presented to the Faculty Senate, however, the senate did not endorse the proposed realignment, so the proposed realignment was not pursued.

Spring 2015

1. Elimination of a Faculty Committee: There were two committees on which faculty serve that served essentially the same purpose - Facilities Planning Committee and Facilities Management Committee. The Facilities Planning Committee had a charge, but had no authority (it was strictly a reporting committee). The Facilities Management Committee had no codified charge, but had authority to solicit information, ideas, and suggestions from colleagues/constituents on potential future projects/repairs. The same three faculty occupied seats on each committee. The UC worked with Kelly Franz, Vice Chancellor for Business and Finance and Chair of the Facilities Management Committee, to create a charge for the Facilities Management Committee. With the charge, the two committees duplicated efforts. The Faculty Senate voted to eliminate the Facilities Planning Committee.

2. Code Changes: The members of the UC suggested that only two weekly meetings between Faculty Senate meetings did not give the UC enough time to vet the various issues. Thus, the UC proposed a change in code that "The Senate shall normally meet monthly during the academic year, or as business dictates." The code change was approved by the Faculty Senate.

3. Programs: The Faculty Senate approved support for a new six campus collaborative M.S. Degree in Data Science. The on-line revenue-based, collaborative graduate program will be housed in ICS and NAS. It will initially be funded by UW-Extension and UW-Green Bay is committed to teaching two courses. The Faculty Senate also approved support for a new four campus collaborative Ed.D Degree in First Nations Education. The new degree program will work off a cost-recovery budget model and uses both on-line and face-to-face classes.

4. Resolutions: A special meeting of the Faculty Senate was called for 11 February 2015 to vote to support a resolution drafted by the Faculty Senate of UW-Madison denouncing the $300 million dollar budget reduction proposed by Governor Walker. The Faculty Senate voted to endorse a resolution, originating out of UW-La Crosse, denouncing the proposed Public Authority. A memorial resolution for Betty Baer was prepared and read by Prof. Doreen Higgins. A resolution was prepared by the Committee on Workload and Compensation to

increase compensation be pursued until UW-Green Bay faculty and staff compensation is at least the national median.

I want to again thank each member of the UC for their service to the university. While being a very interesting committee on which to serve, the UC is also quite demanding and time consuming; thus, each member's efforts are greatly appreciated. I have nothing but the utmost respect for all of my faculty colleagues who served on the UC this year, those feelings extend to Academic Staff Representative Katrina Hrivnak and Student Government Association Representative Vanya Koepke. Next year's committee is in the very capable hands of incoming Chair Clifton Ganyard and returning Speaker of the Senate John Lyon. I am confident next year's UC will carry on the tradition of effectively representing the entire faculty at UW-Green Bay. There are huge challenges ahead, but I am confident my UC colleagues are prepared to meet each one head-on.

Respectfully submitted,
Steve Meyer, Chair

Committee of Six

During the 2014-2015 academic year, the following served on the Committee of Six Full Professors: Carol Emmons, Jeff Entwistle, Regan A. R. Gurung, Meir Russ, Patricia Terry, and Dean Von Dras.

The Committee received seven recommendations for appointment at the rank of full professor from appropriate faculty units. After thorough review and discussion, the Chair forwarded recommendations from the Committee of Six to the Dean of Liberal Arts and Sciences.

The Committee reviewed and revised the information contained in the document entitled: Guidelines for Preparation of Materials in Support of Candidates for Promotion to Full Professor Rank.

Regan A. R. Gurung, Ph.D.
Chair

Academic Affairs Council

Summary Report 2014-2015

During the 2014-2015 Academic School Year, the Academic Affairs Council (AAC) met bi-weekly, discussing curricular proposals, program reviews, and other academic affairs matters. This year, a new computer program, *Courseleaf*, was used in place of the previous program.

Members of the AAC included, Dr. Steve Kimball, Dr. Franklin Chen, Dr. Lora Warner, Dr. Michelle McQuade Dewhirst, and Dr. Kevin Collins.   Serving as an ex-officio member was Dr. Greg Davis, Associate Provost for Academic Affairs. Serving as a consultant was Ms. Amanda Hruska, Registrar, who was an invited guest to all meetings.

Throughout the year, the AAC reviewed and approved numerous curricular proposals. A listing of all approved new courses and curricular changes follow this introduction.

To complete the AAC's charge of providing an annual list of all interdisciplinary units and academic programs, please find a current listing of our University's Interdisciplinary unites and academic programs in Appendices C and D respectively.

The AAC also participated in and completed program reviews for the areas of Chemistry, Geoscience, Theatre and Dance, and Public Environmental Affairs. Human Biology, scheduled for review was submitted for review but there were many issues with both content and format and has been postponed until fall, 2015.

The AAC wishes to thank Dr. Greg Davis, Dr. Scott Furlong, and Dr. Cliff Abbott for their support and consultation throughout the academic year. A special thank you goes to Amanda Hruska for her guidance and patience in working with the AAC and the new *Courseleaf.* I also want to thank my colleagues on the AAC, Dr. Franklin Chen, Co-chair, Dr. Lora Warner, Dr. Kevin Collins, and Dr. Michelle McQuade Dewhirst for their effort and diligence in reviewing all curricular proposals and for their thoughtful discussion and coordination of report writing for the program reviews.

Approved Course Changes 2014-2015:

- ENV SCI 320   The physical, chemical and biological properties and principals of soils; formation, classification and distribution of major soil orders; function and management of soils in natural, agricultural and urban environments. Includes field and laboratory experiences. The Soil Environment cross list with ET320 : The Soil Environment

- ECON 310   An introduction to the use of mathematical concepts and techniques in the analysis of economic phenomena and the use of statistical methods to estimate equations describing economic events.   Introduction to Quantitative Analysis and Econometrics No change, only prerequisite reduction for the course. See supporting documentation.

- EDUC 324   Educational research and practices related to methods, materials, evaluation techniques; mathematics curriculum development, implementation and evaluation, teaching mathematical concepts, facts, skills, problem-solving, use of calculators and computers; error patterns and remediation.   Teaching Mathematics in the Elementary and Middle Schools This change will allow students to enroll in MATH 281 and 282 prior to being admitted to the Education program, but they will remain requirements for the major.

- EDUC 333   Overview of all early childhood (3-4 yrs) developmental and instructional assessment methods, curriculum and instructional planning based on assessments, and preparation of a Documentation Portfolio for a 3 or 4 year old child.   Curriculum & Assessment in Early Childhood   This prerequisiste change will have little impact on the overall Major but will provide flexibility in course sequencing for students working toward a 0-8 or 0-11 license.

- EDUC 336   Students will spend 4-hours per week for 12 weeks in a kindergarten classroom implementing curriculum and assessment assignments/projects from Educ 443.   Introduction to Experiences in Kindergarten   This course is currently in the Education major curriculum and the changes will have little, if any, impact on the curriculum. The changes will allow students to adjust course sequencing to accomodate the addition of the 0-11 licensure level.

- EDUC 352   This course is designed for future and currently practicing teachers and other professional members of community organizations. The goal is to develop a better understanding of the many social influences in young children's development that lead to success or failure in the early school years (pre K-primary grades). Factors in the lives of young children which lead to positive or negative outcomes in childhood and beyond will be identified; their influence will be explained within such frameworks and approaches as Erikson's theory of psychosocial development and family systems theory. Strategies for helping young children and their families as well as knowledge of community resources will be stressed.   Social and Family Influences on Early Development and Learning   The prerequisiste change will allow students seeking a 0-8 or 0-11 license greater flexibility in course sequencing.

- EDUC 422   Practical guidelines for classroom teachers in subject areas: English, social studies, mathematics, science, etc. Suggestions for teaching reading and study skills related to content, specialized and technical vocabulary, dealing effectively with readin problems in the content areas as it relates to the Common Core State Standards (CCSS).   Reading in the Content AreasNo Impact.

- EDUC 443   Development of variety of teaching strategies, assessment strategies and resources for appropriate, standards-based learning in full day kindergarten programs.   Teaching Kindergarten: Curriculum and Assessment   The change course in prerequisites will allow students greater flexibility in course sequencing for the 0-8 and 0-11 license.

- ENGR 201   Basic behavior and processing of engineering materials, including metals and alloys, ceramics, and plastics.   Engineering Materials

- [ENGR 313](#) Elementary vector operations, resultant of two- and three-dimensional force systems, centroid, hydrostatic forces, equilibrium of trusses and frames, laws of friction and impending motion, moments of inertia, virtual work, stability. Mechanics I

- [ENGR 314](#) Displacement, velocity and acceleration components, kinematics of particles using rectilinear and curvilinear coordinates, relative motion, solution and plane motion of rigid bodies, work and potential energy of particles and rigid bodies, linear and angular impulse and momentum, central force motion. Mechanics II

- [ENGLISH 302](#) Advanced practice in the writing of short fiction, including group criticism of student work. Short Fiction Writing Workshop title change

- [ENGLISH 304](#) Advanced study and workshop of creative nonfiction genres such as memoir, essay, book review, and interview. Creative Nonfiction Writing This will allow an advanced workshop to run every semester and meet emphasis demand.

- [ENV SCI 305](#) Physical and chemical aspects of natural environmental processes. The movement, transformation, and fate of materials and contaminants. Environmental Systems Cross list with ET 305

  - This is an elective in the new environmental engineering technology major.

- [ENV SCI 467](#) A project-based course in which students address a practical application of scientific and mathematics skills in the environmental sciences. Topics vary. Capstone in Environmental Science Existing course - periodicity change requested.

- [GEOG 202](#) The impact of culture through time in creating the earth's contrasting landscapes, using case studies which often focus on North America. Introduction to Cultural Geography

- [GEOG 342](#) Evolution of major human settlement forms, emphasizing geographical patterns in the United States and including relationships between house form and culture, the arrangement of habitations on the landscape, and the historical geography of urban settlements. Settlement Geography

- [HISTORY 309](#) This course surveys American Immigration History with a special focus on ethnic and race relations. It emphasizes social issues relating to immigration, immigration laws, and multiculturalism. United States Immigration History This is an existing course already accounted for in the major/minor requirements.

- [HISTORY 480](#) Theoretical and practical topics and problems such as research techniques, source materials, comparative studies, analysis and interpretation, and the writing of historical inquiries. Seminar in History The course already exists. Only a prerequisite is being changed.

- [HUM BIOL 333](#) This course emphasizes the applied aspects of (exercise) physiology. Major topics include energy systems used during exercise, physiological dimensions of athletic performance/fatigue, principles of training, gender and exercise, ergogenic aids, and exercise in various environmental conditions. Principles of Sports Physiology not applicable

- [ENV S&P 762](#) Provides opportunities to identify, develop and refine the non-thesis project proposal. Focuses on key aspects of the proposal including the project statement, expectations, deliverables, and abstract. Culminates in the submission of Approval of Thesis or Project Proposal (GR-2 Form). Project Proposal This is a required core-course for all Environmental Science & Policy Graduate student within the proposed non-thesis degree plan. It can be substituted only by 3 credits of ENV S&P 799: thesis credits, in combination with an approved, and appropriately updated, GR2 form (Approval of Thesis of Project Proposal).

- [DJS 375](#) Debates surrounding global justice challenge us to question our obligations toward people around the world. This includes: the moral status of individuals, states and peoples; theories of human rights; the ethics of the use of force; and global inequality, poverty and distributive justice. This course will use concepts in global justice to explore the way gender norms influence women's and men's ability to access legal rights and political freedoms, to challenge legal norms and to improve social welfare. Gender and Global Justice

- [MANAGMNT 776](#) Principals and processes used by individuals, groups, and organizations to deal with contention and diversity in dynamic work environments. Theoretical foundations and applied communication techniques for implementing and sustaining organizational change, manage and resolve conflict, improve work and business processes. Case studies and models are studied and developed as part of the class. Organizational Communication and Conflict

- [BUS ADM 393](#) This course emphasizes the importance of good record keeping systems, reports, and the records necessary for a small business. Financial analysis techniques are explored through hands-on Income Statements and Cash Flow Projections for small businesses. Financial and other technical support resources are identified throughout the course. Quantitative Methods in Entrepreneurship

- [BUS ADM 392](#) The course provides an operational overview with the details of developing and running a business. Emphasis will be placed on strategic management practices; market research, analysis and planning; sales and distribution strategies; human resources; and leadership and team building. Qualitative Methods in Entrepreneurship

- [DJS 320](#) The course emphasizes the history of constitutional law in the United States through an analysis of leading Supreme Court cases that deal with government authority as well as citizen rights and civil liberties. Special attention is given to the political and historical context of major cases and the implications for public policy. Constitutional Law This change is to bring periodicity in line with the cross-listed program (Political Science). This change was already made, but it only occurred for Political Science and not for Democracy and Justice Studies.

- [UR RE ST 452](#) Planning for public and not-for-profit agencies: theory and practical significance of planning; the political and administrative setting of planning operations; and methods of planning analysis such as strategic planning. Planning Theory and Methods No changes. See attached documentation.

- [PU EN AF 452](#) Planning for public and not-for-profit agencies: theory and practical significance of planning; the political and administrative setting of planning operations; and methods of planning analysis such as strategic planning. Planning Theory and Methods No impact.

- [MUSIC 311](#) Development of skills in musical improvisation: notation and function of chords, chord symbols, scales and rhythms; selected record listening and playing sessions. Jazz Improvisation The course is already a part of required or elective options depending upon degree and emphasis being pursued.

- [MUS APP 11](#)   Instruction in basic keyboard skills to include scales, chords, simple accompaniments, and beginning to intermediate solo literature.   Keyboard Musicianship I No impact on program requirements.

- [MUS APP 13](#)   Practical study of harmony, figured bass, score reading and improvisation at the piano.   Advanced Keyboard Musicianship   MUS APP 13 is an alternative to the four semester Keyboard Musicianship sequence to satisfy the BM and BA (Music) requirement for keyboard proficiency. Its reactivation signals a return to the policy of allowing students with extensive piano background (esp. piano majors) to meet the keyboard proficiency requirement with a single-semester advanced class instead of joining other music majors in MUS APP 31 and 41.

- [MUS APP 21](#)   Instruction in basic keyboard skills to include scales, chords, simple accompaniments, improvisation, and beginning to intermediate solo literature.   Keyboard Musicianship II   No impact on program requirements.

- [MUS APP 31](#)   Instruction in basic keyboard skills to include scales, chords, simple accompaniments, and beginning to intermediate solo literature.   Keyboard Musicianship III   No changes to program requirements.

- [MUS APP 41](#)   Instruction in basic keyboard skills to include scales, chords, etudes, and performance, transposition and improvisation of accompaniments.   Keyboard Musicianship IV   No changes to program requirements.

- [MUS APP 102](#)   Students study the solo keyboard literature through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Keyboard Lessons 2   Simplify program array

- [MUS APP 103](#)   Students study the solo literature of the organ through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Organ I

- [MUS APP 104](#)   Students study the solo literature of the organ through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Organ II

- [MUS APP 107](#)   Students study the solo literature of the flute through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Flute I

- [MUS APP 108](#)   Students study the solo literature of the flute through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Flute II

- [MUS APP 109](#)   Students study the solo literature of the oboe through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Oboe I

- [MUSIC 411](#)   An individualized approach to the study of music composition, with an emphasis on large-scale forms and medium to large ensemble works.   Advanced Composition   Course is already a part of music program required and elective options depending upon degree and emphasis.

- [MUS APP 110](#)   Students study the solo literature of the oboe through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Oboe II

- [MUS APP 111](#)   Students study the solo literature of the clarinet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Clarinet I

- [MUSIC 417](#)   Provides students with the knowledge necessary to write jazz arrangements for small and large ensembles.   Jazz Arranging   This course already exists as a required or elective component depending upon the degree and emphasis being pursued.

- [MUS APP 112](#)   Students study the solo literature of the clarinet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Clarinet II

- [MUS APP 113](#)   Students study the solo literature of the saxophone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Saxophone I

- [MUS APP 114](#)   Students study the solo literature of the saxophone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Saxophone II

- [MANAGMNT 781](#)   This courses focuses on statistical process control. It draws on probability theory and statistical principles to build statistical principles to build a statistical approach to quality management.   Managerial Statistics

- [MUS APP 115](#)   Students study the solo literature of the bassoon through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Bassoon I

- [MUS APP 116](#)   Students study the solo literature of the bassoon through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Bassoon II

- [MUS APP 118](#)   Students study the solo literature of the horn through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Horn II

- [MUS APP 119](#)   Students study the solo literature of the trumpet-cornet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Trumpet-Cornet I

- [MUS APP 120](#)   Students study the solo literature of the trumpet-cornet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Trumpet-Cornet II

- [MUS APP 121](#)   Students study the solo literature of the trombone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Trombone I

- [MUS APP 122](#)   Students study the solo literature of the trombone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Trombone II

- [MUS APP 123](#)   Students study the solo literature of the baritone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Baritone I

- [MUS APP 124](#)   Students study the solo literature of the baritone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Baritone II

- [MUS APP 125](#)   Students study the solo literature of the tuba through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Tuba I

- [MUS APP 126](#)   Students study the solo literature of the tuba through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Tuba II

- [MUS APP 127](#)   Students study the solo literature through private instruction. The development of technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Instrumental Lessons 1 Individual lessons are already included in all of our degree emphases.

- [MUS APP 128](#)   Students study the solo literature through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Instrumental Lessons 2 We are simply consolidating multiple individual courses into one course with separate topics.

- [MUS APP 129](#)   Students study the solo literature of the guitar through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Guitar I

- [MUS APP 130](#)   Students study the solo literature of the guitar through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year Guitar II

- [MUS APP 101](#)   Students study the solo literature of keyboard instruments through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Keyboard Lessons 1   Simplify program array

- [MUS APP 105](#)   Students study the solo literature of their voice through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Voice Lessons 1   This course already exists as a required element of multiple degree emphases in the music major and minor.

- [MUS APP 106](#)   Students study the solo literature of their voice through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Voice Lessons 2   This course already exists as a required element of multiple degree emphases in the music major and minor.

- [MUS APP 137](#)   Students study the solo literature of the string bass through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year String Bass I

- [MUS APP 138](#)   Students study the solo literature of the string bass through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   First Year String Bass II

- [MUS APP 190](#) Study of literature drawn from music theatre repertoire. Some classical repertoire will be utilized for the study of style and the development of proper technique and mature tone. Placement is by audition. First Year Applied Musical Theatre Voice

- [MUS APP 201](#) Students study the solo literature of the piano through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Keyboard Lessons 3 Simplify program array

- [MUS APP 202](#) Students study the solo literature of the piano through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Keyboard Lessons 4 Simplify program array

- [MUS APP 203](#) Students study the solo literature of the organ through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Organ I

- [MUS APP 204](#) Students study the solo literature of the organ through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Organ II

- [MUS APP 207](#) Students study the solo literature of the flute through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Flute I

- [MUS APP 208](#) Students study the solo literature of the flute through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Flute II

- [MUS APP 209](#) Students study the solo literature of the oboe through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Oboe I

- [MUS APP 210](#) Students study the solo literature of the oboe through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Oboe II

- [MUS APP 211](#) Students study the solo literature of the clarinet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Clarinet I

- [MUS APP 212](#) Students study the solo literature of the clarinet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Clarinet II

- [MUS APP 213](#) Students study the solo literature of the saxophone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Saxophone I

- [MUS APP 214](#) Students study the solo literature of the saxophone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Saxophone II

- [MUS APP 215](#) Students study the solo literature of the bassoon through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Second Year Bassoon I

- [MUS APP 216](#)   Students study the solo literature of the bassoon through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Bassoon II

- [MUS APP 217](#)   Students study the solo literature of the horn through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Horn I

- [MUS APP 218](#)   Students study the solo literature of the horn through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Horn II

- [MUS APP 219](#)   Students study the solo literature of the trumpet-cornet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Trumpet-Cornet I

- [MUS APP 220](#)   students study the solo literature of the trumpet-cornet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Trumpet-Cornet II

- [MUS APP 221](#)   Students study the solo literature of the trombone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Trombone I

- [MUS APP 222](#)   Students study the solo literature of the trombone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Trombone II

- [MUS APP 223](#)   Students study the solo literature of their instrument or voice through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Baritone I

- [MUS APP 224](#)   Students study the solo literature of the baritone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Baritone II

- [MUS APP 225](#)   Students study the solo literature of the tuba through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Tuba I

- [MUS APP 226](#)   Students study the solo literature of the tuba through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Tuba II

- [MUS APP 227](#)   Students study the solo literature through private instruction. The development of proper technique, historically accurate interpretations, and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Instrumental Lessons 3   We are simply consolidating multiple individual courses into one course with separate topics.

- [MUS APP 228](#)   Students study the solo literature of percussion through private instruction. The development of proper technique, stylistically appropriate interpretations, and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Instrumental Lessons 4   We are simply consolidating multiple individual courses into one course with separate topics.

- [MUS APP 229](#)   Students study the solo literature of the guitar through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Guitar I

- [MUS APP 230](#)   Students study the solo literature of the guitar through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year Guitar II

- [MUS APP 205](#)   Students study the solo literature of voice through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Voice Lessons 3   This course already exists as a required element of multiple degree emphases in the music major and minor.

- [MUS APP 206](#)   Students study the solo literature of voice through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Voice Lessons 4   This course already exists as a required element of multiple degree emphases in the music major.

- [MUS APP 237](#)   Students study the solo literature of the string bass through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year String Bass I

- [MUS APP 238](#)   Students study the solo literature of the string bass through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Second Year String Bass II

- [MUS APP 289](#)   Study of literature drawn from music theatre repertoire. Some classical repertoire will also be utilized for the study of style and the development of proper technique and mature tone. Placement is by audition.   Second Year Applied Musical Theatre Voice I

- [MUS APP 290](#)   Study of literature drawn from music theatre repertoire. Some classical repertoire will also be utilized for the study of style and the development of proper technique and mature tone. Placement is by audition.   Second Year Applied Musical Theatre Voice II

- [BUS ADM 309](#)   Familiarizes individuals with current and emerging electronic commerce technologies using the Internet. The purpose of the course is to educate a new generation of managers, planners, analysts and programmers to the realities of and potential for electronic commerce.   Electronic Commerce

- [MUS APP 301](#)   Students study the solo literature of the piano through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Keyboard Lessons 5   Simplify program array

- [MUS APP 302](#)   Students study the solo literature of the piano through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Keyboard Lessons 6   Simplify program array

- [MUS APP 303](#)   Students study the solo literature of the organ through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Organ I

- [MUS APP 304](#) Students study the solo literature of the organ through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Organ II

- [MUS APP 307](#) Students study the solo literature of the flute through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Flute I

- [MUS APP 308](#) Students study the solo literature of the flute through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Flute II

- [MUS APP 309](#) Students study the solo literature of the oboe through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Oboe I

- [MUS APP 310](#) Students study the solo literature of the oboe through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Oboe II

- [MUS APP 311](#) Students study the solo literature of the clarinet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Clarinet I

- [MUS APP 312](#) Students study the solo literature of the clarinet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Clarinet II

- [MUS APP 313](#) Students study the solo literature of the saxophone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Saxophone I

- [MUS APP 314](#) Students study the solo literature of the saxophone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Saxophone II

- [MUS APP 315](#) Students study the solo literature of the bassoon through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Bassoon I

- [MUS APP 316](#) Students study the solo literature of the bassoon through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Bassoon II

- [MUS APP 317](#) Students study the solo literature of the horn through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Horn I

- [MUS APP 318](#) Students study the solo literature of the horn through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Horn II

- [MUS APP 319](#) Students study the solo literature of the trumpet-cornet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition.   Third Year Trumpet-Cornet I

- [MUS APP 320](#)   Students study the solo literature of the trumpet-cornet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Trumpet-Cornet II

- [MUS APP 321](#)   Students study the solo literature of the trombone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Trombone I

- [MUS APP 322](#)   Students study the solo literature of the trombone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Trombone II

- [MUS APP 323](#)   Students study the solo literature of the baritone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Baritone I

- [MUS APP 324](#)   Students study the solo literature of the baritone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Baritone II

- [MUS APP 325](#)   Students study the solo literature of the tuba through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Tuba I

- [MUS APP 326](#)   Students study the solo literature of the tuba through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Tuba II

- [MUS APP 327](#)   Students study the solo literature of percussion through private instruction. The development of proper technique, stylistically appropriate interpretations, and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Instrumental Lessons 5   We are simply consolidating multiple individual courses into one course with separate topics.

- [MUS APP 329](#)   Students study the solo literature of the guitar through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Guitar I

- [MUS APP 330](#)   Students study the solo literature of the guitar through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Third Year Guitar II

- [MUS APP 389](#)   Study of literature drawn from music theatre repertoire. Some classical repertoire will be utilized for the study of style and the development of proper technique and mature tone. Placement is by audition.   Third Year Applied Musical Theatre Voice I

- [MUS APP 305](#)   Students study the solo literature of voice through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Voice Lessons 5   This course already exists as a required element of multiple degree emphases in the music major.

- [MUS APP 306](#)   Students study the solo literature of voice through private instruction. The development of proper technique and a mature tone are significant components. Placement

is by audition. Special enrollment restrictions apply. Voice Lessons 6 This course already exists as a required element of multiple degree emphases in the music major.

- [MUS APP 390](#) Study of literature from music theatre repertoire. Some classical repertoire will be utilized for the study of style and the development of proper technique and mature tone. Placement by audition. Third Year Applied Musical Theatre Voice II

- [MUS APP 401](#) Students study the solo literature of the piano through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Keyboard Lessons 7 Simplify program array

- [MUS APP 402](#) Students study the solo literature of the piano through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Keyboard Lessons 8 Simplify program array

- [MUS APP 403](#) Students study the solo literature of the organ through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Fourth Year Organ I

- [MUS APP 404](#) Students study the solo literature of the organ through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Fourth Year Organ II

- [MUS APP 337](#) Students study the solo literature of the string bass through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Third Year String Bass I

- [MUS APP 338](#) Students study the solo literature of the string bass through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Third Year String Bass II

- [MUS APP 407](#) Students study the solo literature of the flute through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Fourth Year Flute I

- [MUS APP 408](#) Students study the solo literature of the flute through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Fourth Year Flute II

- [MUS APP 409](#) Students study the solo literature of the oboe through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Fourth Year Oboe I

- [MUS APP 410](#) Students study the solo literature of the oboe through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Fourth Year Oboe II

- [MUS APP 411](#) Students study the solo literature of the clarinet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Fourth Year Clarinet I

- [MUS APP 412](#) Students study the solo literature of the clarinet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. Fourth Year Clarinet II

- [MUS APP 413](#)   Students study the solo literature of the saxophone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Saxophone I

- [MUS APP 414](#)   Students study the solo literature of the saxophone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Saxophone II

- [MUS APP 415](#)   Students study the solo literature of the bassoon through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Bassoon I

- [MUS APP 416](#)   Students study the solo literature of the bassoon through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Bassoon II

- [MUS APP 417](#)   Students study the solo literature of the horn through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Horn I

- [MUS APP 418](#)   Students study the solo literature of the horn through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Horn II

- [MUS APP 419](#)   Students study the solo literature of the trumpet-cornet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Trumpet-Cornet I

- [MUS APP 420](#)   Students study the solo literature of the trumpet-cornet through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Trumpet-Cornet II

- [MUS APP 421](#)   Students study the solo literature of the trombone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Trombone I

- [MUS APP 422](#)   Students study the solo literature of the trombone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Trombone II

- [MUS APP 423](#)   Students study the solo literature of the baritone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Baritone I

- [MUS APP 424](#)   Students study the solo literature of the baritone through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Baritone II

- [MUS APP 425](#)   Students study the solo literature of the tuba through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Tuba I

- [MUS APP 426](#)   Students study the solo literature of the tuba through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year Tuba II

- [MUS APP 427](#) Students study the solo literature through private instruction. The development of proper technique, stylistically appropriate interpretations, and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Instrumental Lessons 7   We are simply consolidating multiple individual courses into one course with separate topics.

- [MUS APP 428](#) Students study the solo literature through private instruction. The development of proper technique, stylistically appropriate interpretations and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Instrumental Lessons 8   We are simply consolidating multiple individual courses into one course with separate topics.

- [MUS APP 429](#) Students study the solo literature of the guitar through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. P: Repeatable to 3 cr. conc enr in Music 151 or 152 or 251 or 252 or 351 or 352. /(F,S) FA   Fourth Year Guitar I

- [MUS APP 430](#) Students study the solo literature of the guitar through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply. P: Repeatable to 3 cr. conc enr in Music 151 or 152 or 251 or 252 or 351 or 352. /(F,S) FA   Fourth Year Guitar II

- [MUS APP 405](#) Students study the solo literature of voice through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Voice Lessons 7   This course already exists as a required element of B.M. Vocal Performance emphasis.

- [MUS APP 406](#) Students study the solo literature of voice through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Voice Lessons 8   This course already exists as a required element of B.M. Vocal Performance emphasis.

- [MUS APP 489](#) Study of songs drawn from music theatre repertoire. Some classical repertoire will be utilized for the study of style and the development of proper technique and mature tone. Placement by audition.   Fourth Year Applied Musical Theatre Voice I

- [MUS APP 490](#) Study of literature from music theatre repertoire. Some classical repertoire will be utilized for the study of style and the development of proper technique and mature tone. Placement by audition.   Fourth Year Applied Musical Theatre Voice II

- [MUS APP 437](#) Students study the solo literature of the string bass through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year String Bass I

- [MUS APP 438](#) Students study the solo literature of the string bass through private instruction. The development of proper technique and a mature tone are significant components. Placement is by audition. Special enrollment restrictions apply.   Fourth Year String Bass II

- [NURSING 317](#) Techniques of health history and physical examination to ascertain normal from variation of normal health conditions, in addition cultural and developmental variations are considered.   Health Assessment

- [NURSING 492](#) Course topics vary. Typical topics include Nursing Care of Older Adults, Pharmacology, Pathophysiology, Women's Health Care, Informatics, School Health.   Special Topics in Nursing Course will be developed from the 317 Health Assessment course (which will be deleted)

- PHILOS 309   This course examines main themes in medieval philosophy. After examining the relationship between faith and reason, students will explore the nature of the soul, knowledge, the afterlife, God's existence, the ontology of universals and other important philosophical topics. Readings will include selections from the work of Christian, Islamic and Jewish thinkers like Anselm, Thomas Aquinas, Bonaventure, Duns Scotus, William of Ockham, Maimonides, Averroes and Avicenna. Religion and Medieval Philosophy   Cosmetic changes only.

- PHILOS 101   This course will acquaint you with some of the more interesting topics and methodologies in Philosophy. Our principal focus is to learn to identify and evaluate philosophical arguments, which we will do by considering topics that circle our endeavor to grasp and understand ultimate reality. Here are some of the questions we will ask: Does the mind exist apart from the body? Do we have free Will? Is life inherently meaningful? Is moral value something that humans alone possess, or is it present in the world around us? Is there such a thing as a 'good' human life? Introduction to Philosophy Changes are only cosmetic.

- PHILOS 211   The nature and meaning of the various fine arts such as painting, literature, music and film, and their significance for human existence; the nature of the work of art and the creative activity of the artist. Philosophy of Art

- PHILOS 214   This course explores the philosophical ideas that served as the catalyst for the radical and moderate enlightenment, spanning roughly from the early 17th century to mid-18th century. Topics discussed include the nature of human identity, the physical and mental world, God, causation, free will, knowledge, and skepticism. We will read selections from Rene Descartes, Nicolas Malebranche, Benedict Spinoza, Gottfried Leibniz, John Locke, George Berkeley, and David Hume. This course will emphasize the critical reading, thinking, and writing skills indicative of the Philosophy discipline. Early Modern Philosophy The changes are only in the course description; they have no impact on existing major, minor or other program requirements.

- PHILOS 308   Science is often thought to be the ultimate form of objectivity and rational inquiry. But what is 'science'? Is there one scientific method? What reasons do we have to regard it as more truth-conducive than other routes to knowledge? Is there such a thing as a truly unbiased experiment? Do we mean to say that our scientific theories are true? What kind of justification would be required for such claims? And what about the many strange entities of science? Do electrons exist, or are they just useful fictions to fill holes in scientific theories? Are laws of nature real entities? Philosophy and the Sciences Changes are only cosmetic.

- PSYCH 300   Experimental methods in psychological research; designing and drawing conclusions from experimental research; critiques of research reports; individual and group laboratory projects. Research Methods in Psychology This is a course that has been around for a very long time. I'm just trying to change the prerequisites because one of them no longer exists.

- DJS 333   Development and social justice in a selected nation or region. Course may be repeated for credit with different area. Area Studies in Democracy and Justice

- DJS 351   The course examines the interaction between global governing bodies and diverse communities of citizens in response to globalization. The course raises awareness about how globalization affects the responsibilities of democratic citizenship and the material and ethical aspects of human rights and social justice. Political, Economy of Development

- BUS ADM 217   A treatment of advanced topics in statistics applied to a wide variety of business problems. Topics include analysis of variance, linear regression, correlation, multiple linear regression elements of time series analysis, forecasting based on time series models, quality control techniques,

survey sampling, analysis of enumerative data, non-parametric statistical methods and decision analysis. Practical business examples are used to illustrate and apply the advanced statistical techniques. Computer applications are included.   Advanced Business Statistics

- EDUC 622   Practical guidelines for classroom teachers in subject areas--English, social studies, mathematics, science, etc.; suggestions for teaching reading and study skills related to content, specialized and technical vocabulary; dealing effectively with reading problems in the content areas as it relates to the Common Core State Standards (CCSS).   Reading in the Content Areas None

- ACCTG 283A   P: None.   Beginning Accounting   x

- BUS ADM 307   Students in this course will acquire an introductory understanding about the technological foundations of the World Wide Web (WWW). They will also learn a well-rounded set of technical skills in major Web applications. Other objectives include establishing a proper strategic perspective on the Web site design.   Web Applications and Virtual Information Dissemination

- SOC WORK 720   Social work advanced practice course on working with diverse groups and communities.   Diversity, Social Justice & Advocacy   This is a required course for advanced students to fulfill MSW program requirements.

- SOC WORK 728   This course examines the role of social workers as leaders in advocacy efforts in policy practice and social institutions to address the needs of vulnerable and oppressed populations. Students apply an analytical framework from a social justice perspective when analyzing social welfare policy to examine particular practice concerns.   Advanced Policy: Leadership, Advocacy and Practice   This is a required course for advanced students to fulfill MSW program requirements.

- HUM DEV 198   First Year Seminar   Course will be part of the GPS program of the First Year Experience

- HMONG 200   Introduction to Hmong culture, including history, traditions, and religion. The course is structured around presentations by individuals from the Hmong community, field experiences in the local community, and presentations of student papers.   Introduction to Hmong Culture   Need to get into the gen ed program

- DESIGN 131   The history of the relationship between the consumer, manufacturing and the role design plays in the development of products and other forms of design that impact the economic, environmental and social spheres of contemporary life.   Introduction to Design and Culture   None needed.

- HUM DEV 302   A survey of research methods used by developmental researchers.   Developmental Research Methods   Just changing the prereqs because Bus Adm 215 and 217 being deactivated

- HMONG 250   Individual and group research projects focusing on the Hmong community. Review of early research in Hmong Studies, development of research skills in qualitative and quantitative methods, writing and presentation of research results.   Hmong Community Research   Get into gen ed program.

- BIOLOGY 308   A laboratory course examining the microscopic, biochemical and molecular approaches used to investigate cellular structure and function.   Cell Biology Laboratory   changes reflect current offering of course and needs of course

- [BUS ADM 394](#) Using primarily a case study and project approach, students will experience what it takes to own a business and gain an understanding of the many roles a small business owner has. Students experience starting a business themselves, utilizing all they have learned. Becoming an Entrepreneur

- [HIMT 310](#) This course provides an overview of how healthcare and public health are organized and how their services are delivered in the United States (US). Topics to be covered include: public policy (including US health reform initiatives), organization of healthcare systems, components and operation of healthcare organizations including e-health delivery, professional roles and accreditation, legal and regulatory issues including licensure requirements. Healthcare Systems and Organizations N/A

- [HIMT 320](#) Essential healthcare information technologies (HIT) that are used for healthcare information systems (HISs) are examined. Popular HISs include electronic medical record systems (EMRS), the computerized provider order entry systems, telemedicine, telehealth and e-prescribing. Survey of Information Technology in Healthcare N/A

- [HIMT 330](#) Specific terminology and vocabulary used by workers in healthcare and public health will be examined. Topics include medical terminology that broadly relates to human anatomy and physiology, body systems and diagnosis, including prefixes, suffixes, roots and combined forms. Topics will also include healthcare taxonomies and nomenclatures (e.g. ICD-9-CM, ICD-10, etc.).Healthcare I: Terminology & Body Systems N/A

- [HIMT 340](#) This course introduces three broad subjects: 1? evidence-based medical ethics pertaining to healthcare information management, 2) framework of healthcare information security management including security principles, policies and procedures, security management models, risk assessment, and protection mechanisms, 3) healthcare regulations and compliance with focuses on the legislative systems, policies, and legal environment in the U.S. and the existing health information laws, regulations and standards. Also addressed are the elements and development of compliance programs. Ethical issues, Security Management and Compliance N/A

- [HIMT 345](#) Introduction to: object-oriented (OO) programming paradigm, OO systems analysis and design, fundamental data structures, and n-tier software design. Examination of the role of each in the software development process. Programming and Software Development N/A

- [HIMT 355](#) This course provides an overview of basic principles involved in management and communication. Topics include basic management principles, communication skills, interpersonal communication competence, negotiation technique, team/consensus building, professional development, and problem solving/decision-making processes. Principles of Management for HIMT Professionals N/A

- [HIMT 430](#) This course examines the Quality Assessment and Quality Improvement cycle (Plan, Do, Act, Check) and the role of the HIT/HIM in the process. Tools used in quality and risk management processes will be examined. Quality Assessment and Improvement N/A

- [HIMT 360](#) This course further investigates the topics covered in HIMT 330 Health Care I. Based on each body system the course will further expand into the topics of human disease, human health issues and classification of disease/health issues. Diagnostics, Treatment and Clinical procedures that are currently in practice. In addition, the course will incorporate Pharmacotherapeutic concepts (drugs and therapies to treat/prevent/control human disease/health issues), investigating the variety of drugs used for disease treatment for each body system, this will include the current biologicals that are used for treatment. Topics will include how the drugs and biologicals work, their limitations, and the current diversity of available drugs and biologicals. Healthcare II: Survey of Disease & Treatments N/A

- [HIMT 365](#) Applications of microeconomic theory to analyze the behavior of health and health care markets. Topics will include: supply and demand of health care services, private

health insurance markets, government provision of health care services and health insurance, and health care policy.
Healthcare Economics N/A

- [HIMT 370](#) This is the first course in a two-course sequence that addresses methods and techniques of healthcare information system (IS) analysis and design as performed within the system development life cycle. Included will be techniques for problem definition, requirements gathering, analysis, logical design, selection and evaluation of alternative healthcare information systems solutions from the point of view of the health provider and user. An emphasis is placed on analysis, selection, and evaluation of information systems as they relate to healthcare. Healthcare Systems: Analysis & Design N/A

- [HIMT 375](#) Analyze and design databases to support computer-based information systems. Develop and implement relational database management systems using SQL. Topics include: data modeling techniques such as entity-relationship modeling, extended entity-relationship modeling, database constraints, database normalization techniques, and basic and advanced features of database query language SQL, etc. Database Structures and Management Systems N/A

- [HIMT 380](#) This course examines the coding and reimbursement connection; topics include managed care plans, prospective payment systems, Medicare-Medicaid reimbursement, resource-based Relative Value Scale, case mix management, and revenue cycle management. Healthcare Billing, Coding and Reimbursement N/A

- [HIMT 400](#) This course explores the sources and data contents of health-care information as well as the proper presentation of it for different usage levels. Topic addressed include: 1) data structure and use of health information (individual, comparative and aggregate), 2) type and content of health record, 3) data quality assessment, 4) secondary data sources, 5) healthcare data sets, 6) Health information archival systems, and 7) National Healthcare Information Infrastructure (NHII). The course will also cover topics in bioinformatics. Healthcare Information and Technology - Data N/A

- [HIMT 415](#) This course examines the role of HIM staff in managing human resources to facilitate staff recruitment, retention and supervision. Human Resource Management in Healthcare N/A

- [HIMT 420](#) This course addresses the phenomenal impact information system (IS) projects have had on healthcare delivery. Students learn how healthcare IS projects affect organizations, doctors, patients, and chronic-illness treatments, as well as individuals interested in managing their own healthcare. Concepts and tools for effective healthcare IS project management, process re-engineering and work redesign are introduced. The purpose of this course is to expose students to IS project management activities in healthcare settings. Topics covered include recent healthcare IS project trends, budgeting, scheduling, resource management, scope, risk analysis, and deployment controls. The genesis of healthcare project management is covered using specific cases and examples. Healthcare Systems: Project Management N/A

- [HIMT 410](#) Covers the back-end stages of healthcare systems development lifecycle through the procurement route: development of technical design specifications, procurement procedures (RFP, RFQ, vendor evaluation and selection, and contracting), systems configuration and integration, installation, conversion, operation, and maintenance. Pre-installation testing and post-conversion auditing and monitoring will be emphasized to address the upcoming requirements of federal certification of EHR systems. Healthcare Sytems: Implementation and Integration N/A

- [HIMT 425](#) Examine the concept of data warehouse and its effectiveness in supporting strategic decision making. Address the process of creating data warehouse/data-mart solutions from the identification of the enterprise informational and analytical needs to producing business intelligence by extracting information from the data warehouse by using data mining methods and models. Data Warehousing and Mining N/A

- [HIMT 435](#) This course provides fundamentals of data communications and networking techniques, and examines the linkage of information technology strategies and technological solutions enabling effective communication within and between health care organizations. Major

topics include fundamental concepts of data communications and applications, network communication devices, basic technologies of the Local Area Network, Wireless Local Area Network, Wide Area Network, Internet and the Web, the OSI stack, health care information systems standards, and the HIE, RHIN, and the NHIN.   Data Communications and Networks in Healthcare   N/A

- HIMT 445   This course assimilates and integrates concepts and applications of management and leadership in the healthcare advancing on the topics covered in HIMT 355, 365 and 415. Topics will include strategic leadership concepts, exploring key factors that impact management and planning, change management, critical organizational behaviors for leadership and management focusing on best practices and organizational accountability and assessment models. Application of Leadership & Management in Healthcare Technology   N/A

- HIMT 450   This course will be an introduction to healthcare information technology standards including standards and regulations for documentation, and will cover health information standards. The course will also investigate soft-ware applications and enterprise architecture in health-care and public health organizations.   Healthcare Information and Technology - Standards   N/A

- HIMT 350   This is an introductory course in statistical methods for the health sciences. The course will emphasize the principles of statistical reasoning, underlying assumptions, hypothesis testing, and careful interpretation of results. Some topics covered; major study designs, descriptive statistics, graphical displays of data, probability, confidence intervals and tests for means, differences of means, sample size and power, differences of proportions, chi-square tests for categorical variables, regression, multiple regression, and non-parametric statistics.   Statistics for Healthcare   Inclusion as a gen ed

- MUS APP 496   Students will research historical, social, cultural, and/or musically significant aspects of the literature they perform. The research will be presented in performance, writing, and/or other media. Students will be responsible for developing and carrying out a promotional plan for their recital. Required of students pursuing the B.M. degree with an emphasis in performance. Senior Recital   This 1 credit course will add a single credit to the performance emphases in the B.M. degree. It is also intended to provide clarification of expectations and record keeping.

- MUS APP 396   Required of students pursuing the B.M. degree. An elective course for any other student who qualifies.   Junior Recital   This zero-credit course will not impact our degree programs.

- NURSING 750   This course is designed to introduce students to the field of human resource management from the perspective of a nurse manager and address effective human resource management practices and policies designed to create and maintain a healthy professional work environment. Communication strategies and technologies, and collaboration on interprofessional healthcare teams and with diverse groups will be addressed. Staffing models, hiring, retention and supervision practices, performance enhancement planning, strategic scheduling, and labor relations/law will be covered.   Human Resource Management in Health Systems   requirement

- NURSING 755   This course will focus on the role of the nurse leader in program planning for health promotion and disease prevention for populations. Topics will include determinants of health, epidemiology, biostatistics, and advancing equity in access, services, and outcomes for vulnerable populations.   Program Planning for Population Health   requirement

- NURSING 785   This course will explore sustainability in health systems with emphasis on the environmental impact of health system practices. Implications of United States and global environmental health policy will be analyzed. Economic sustainability including cost-benefit analysis will be addressed. Emphasis will be placed on decisions and strategies nurse leaders make that impact sustainability of health systems and the environment.   Environmental Sustainability in Health Systems   requirement

- [NURSING 774](#)   In this course a student will assume a nursing leadership role by implementing a capstone project at the practicum site. Reflective strategies will be used to enhance learning and process the practicum experience. The student will disseminate the project findings to an inter-professional team.   Practicum III Advanced Leadership and Management in Health Systems   part of MSN curriculum

- [MUSIC 209](#)   An individualized approach to the study of music composition, with an emphasis on small-scale forms and small ensemble works.   Applied Composition   The course already exists so no adjustments to program requirements are needed. We added prerequisites to the course to clarify for students who is permitted to take the course. The demand for this course has increased as a music elective and, in most years, faculty loads have room only for only students required to take the course for their degree program.

- [ENV SCI 621](#)   Intensive three or four-day field study tour of the geology, soils, and landscapes of Wisconsin and/or surrounding states. Each offering will focus on a different geological theme and will focus on a specific region. Cost of transportation, guidebook, meals, and lodging borne by student. Geoscience Field Trip   I'm only updating the form and changing the course title to better match the course content. The new course title will include "topics" which can change each semester so that students may repeat the course with different content.

- [PSYCH 494](#)   Exploration of a particular topic pertaining to psychology from an interdisciplinary perspective. The topic will vary from semester to semester.   Senior Capstone in Psychology   Will be an elective for the psych major

- [ET 483B](#)   This course covers the theory of fluids including hydrostatics, hydrostatic forces, buoyancy and stability, Bernoulli's equation, pipe flow, open channel flow, drag and lift   Fluids II   Change to ET 318

- [SOC WORK 375](#)   This course is designed to increase familiarity with the family unit and its social role. Topics include basic principles of the family life cycle, how privilege and social positioning impact family life, and typical transitions and challenges experienced by the family.   Family Principles and Patterns   This course will be added as a Family support course in the BSW curriculum.

- [HUM STUD 483K](#)   A service learning course in interviewing, collecting, transcribing, compiling, and copyediting life stories and oral histories of UW-Green Bay alumni, hospice patients, and other community groups. Final projects include memory books for hospice patients, interviews for the UW-GB Library Archives, and presentations to the UW-Green Bay community. Requires both fieldwork and classroom meetings.   Documenting History   May be added to both the HUS major and the English creative major if the course is a success

- [BIOLOGY 204](#)   Hands-on laboratory reinforcing material covered in Biology 203. Laboratory activities explore the structure of seed plants, comparative morphology of animal phyla, dichotomous taxonomic keys, phylogeny, and experimental approaches to plant and animal physiology. This writing emphasis course covers the process and techniques of scientific writing.   Principles of Biology Lab: Organisms, Ecology, and Evolution   Same as Biology 203 Lecture

- [HUM DEV 283C](#)   In this course students who participated in a fall Phoenix GPS Program First Year Seminar will have the opportunity to work with their Phoenix GPS team on a service learning project and career and personal development exercises.   Phoenix GPS Program Spring Seminar   This is an elective. This course is a continuation of the work begun in the fall 2014 First Year Seminar for students enrolled in a Phoenix GPS Program section of the course.

- [DJS 365](#)   This course introduces students to the major themes around the history of American working men and women in the nineteenth, twentieth, and twenty-first centuries. The course examines the social and political place of working people as well as cultural practices and how they impacted workers' political consciousness.   U.S. Labor and the Working Class: Past and Present   This course is an elective in the Democracy and Justice Studies program. It previously existed as an experimental course. It will also be part of the History program.

- [ET 105](#)   This course equips students with the computer aided design software tools to generate 2D and 3D graphics that meet industry standards.   Fundamentals of Drawing   Course is required in the new Engineering Technology BS programs.

- [ET 106](#)   This course introduces students to parametric based modeling and design of 3D objects via Solidworks software packages. Topics include creating and editing solid parts, assemblies and working drawings, and applying top down and bottom up assembly techniques in the context of product design.   Parametric Modeling I   Course is required in the Mechanical Engineering Technology BS program.

- [ET 118](#)   This course covers basic fluid properties and hydraulic power, including pneumatics, Pascal's law, control systems, hydraulic pumps, effects of fluid friction, hydraulic energy, and design of hydraulic circuits.   Fluids I   Course is required in the Environmental and Mechanical Engineering Technology BS programs.

- [ET 130](#)   This course uses theory, laboratory investigation, and circuit simulation to introduce basic electrical and circuit analysis principals with emphasis on DC current. Concepts of electric and magnetic fields in the context of capacitors and inductors and transient responses responses in DC circuits is included.   Basic Electrical Circuits I   Course is required in the Electrical and Mechanical Engineering Technology BS programs.

- [ET 131](#)   This course uses theory, laboratory investigation, and circuit simulation to introduce basic electrical and circuit analysis principals with emphasis on AC current. Transformers, 3 phase power, frequency response and analysis, and selected DC current topics will be included.   Basic Electrical Circuits II   Course is required supporting course in the Electrical Engineering Technology BS program.

- [ET 201](#)   This course is designed to educate students in the principal and practice of air quality management, specifically the dynamic nature of air quality as it relates to ambient and industrial conditions. Air treatment technologies, contaminant movement in air matrices, and data analysis will be included.   Introduction to Air Quality   Required supporting groups course in Environmental Engineering Technology BS program.

- [ET 202](#)   This course covers generation, processing, and disposal of municipal, industrial, and agricultural waste materials with emphasis on the technical and economic feasibility of various processes.   Introduction to Solid and Hazardous Waste   Course is required in the Environmental Engineering Technology BS program.

- [ET 203](#)   This course provides an overview of water resources, drinking water standards, water quality characteristics, water pollutants, and storm water management. Sampling and laboratory instrument procedures are included with statistical analysis of data to complete lab reports.   Introduction to Water and Waste Water   Course is required supporting course in Environmental Engineering Technology BS program.

- [ET 207](#)   This course provides the skills and knowledge to create and manipulate orthographic drawings for part models, cast, molded, and sheet metal parts with weldments.

Surface modeling will be emphasized and students will be introduced to software tools with kinematics and finite element stress analysis capabilities.   Parametric Modeling II Course is required required supporting course in Mechanical Engineering Technology BS program.

- [ET 220](#)   This course covers the distribution of forces in materials, trusses, and other rigid structures. Topics include stress and strain, torsion, shear and bending moments, thermal expansion and stress, Mohr's circle, and column theory.   Mechanics of Materials Course is required supporting course in Mechanical Engineering Technology BS program.

- [ET 103](#)   This course covers fundamental concepts and theory of engineering measurements; adjustment and use of instruments; computations; measurement of distance, difference in elevation, angles, and directions; and route and construction surveys. Applications of probability and statistical analysis of surveying are included.   Surveying   This course is a required supporting course in the Environmental Engineering Technology BS program.

- [ET 116](#)   This course introduces machining, stamping, casting, forming, and joining of materials. It covers basic machine processes use to form materials to desired specifications and includes manufacturing of materials, heat treatment, foundry work, and shaping processes.   Basic Manufacturing Processes   Course is required supporting class in Mechanical Engineering Technology BS program.

- [ET 142](#)   This is an introductory course in computer programming using the C++ language. Topics covered include problem solving, algorithms, selected statements, repetition, arrays, functions, and sub-programs. Applications to electrical engineering technology are emphasized.   Introduction to Programming   Course is required supporting course in Electrical Engineering Technology BS program

- [ET 221](#)   This course introduces concepts and techniques used in the design of a machine. The components studied include gears, shafts, cams, bearings, belts, and other hardware. Using reference handbooks and catalog specifications in choosing appropriate components for various applications is stressed.   Machine Components   Course is required supporting course in Mechanical Engineering technology BS program.

- [ET 360](#)   This course presents an overview of project management with an emphasis on engineering projects. Topics include pre-construction planning, project scheduling systems, critical path management, risk and effects analysis, and failure models.   Project Management   Course is upper-level requirement in Mechanical, Electrical, and Environmental Engineering Technology BS programs.

- [ET 150](#)   This course provides a survey of codes applied to the electrical construction industry, including the National Electric Code, with discussion of safety organizations and their guidelines, including OSHA, IEEE, ISA, ANSI, and UL. Safety procedures and up-to-date electrical codes are emphasized.   Codes, Safety, and Standards Course is a required supporting course in the Electrical Engineering Technology BS program.

- [ET 390](#)   This course is the study of mechanical, electrical, and electronic systems. Students from both the electrical and mechanical engineering technology programs will form multidisciplinary teams and will design and build a project using an electromechanical control system.   Mechatronics   Course is an upper level requirement in both the Mechanical and Electrical Engineering Technology BS programs.

- [ET 400](#)   Co-ops/internships are offered on an individual basis and consist of a program of learning activities planned in consultation with a faculty member and an industry sponsor. A student may also conduct research with sponsorship of an individual faculty member.   Co-op/Internship in

- Engineering Technology   Course is an upper level elective for all three engineering technology BS degrees. Either ET 400 or ET 410 is required.

- ET 410   In this class students form teams and define a technological problem with specifications. After developing project proposals, teams work toward solutions while applying principles of technical design from the curriculum. Each team will deliver a formal presentation and provide a written report upon completion.   Capstone Project   Course is an upper level elective in all 3 engineering technology BS programs. Either ET 410 or ET 400 is required.

- ET 391   This course provides an introduction to Geographic Information Systems and the utilization of spatial data for solving geographic problems. Both theoretical concepts of GIS technology and practical applications of GIS will be studied.   GIS   Course is an upper level requirement in the Environmental Engineering Technology BS program

- ET 377   This course analyzes hazards that can affect safety/health, including assessment of safety/health risks, associated with equipment, materials, processes, and activities. Also covered will be occupational health and safety management principles to initiate and/or improve safety management systems.   Industrial Safety and Hygiene Course is an upper level elective in the Environmental Engineering Technology BS program.

- ET 420   This course focuses on the time value of money as well as operating a business using lean manufacturing with the Sic Sigma and other operational models. Topics covered include decisions under risk, best alternative using economic models, present worth analysis, rate of return, and cost benefit analysis.   Lean Processes   Course is an upper level elective in the Environmental Engineering Technology BS program. Electrical and mechanical engineering students will be encouraged to take it to fulfill the Sustainability General Education requirement.

- ET 232   This course introduces semiconductor materials and manipulation to create several types of diodes, transistors, and optoelectronic devices. The theory and operation of these devices is explored. Laboratory experiments will be performed to measure device characteristics and verify circuit performance.   Semiconductor Devices Course is a lower level supporting course required in the Electrical Engineering Technology BS program.

- ET 233   This course focuses on the operation, analysis, and application of linear active circuits utilizing transistors, operational amplifiers, comparators, mixers, and other components as well as integrated circuit functions such as converters and phase locked loops.   Linear Circuits   Course is a lower level supporting course requirement for the Electrical Engineering Technology BS program.

- ENGR 240   This course introduces embedded computer systems and mid-range micro-controller peripherals, including electric motor control components, using assembly and C programming. PLC topics such as troubleshooting, timers, counters, sequencers, data move, math , and analog input and output are covered.   Micro-controllers and Programmable Logic Controllers   Course is a lower level required supporting course in the Electrical Engineering Technology BS program.

- ET 250   This course provides an introduction to analysis techniques for continuous time and discrete time signals and typical model systems. Topics include systems definitions and properties. Signal representations and applications to circuit analysis will be made using software

packages such as MATLAB.   Signals and Systems   Course is a lower level required supporting course in the Electrical Engineering Technology BS program.

- ET 211   This course introduces digital electronics, the operation of logic gates, and the theory of combination logic circuits. Programmable logic devices, Karnaugh mapping, encoders, decoders, multiplexers, binary adders, party circuits, multi-vibrators, and glitch-free clocks are introduced.   Digital Electronics   ET 211 is a required lower level supporting course in the Electrical Engineering Technology BS program.

- ET 340   This course covers interfacing programmable logic controllers to communicate with each other in a complete system. Actuators used in typical industrial related processes are explored. Operation and application of electronic instrumentation and control systems are also covered. Advanced Programmable Logic Controllers   ET 340 is an upper level required course in the Electrical Engineering Technology BS program.

- ENGR 342   This course uses knowledge acquired from previous courses as it applies to techniques for precision measurements, interpreting measurement data and using it in control systems. Hands on laboratory experiments are provided to demonstrate and verify the concepts in precision measurement theory.   Supervisory Control and Data Acquisition   ET 342 is an upper level required course in the Electrical Engineering Technology BS program.

- ET 344   This course covers human machine interfaces applied to control systems, programmable logic controller programs, including troubleshooting and validation of interface terminal applications, and differentiation between human machine interface software and operator interface terminal functionality.   Human Machine Interface   ET 344 is an upper level required course in the Electrical Engineering Technology BS program

- ET 346   This course covers characteristics of three phase power configurations and utility systems interconnection from generation through distribution, including powerhouse, renewable, nuclear, transmission, utility grid, device coordination, metering, protective relays, fuses, breakers, and fault circuit interrupting.   Electrical Power Systems   ET 346 is a required upper level course in the Electrical Engineering Technology BS program.

- ET 348   This course includes electromagnetic vector quantities and vector operations in different coordinate systems. Static and dynamic systems are explored in the context of applications such as circuits, dielectric and permeable materials, transmission lines, antennas and waveguides.   Electromagnetic Fields and Applications   ET 348 is a required upper level course in the Electrical Engineering technology BS program.

- ET 350   Concepts needed to understand data, communications, and networking are presented in this course. The principles associated with data communication, transmission media, interfaces, error control, flow control, synchronization, circuit switching, and packet switching are investigated.   Data Communication and Protocols   ET 350 is an upper level required course in the Electrical Engineering Technology BS program.

- HUM STUD 340   Interdisicplinary study of fantasy, horror, science fiction, speculative fiction, or other forms of cognitive estrangement. Topics may include 19th-century Science Fiction, Cyborg Culture, Postcolonial Science Fiction, Gothic Horror, Fantasy, Politics in Science Fiction, Gender in Science Fiction among others.   Science Fiction & Fantasy   The course will count as an elective for the Humanistic Studies major. In addition, it will count for the new Science Fiction Studies minor within the Humanistc Studies program.

- [HUM STUD 341](#)   Interdisciplinary study of science fiction, fantasy, and horror in film.   Science Fiction Film   The course will count as an elective for the Humanistic Studies major. In addition, it will count for the new Science Fiction Studies minor and the new Film Studies minor within the Humanistic Studies program.

- [CHEM 102](#)   This class explores relationships between chemistry and energy, food, medicine, the environment, etc   Why There is Antifreeze In Your Toothpaste   This class will fulfill the new general education natural science elective for students. This course is designed for non-science majors.

- [ENGR 301](#)   This course covers the basic behavior and processing of engineering materials, including metals, ceramics, plastics, and alloys. Phase behavior of alloys, response to applied loads, crystalline and noncrystalline behavior are included. Engineering Materials   Course is required in the pre-engineering and Mechanical Engineering Technology BS program.

- [ECON 483H](#)   American Economic History focuses on the major events in modern American economic history.   American Economic History   It will provide an additional online economics elective.

- [ILS 198](#)   In this course, students will explore principles of adult learning, apply the basics of effective communication, begin the development of critical and creative thinking, articulate the meaning and value of a major in Integrative Leadership Studies, demonstrate skill in interdisciplinary problem solving, create an electronic learning portfolio, and explore the process of earning credit for prior learning.   Integrative Leadership Seminar I   Program restructuring made us consider changing the course number to be compliant with other First-Year Seminars. This course was previously numbered IST 106. The course content has not changed.

- [ILS 400](#)   This course helps students synthesize the learning experienced in the Integrative Leadership Studies major, area(s) of emphasis, and core liberal studies courses. Students will demonstrate an integration of problem-solving abilities from multiple fields of study. The capstone provides a platform for discussion, reflection, and discovery about the meaning and value of an interdisciplinary education.   Capstone: Synthesis and Assessment of Learning Program restructuring made us consider changing the course number along with the prefix change from IST 400 to ILS 499 to comply with the new General Education capstone requirements.

- [ET 206](#)   This course will provide engineering students with a background in important concepts and principles of chemistry. Emphasis will be on areas mot relevant for an engineering context with practical applications. In addition to the fundamental concepts of atomic structure, solutions, stoichiometry, kinetics, and enthalpy of reactions, the connections between chemistry, physics, and materials science will be investigated.   Chemistry for Engineers   ET 206 will be a required supporting course for the mechanical engineering technology BS degree. Students may either take ET 206 or CHEM 211 and CHEM 212 with their associated labs CHEM 213 and CHEM 214.

- [ET 324](#)   This course analyzes selection, set-up, and circuitry associated with AC and DC drives and motors. Topics include DC motor characteristics. AC induction, specialty machine performance and characteristics, stepper motors, servomotors, and three phase power systems are also included.   Motors and Drives   Course is required upper-level in both Mechanical and Electrical Engineering Technology BS programs.

- [MUS ENS 313](#)   Applied study in vocal and/or instrumental accompanying for pianists.   Keyboard Accompanying   MUS ENS 313 will be offered as a means to fulfill the small ensemble requirement for the BA in music and BM degrees.

- ENGLISH 483C   Revision, development, workshop of a single novel in preparation for marketing and publication. Students entering this course must have completed a novel draft of at least 50,000 words.   Advanced Novel Writing Workshop   Eventually, once this becomes a standing course, this class would count towards upper level requirements in the creative writing emphasis.

- PSYCH 380   Conservation Psych seeks to understand and motivate humans to practice sustainable behavior.   Conservation Psychology   Course will be added as an upper-level course in the Psychology Major and Minor and will be a key class in the newly-developed Psychology of Sustainability Area of Emphasis in the Psychology Major.

- BIOLOGY 201   Study of biological principles, focusing on cellular structure and function, metabolism, genetics, evolution and development. This introductory course is intended for science majors.   Principles of Biology: Cellular and Molecular Processes   Lecture and lab are being split, but both are still required for Biology and Environmental Science majors. This split will allow students to take lecture and lab components in different semesters or repeat one without the other.

- POL SCI 480   This course is designed to be taken during the last semester of one's UW-Green Bay education to "cap off" training in political science and related fields. In this course, students will complete either a research paper that approaches the standards of graduate school, and thus professional norms of research and publishing, or a significant service learning project designed to put theoretical knowledge into practice. As a result, the course has two major objectives that are organized around important disciplinary research objectives: 1) to practice standard political science research methods and 2) to conduct applied research and activities in political science.   Senior Seminar/Capstone in Political Science   This course was designed to meet the degree/general education requirement for a capstone course in political science.

- ET 240   This course introduces embedded computer systems and mid-range micro-controller peripherals, including electric motor control components, using assembly and C programming. PLC topics such as troubleshooting, timers, counters, sequencers, data move, math, and analog input and output are covered.   Micro-controllers and Programmable Logic Controllers   This is a required lower level course in the Electrical Engineering Technology BS program.

- ET 342   This course uses knowledge acquired from previous courses including embedded controllers and electrical circuit design as it applies to techniques for precision measurements, interpreting measurement data, and using it to control systems. Hands on laboratory experiments are provided to demonstrate and verify the concepts in precision measurement theory as it relates to process measurements and the accuracy of electrical measurements in industry.   Supervisory Control and Data Acquisition   This is a required upper level course in the Electrical Engineering Technology BS program.

- ART 402   Development of personalized imagery with continuing conceptual, formal, and technical exploration; encourages recriprocal influence of studio areas and learning experiences.   Advanced Drawing   Changed prerequisites would allow more students in earlier. Students have option to take 304 after 402 with new change, which assists in enrollment which is now stymied by periodicity.

- IST 106   In this course, students will explore principles of adult learning, apply the basics of effective communication, begin the development of critical and creative thinking, articulate the meaning and value of a major in Interdisciplinary Studies, demonstrate skill in interdisciplinary

problem solving, create an electronic learning portfolio, and explore the process of earning credit for prior learning.
Adult Learning Seminar

- IST 400 This course helps students synthesize the learning experienced in the Interdisciplinary Studies major, area(s) of emphasis, and core liberal studies courses. Students will demonstrate an integration of problem-solving abilities form multiple fields of study. The capstone provides a platform for discussion, reflection, and discovery about the meaning and value of an interdisciplinary education.
Capstone: Synthesis and Assessment of Learning

- BIOLOGY 307 A study of the fundamental biological processes that occur within a cell and its normal environment. Topics include cellular molecules and metabolic processes; membranes and organelles; synthesis and regulation of macromolecules; protein sorting and transport, cytoskeleton; signal transduction, cellular interactions, cell cycle and growth of normal and neoplastic cells. Cell Biology   course information updated to reflect what is currently being offered and needed.

- BIOLOGY 410 This course covers both the classical experiments that contributed to our understanding of developmental biology and the recent explosion of information about development made possible by a combination of genetic, cellular, and molecular approaches. Examples from vertebrate, invertebrate, and plant systems will be used to illustrate underlying principles and concepts. Topics include axis formation, induction, morphogenesis, embryonic pattern formation, cell differentiation, and organogenesis.   Developmental Biology changes reflect current offering of course and course needs

- BUS ADM 215 This course starts from the beginning principles and ideas of probability and statistics and progresses to cover many business statistics applications. Topics include: usefulness of business statistics, describing sets of measurements, probability, random variables and probability distributions, discrete probability distributions, the normal probability distributions, sampling distributions, confidence interval and sample size estimation, hypotheses testing , and developing inferences from samples. Credit will not be granted for both Bus Adm 215 and (Comm Sci 205 or Math 260).   Introduction to Business Statistics

- CHEM 331 Laboratory course to accompany Chem 330.
Biochemistry Laboratory   No change for majors or minors.

- CHEM 403 Synthesis of a natural pharmaceutical product. Learn the modern strategies and techniques involved in multi-step organic synthesis; run reactions, purify products, and use instruments to characterize products.   Advanced Organic Chemistry Laboratory   I have removed the requirement of co-registration with chem 402 (advanced organic chemistry lecture). This will now be a stand alone lab course. It will appeal to human biology majors who need an upper level lab class. It will also appeal to chemistry majors as an elective course.

- CHEM 434 Physical, chemical, and biological processes affecting the composition of air and water. Chemical reactions in polluted, and unpolluted environments; dispersal processes and methods of control for various pollutants.   Environmental Chemistry

- CHEM 435 Basic measurement techniques used by environmental scientists to evaluate air and water quality; field methods, continuous monitoring techniques, and in-laboratory analysis techniques. Experiments demonstrate reaction kinetics, stoichiometry, thermodynamics instrumentation, and wet chemical methods.   Environmental Chemistry Laboratory

- PHYSICS 103 A non-calculus physics sequence covering fundamentals of mechanics, energy, power, thermodynamics and sound. Applications to the areas of biology, chemistry, the earth science and technology. This is a blended, or hybrid, course. It includes both online and face-to-face components. Full credit will not be granted for both PHYSICS 103 and PHYSICS 201.   Fundamentals of Physics I
NA

- [PHYSICS 104](#) A non-calculus physics sequence covering fundamentals of electricity and magnetism, electronics, light, atomic and nuclear structure and relativity. Applications to the areas of biology, chemistry, the earth science and technology. This is a blended, or hybrid, course. It includes both online and face-to-face components. Full credit will not be granted for both PHYSICS 104 and PHYSICS 202.
  Fundamentals of Physics II   NA

Course Approvals:

- Art 420: Advanced Drawing   Prerequisite change

- MUSIC BA COMP Major Adding/Deleting appropriate courses

- MUSIC BA INDIV Major Adding/Deleting appropriate courses

- MUSIC BM EDUC CHORAL GEN MUSIC Major   Adding/Deleting appropriate courses

- MUSIC BM EDUC INSTRUMENTAL GEN MUSIC Major   Adding/Deleting appropriate courses

- MUSCI BM INSTRUMENTAL PER Major   Adding/Deleting appropriate courses

- Physics Minor   No changes

- POL SCI major   Adding/Deleting appropriate courses

- POL SCI 480: Senior Seminar/Capstone in Political Science   Capstone course for POL SCI major-new

- PSYCH 380: Conservation Psychology   Sustainability course -new

- PSYCH Major_New emphasis, Brain, Behavior and Health   New emphasis

- PSYCH Major_New emphasis, Cultural Gender Diversity New emphasis

- PSYCH Major_New emphasis, Mental Health   New emphasis

- PSYCH Major_New emphasis, Sustainability   New emphasis

- SOC WORK General   Some issues with configuration-reset

- ACCTG major   ADD BUS ADM 481 to array of course choices

- ANTHRO 304:Family, Kin and Community   New recommended prerequisite

- ARTS MGMT 480: Arts Management Seminar   Reducing lecture to 3 credits   Description, removed topics (there were none).

- BIOLOGY 203: Principles of Biology: Organisms, Ecology & Evolution   Add BIOLOGY 204, change to 3 credits.

- BIOLOGY 302: Principles of Microbiology   BIOL 201/202 (lecture/lab) prerequisite

- BIOLOGY 303: Genetics   BIOL 201/202 (lecture/lab) prerequisite

- BIOLOGY 309: Evolutionary Biology   BIOL 201/202 (lecture/lab) prerequisite

- BIOLOGY 320: Field Botany   Adding the two labs for BIOL 202and 203, new courses

- BIOLOGY 322: Environmental Microbiology Adding the two labs for BIOL 202and 203, new courses

- BIOLOGY 340 : Comparative Anatomy of Vertebrates   Adding the two labs for BIOL 202and 203, new courses

- BIOLOGY 342 : Ornithology   Adding the two labs for BIOL 202and 203, new courses

- BIOLOGY 343 : Mammalogy   Adding the two labs for BIOL 202and 203, new courses

- BIOLOGY 345 : Animal Behavior   Adding the two labs for BIOL 202and 203, new courses

- BIOLOGY 346 : Comparative Physiology   Adding the two labs for BIOL 202and 203, new courses

- BIOLOGY 353 : Invertebrate Biology   Adding the two labs for BIOL 202and 203, new courses

- BIOLOGY 355 : Entomology-Adding the two labs for BIOL 202and 203, new courses

- BIOL Major: EDUC emphasis-Adding the two labs for BIOL 202and 203, new courses

- BIOL Minor - Adding the two labs for BIOL 202 and 203, new courses

- BUS ADM 210: Professional Skills for Your Career   New Course

- BUS ADM 362: Intro to HR Management   Prerequisite change

- BUS ADM 472: Leadership Development   Prerequisite change

- BUS ADM 481: Entrepreneurship and Small Business Management   New Course

- BUS ADM 482: Strategic Management   Prerequisite change

- BUS ADM 489: Organizational Culture and Change   Prerequisite change

- BUS ADM 490: Strategic Decision Analysis   Prerequisite change

- BUS ADM Major: Finance   ADD BUS ADM 481 to array of course choice

- BUS ADM Major: HR Mgmt   ADD BUS ADM 481 to array of course choice

- BUS ADM Major: Management — ADD BUS ADM 481 to array of course choice

- BUS ADM Major: Marketing — ADD BUS ADM 481 to array of course choice

- CHEM 330: Biochemistry — Adding the two labs for BIOL 202and 203, new courses

- COMM 382: Public Relations Writing — Prerequisite change

- COMP SCI 351 : Data Structures — Prerequisite change

- COMP SCI 352 : Computer Graphics and Animation — Prerequisite change

- COMP SCI 372 : Software Engineering — Prerequisite change

- COMP SCI 474 : Game Engines — New Course

- COMP SCI Major — Adding courses

- EDUC: EDUC Major — Took out courses added new

- EMBI: Environmetal Sustainability and Business Certificate — Removed/added course

- EMERG MGMT: Emergency Management Certificate — New Certificate

- ENV POL PLAN: Planning Emphasis — Add course

- ENV POL PL-I : Environmental Policy and Planning Minor Add a course

- ENV SCI 207: Laboratory Safety — Adding lab for BIOL 202 new courses

- ENV SCI 302 : Principles of Ecology — Prerequisite added

- ET 101: Fundamentals of Engineering Technology — New Course never submitted for ET programs

- ET 322 : Design Problems — New Course

- ET 377 : Industrial Safety and Hygiene — Adding the two labs for BIOL 202and 203, new courses

- FNS 211 : First Nations Service Learning — New Course

- HIMT 440 : Group Processes, Team Building and Leadership — Remove periodicity and prerequisite

- History 290 — New Course

- HISTORY Major — Add and remove /courses and specific topics

- HUM BIOL 205: Biotechnology & Human Values Add BIOL 201/202 (lecture/lab)

- HUM BIOL 206 : Fertility, Reproduction, and Family   Add BIOL 201/202 (lecture/lab)

- HUM BIOL 208 : Scientific Conditioning of the Athlete   Add BIOL 201/202 (lecture/lab)

- HUM BIOL 328: Disease Causing Organisms Add BIOL 201/202 (lecture/lab)

- HUM BIOL 331: Science and Religion: Sprit of Inquiry   Add BIOL 201/202 (lecture/lab)

- HUM BIOL 333: Principles of Sports Physiology   Add BIOL 201/202 (lecture/lab)

- HUM BIOL 341: Human Anatomy Lab   Many changes

- HUM BIOL 360: Exercise Physiology   New course to replace a prior version where
  lecture/lab together

- HUM BIOL 361: Exercise Physiology Lab   New course to replace a prior version where
  lecture/lab together

- HUM BIOL Major: Cytotechnology   Add BIOL 201/202 (lecture/lab) and HUM BIOL
  360/361

- HUM BIOL Major: Exercise   Add new courses/remove old

- HUM BIOL Major: Health Science   Add new courses/remove old

- HUM BIOL Major: General   Add new courses/remove old

- HUM BIOL Major: Nutritional Sciences   Add new courses/remove old

- HUM BIOL Minor: Applied   Add new courses/remove old

- HUM BIOL Minor: General   Add new courses/remove old

- HUM STUD 104: World Civilizations II   Not sure

- ILS 300: Integrative Leadership Seminar   New Course

- ILS 478: Honors in Major   IST went to ILS, changing courses to align

- ILS 497: Internship   IST went to ILS, changing courses to align

- ILS 498: Independent Study   IST went to ILS, changing courses to align

- ILS: HUM DEV Emphasis   BIOL 201/202 (lecture/lab)

- INFO SCI 302 : Introduction to Data Science New Course

- INFO SCI 332 : Mobile Platforms and Apps   New Course

- INFO SCI 341: Survey of Gaming and Interactive Media   New Course

- INFO SCI 342: Game Design   New Course

- INFO SCI 361 : Introduction To Information Assurance & SecurityNew Course

- IST 478: Honors in Major　　　　　　　　Deactivation

- IST 497: Internship　　　　　　　　　　Deactivation

- IST 498: Independent Study　　　　　　Deactivation

- INFO SCI 302 : Introduction to Data Science New Course

- INFO SCI 341 : Survey of Gaming and Interactive Media

- INFO SCI 342 : Game Design

- INFO SCI 361 : Introduction To Information Assurance & Security

- MUSIC 102: Concert Attendance　　　　Not sure

- NURSING 490 : Synthesis for Nursing Practice　　Adding Capstone designation for Gen E

- PHILOS 212 : Philosophy, Religion, and Science　Periodictiy, description

- PHILOS 214 : Early Modern Philosophy　　Course description

- PSYCH 420 : Psychological Testing　　　Course title, periodicity

- PSYCH 429 : Theories of Personality　　Taking off Writing Emphasis

- PSYCH Major: General　　　　　　　　Adding new emphases to major, requires the existing major to become one of the five emaphases, calling General in alignment with other majors

- PU EN AF 198: First Year Seminar　　　Topic changes

- PU EN AF 425: Fundraising and Marketing for NonprofitsSpelling error in course

- PU EN AF 426 : Strategic Philanthropy: Civic Engagement Through GivingDescription

- PU EN AF 428 : Public and Nonprofit Program EvaluationPrerequisites

- PU EN AF 430 : Seminar in Ethics and Public Action　　Periodictiy, add to capstone

- PUB ADM Major: Emerg Mgmt　　　　Program deactivation

- PUB ADM Major: Nonprofit Mgmt　　　Program deactivation

- PUB ADM Minor　　　　　　　　　　Courses added

- PUB ADM Major: Public Policy　　　　Getting rid of several emphases, going to one major

- SOC WORK Major: Child Welfare　　　Add course

- UR RE ST Major: Broad Emphasis going to one major, eliminating emphases   Broad becomes the major

- UR RE ST Major: going to one major, eliminating Community Development Emphasis   Deactivation

- UR RE ST Major: going to one major, eliminating Land Surveying Emphasis   Deactivation

- UR RE ST Major: going to one major, eliminating Ethnic Studies Emphasis   Deactivation

- UR RE ST Major: going to one major, eliminating Urban & Regional Planning Emphasis   Deactivation

- WOST 375: Gender and Global Justice   Deactivation

- Music 198: First Year Seminar   New topic   Approve

- Nut Sci 300: Human Nutrition   Add BIOL 201/202 (lecture/lab) Approve

- Nut Sci 327: Nutritional Biochemistry   Add BIOL 201/202 (lecture/lab) Approve

- PHILOS 101: Introduction to Philosophy Course is not changed but has a differing description on the attached syllabi Will be deleting.

- PHILOS 102: Contemporary Ethical Issues   Course description   Approve

- PHILOS 198: First Year Seminar New topic   Approve

- PHILOS 220: Environmental Ethics   Course description   Approve

- PHILOS 301 : Ethical Theory   Course description   Approve

- PHILOS 308 : Philosophy and the Sciences   No changes so not sure what he is doing. Approve

- PSYCH 308 : Physiological Psychology   Add BIOL 201/202 (lecture/lab) Approve

- PSYCH 310 : Drugs and Behavior Add BIOL 201/202 (lecture/lab) Approve

- PU EN AF 345: Public & Nonprofit Human Resource & Risk Management New Course   Approve

- WOST 306: Fertility, Reproduction & Family Planning   Add BIOL 201/202 (lecture/lab)   Approve

- WOST 324: The Biology of Women   Add BIOL 201/202 (lecture/lab) Approve

- WOST: 375: Gender and Global Justice   Add BIOL 201/202 (lecture/lab) Approve

- ENV SCI 320: The Soil Environment Cross list with ET 321

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- o Confusion created for studnets see side box Email sent in late Sep, to suggest, no action taken. Greg Davis had input as there are issues, calling a meeting, at outset will rollback to appropriate party for adjustment.

- ENV SCI 320 -The Soil Environment (exists) ET 320 The Soil Environment (would be cross-list) ENV SCI 321 : The Soil Environment Lab (exists)   ET 321 Motors & Drives (proposed). Registrar suggested ENV SCI/ET 324 The Soil Environment be created with a ENV SCI/ET 326 The Soil Environment Lab get created instead

- ET 320 Motors and Drives See above Confusion created for studnets see side box Greg Davis had input as there are issues, calling a meeting, at outset will rollback to appropriate party for adjustment.

- CHEM - ACE ENV CHEM Emphasis (Major)   CHEM 434 and 435 were removed and ENV SCI 305 added, was being subbed BIOL 202 is used and a proposal is coming forward to split that, to two courses. Suggest we add that already. Also course is not indented. Propose we start fixing these rather than rollback.   Approve, BIOL 202 has not been approved so nothing to adjust at this time

- DJS-I minor Adding POL SCI 101 to supporting, 333 being discontinued so out, add 463   Still not indented and courses not fixed.   Approve

- ECON 483X: American Economic History Experimental course offering for adult degree division UL Changed to 483H which is next available alpha character in SIS by Registrar.
                                    Approve

- ENGLISH 302: Short Fiction Writing Workshop   Course title change   Approve

- ENGLISH 304: Creative Nonfiction Writing   Change Periodicity   Approve

- ENGLISH major Creative Writing Emphasis   Removing ENGLISH 224 from Upper level array. Course changed to a 300 level offering. Getting this out of UL requirements to be clear on 300 level content expectation   Approve

- ENGR 201: Engineering Materials   Deactivated-course is needed at upper level. Getting rid of lower lever version, creating a new upper level version   Approve

- ENGR 301: Engineering Materials   New upper level course to replace 201   Approve

- ENGR 342: Supervisory Control and Data Acquisition   Used in ELEC ET major   None   Approve

- ET 211: Digital Electronics, 334: Solid Waste Management, 340: Advanced Programmable Logic Controllers, 344: Human Machine Interface, 346: Electrical Power Systems, 348: Electromagnetic Fields and Applications, 350: Data Communication and Protocols, 420: Lean Processes   New Courses for ET programs.   NA   NA
                                    Approve as a block

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- ET 400: Capstone: Synthesis and Assesment of Learning   Capstone course   Did route past GEC   Approve

- ET 410: Capstone Project Capstone course   Did route past GEC   Approve

- ET 455: Environmental Data Analysis   Couse is coming over as UGRD version of 755 this is not how handled before   Confusion   Greg Davis had input as there are issues, calling a meeting, at outset will rollback to appropriate party for adjustment.

- ILS 499: Capstone: Synthesis and Assesment of Learning Create new Capstone courses with 499 number convention to go with major name change new subject. Did route past GEC   Approve

- IST 106: Adult Learning Seminar   Deactivating IST subject courses, creating corresponding ILS subject courses   Approve

- IST 400: Capstone: Synthesis and Assesment of Learning Deactivating IST subject courses, creating corresponding ILS subject courses   Approve

- MUS APP 101: Keyboard Lessons 1, 102: Keyboard Lessons 2, 201: Keyboard Lessons 3 and 202: Keyboard Lessons 4, 301: Keyboard Lessons 5, 302: Keyboard Lessons 6, 401: Keyboard Lessons 7, 402: Keyboard Lessons 8   Piano to keyboard 1, 2, 3, 4, 5, 6, 7, 8   Approve

- MUS APP 103: First Year Organ I, 104: First Year Organ II, 203: Second Year Organ I, 204: Second Year Organ II , 303: Third Year Organ I , 304: Third Year Organ II, 403: Fourth Year Organ I, 404: Fourth Year Organ II Deactivating organ they will take keyboarding.   Removing courses to make major easier to follow   Approve

- MUS APP 105: Voice Lessons 1, 106: Voice Lessons 2, 205: Voice Lessons 3, 206: Voice Lessons 4, 305: Voice Lessons 5, 306: Voice Lessons 6, 405: Voice Lessons 7, 406: Voice Lessons 8Changing to voice 1, 2, 3, 4, 5, 6, 7, 8   Approve

- MUS APP 107: First Year Flute I, 108: First Year Flute II, 109: First Year Oboe I, 110: First Year Oboe II, 111: First Year Clarinet I, 112: First Year Clarinet II, 113:First Year Saxofone I, 114:First Year Saxofone II, 115: First Year Basson I, 116: First Year Basson Ii, 190: FIrst Year Applied Musical Theatre Voice   Deactiving courses to eliminate 11 instruments.   Approve

- MUS APP 289: Second Year Applied Musical Theatre Voice I , 290: Second Year Applied Musical Theatre Voice II, 389: Third Year Applied Musical Theatre Voice I , 390: Third Year Applied Musical Theatre Voice II, 489:Fourth Year Applied Musical Theatre Voice I, 490: Fourth Year Applied Musical Theatre Voice II   Deactivating   Approve

- MUSIC 209: Applied Composition   Strong prerequisites   Approve

- MUSIC 311: Jazz Improvisation   1-2 variable, repeatable   Approve

- MUSIC 411: Advanced Composition   Name, credit, repeatability, cap   Approve

- MUSIC 417: Jazz Arranging   Cap and repeatability   Approve

- Nursing 317: Health Assessment   Deactivating, course is delivered as needed as a topics course   Approve

- PHILOS 211: Philosophy of Art   Deactivation has not run, reducing LL GE offerings   Approve

- PSYCH 494: Senior Capstone in Psychology   Topical Capstone, 2 topics   Did go past GEC   Approve

- PU EN AF 452: Planning Theory and Methods   Removing Pre-req   Did remove now Typo fixed, approve

- UR RE ST 452: Planning Theory and Methods   Removing Pre-req   Did remove now   Approve

- ART 309: Intermediate Painting: Oil Painting   Periodicity   Approve

- ART 310: Intermediate Painting: Media Exploration   Periodicity   Approve

- COMP SCI 161 : Overview of Programming Constructs with Visual Basic   Course Deactivation   Approve

- COMP SCI 240 : Discrete Mathematics   Prerequisite change Approve

- COMP SCI 351 : Data Structures   Prerequisite change Approve

- COMP SCI 358 : Data Communication and Computer Networks   Adding to electives   Approve

- COMP SCI 360 : Systems Analysis and Project Management   Prerequisite change   Approve

- COMP SCI 361 : Information Assurance and Security   New Course   Approve

- COMP SCI 450 : Theory of Algorithms   Prerequisite change Approve

- COMP SCI 451 : DATABASE SYSTEMS AND BIG DATA PROCESSING   Change description, title, periodicity, prerequisite   Approve

- COMP SCI 452 : Operating Systems Using Linux   Change periodicity, prerequisite Approve

- DESIGN 375 : Communication Skills: Language of Metaphor   Course Deactivation   Approve

- DJS 365 : U.S. Labor and the Working Class: Past and Present   Cross list with History   Approve

- ELEC ET : Electrical Engineering Technology New Major program Approve

- ENV ET : Environmental Engineering Technology New Major program   Approve

- HISTORY 337 : The Rise of Islamic Civilization to 1800   Adding to Global Culture Gen Ed category   Approve

- HISTORY 354 : History of Modern East Asia Adding to Global Culture Gen Ed category   Approve

- HISTORY 356 : History of Modern Africa   Adding to Global Culture Gen Ed category   Approve

- HISTORY 358 : Political History of Modern Latin America Adding to Global Culture Gen Ed category   Approve

- HISTORY 365 : U.S. Labor and the Working Class: Past and Present   New Course   Approve

- History Major   Add new course to category Approve

- HUM STUD 375 : Humanities, Business and Critical Thinking   New Course   Approve

- ILS 198 : Integrative Leadership Seminar I   Remove consent to drop   Approve

- MECH ET : Mechanical Engineering Technology   New Major program   Approve

- PHILOS 213 : Ancient Philosophy   Course description   Approve

- PHILOS 216 : Introduction to Asian Philosophy   Course description   Approve

- PHILOS 217 : Introduction to the Philosophy of Religion   Add new courses/remove old   Approve

- PHILOS 309 : Religion and Medieval Philosophy   Add ILS 198 and 400, remove IST versions of these courses   Approve

- PHILOS 326 : Philosophy, Politics and Law   Add ILS 198 and 400, remove IST versions of these courses   Approve

- PHILOS 401 : Plato and Aristotle   Add ILS 198 and 400, remove IST versions of these courses   Approve

- Psychology Minor   Set up elective choices based on GENERAL emphasis. Before was a statement rather than an actual course list.   Approve

- THEATRE 356 : Production Practicum: Properties and Scene Painting   New Course   Approve

- THEATRE 357 : Production Practicum: Wardrobe and Makeup Crew   New Course   Approve

- THEATRE 358 : Performance Practicum: Musical New Course   Approve

End of Year AAC-Program Changes approved

Deactivations of majors (emphases), minors or certificates
PUB ADM EMER MGNT: Emergency Management Emphasis (major)
PUB ADM NONPROF: Nonprofit Management Emphasis (major)
UR RE ST ECON: Community Development Emphasis (major) Urban and Regional Studies major had 5 emphases, eliminated four of them to convert to one option for major.
UR RE ST LAND SURVE: Land Surveying Emphasis (major)
UR RE ST MINORITY: Ethnic Studies Emphasis (major)
UR RE ST PLAN: Urban & Regional Planning Emphasis (major)
New Programs: majors (emphases), minors or certificates
ELEC ET: Electrical Engineering Technology* (major)
EMERG MGMT: Emergency Management (certificate)
ENV ET: Environmental Engineering Technology* (major)
HUM STUD-I SF STUD: Science Fiction Studies (minor)
MECH ET: Mechanical Engineering Technology* (major)
*These majors were approved for 14-15 but did not get into catalog in time. Finishing this task.
PSYCH Brain Beha: Brain, Behavior, and Health Emphasis (major) Psychology major had one option, added four additional emphases and created a General emphasis from the original major.
PSYCH Diversity: Cultural and Gender Diversity Emphasis (major)
PSYCH GENERAL: Psychology Major-General Emphasis (major)
PSYCH Ment Healt: Mental Health Emphasis (major)
PSYCH Sustain: Sustainability Emphasis (major)

Changes to majors (emphases), minors or certificates (add new courses, remove deactivated courses or change course array due to changes to courses or available choices.)
ACCTG: Accounting (major)
ACCTG: Accounting (minor)
BAS-ILS APP COM: Applied Communication Emphasis (major)
BAS-ILS ARTS: Arts Emphasis (major)
BAS-ILS EMER MGMT: Emergency Management Emphasis (major)
BAS-ILS HUM DE: Human Development Emphasis (major)
BAS-ILS NONPROFIT: Nonprofit Leadership Emphasis BAS-ILS SELF-DIR: Self-Directed Emphasis (major)
BIOLOGY ANIMAL: Animal Biology Emphasis (major)
BIOLOGY BIOL-ED: Biology for Educators Emphasis (major)
BIOLOGY CELL: Cell/Molecular Emphasis (major)
BIOLOGY ECOLOGY: Ecology and Conservation Emphasis (major)
BIOLOGY-I: Biology (minor)
BUS ADM FINANCE: Finance Emphasis (major)
BUS ADM GENERAL: General Business Emphasis (major)
BUS ADM HR MGMT: Human Resource Management (major)
BUS ADM MANAGEMENT: Management Emphasis (major)
BUS ADM MARKETING: Marketing Emphasis (major)
BUS ADM-I: Business Administration (minor)
CHEM ACS: American Chemical Society Certified in Chemistry Emphasis (major)
CHEM CHEM-GEN: Chemistry Emphasis (major)

CHEM ENVR-ACS: American Chemical Society Certified in Environmental Chemistry Emphasis (major)
CHEM-I: Chemistry (minor)
COMM JOURNALISM: Journalism Emphasis (major)
COMM MASS: Mass Media Emphasis (major)
COMP SCI: Computer Science (major)
DJS AMERICAN: American Studies Emphasis (major)
DJS INTERNAT: U.S. and the World Emphasis (major)
DJS LAW: Law and Justice Studies Emphasis (major)
DJS WOMENS: Women's and Gender Studies Emphasis (major)
DJS-I: Democracy and Justice Studies (minor)
ECON-I: Economics (minor)
EDUC: Education (major)
EDUC-I: Education (minor)
EMBI: Environmental Sustainability and Business (certificate)
ENGLISH CREATIVE: Creative Writing Emphasis (major)
ENGLISH ENGL-ED: English Education Emphasis (major)
ENV POL PL PLANNING: Planning Emphasis (major)
ENV POL PL POLICY: Public Policy Emphasis (major)
ENV POL PL-I Environmental Policy and Planning (minor)
ENV SCI: Environmental Science (major)
GEOG-I: Geography (minor)
GEOSCI GEO-ED: Geoscience Emphasis for Students Seeking Teaching Certification (major)
GLOBAL-I: Global Studies (minor)
History (major)
HUM BIOL CYTOTECH: Cytotechnology Emphasis (major)
HUM BIOL EXERCISE: Exercise Science Emphasis (major)
HUM BIOL HEALTH SCI: Health Science Emphasis (major)
HUM BIOL HUB-GEN: General Human Biology Emphasis (major)
HUM BIOL NUT SCI: Nutritional Sciences/Dietetics Emphasis (major)
HUM BIOL-I APPLIED: Applied Human Biology Emphasis (minor)
HUM DEV-I: Human Development (minor)
ILS APP COM: Applied Communication Emphasis (major)
ILS ARTS: Arts Emphasis (major)
ILS EMER MGMT: Emergency Management Emphasis (major)
ILS ENV POL: Environmental Policy Studies Emphasis (major)
ILS HUM DEV: Human Development Emphasis (major)
ILS LDR PUB S: Leadership in Public Service Emphasis (major)
ILS NONPROFIT: Nonprofit Leadership Emphasis (major)
ILS SELF-DIR: Self-Directed Emphasis (major)
INTL-BUS-I: International Business (minor)
MUSIC BA COMP: Composition (major)
MUSIC BA INDIV: Individual Studies (major)
MUSIC BA JAZZ: Jazz Studies (major)
MUSIC BM EDCH: Music Education: Pre-K-12 Choral and General Music (major)
MUSIC BM EDIN: Music Education: Pre-K-12 Instrumental and General Music (major)
MUSIC BM INST: Instrumental Performance (major)
MUSIC BM VOIC: Vocal Performance (major)
MUSIC-I: Music (minor)
PHILOS-I: Philosophy (minor)
POL SCI: Political Science (major)
PSYCH-I: Psychology (minor)
PUB ADM-I: Public Administration (minor)

PUB ADM-PUA: Public Administration (major)
SOC WORK CHILD WELF: Social Work - Child Welfare Emphasis (major)
SOC WORK GENERAL: Social Work - General Emphasis (major)
UR RE ST: Urban and Regional Studies (major) Urban and Regional Studies major had 5 emphases, eliminated four of them to convert to one option for major.

UNIVERSITY of WISCONSIN
GREEN BAY

To: Scott R. Furlong, Dean

College of Liberal Arts and Sciences

From: Steve Kimball, Co-Chair

Academic Affairs Council

Date March 6, 2015

The Academic Affairs Council (AAC) has read and discussed the Chemistry Program Review. The Academic Affairs Council notes many strengths and accomplishments, as well as limitations and challenges for the Chemistry program, and offers recommendations that we hope will be useful in assisting this program to maintain both its high level of student interest and teaching excellence.

The mission of the Chemistry program at UWGB focuses on supporting the four touchstones of The Green Bay Idea through the use of problem-focused instruction. The Chemistry Program provides three different degree options in chemistry, including two options that are approved by the American Chemical Society.

Since the last program review, the American Chemical Society has modified the curricular guidelines that the program must follow. These modifications had allowed the Chemistry Department to modify its program to allow students to complete the upper level core in fours semester of study and to reduce the prerequisite structure of some electives making them available to more students.

The program graduates well-trained majors who are successful in gaining admission to graduate and professional programs and in finding employment in the chemistry field.

Strengths

The program continues to be approved by the American Chemical Society. Recent modifications from the American Chemical Society that must be followed to have program approval have made it possible for the Chemistry Department to change their program to allow students to complete the upper level core in four semesters and reduce the prerequisite structure of some electives making them more available to more students.

The department has very talented, gifted, and productive scholars and teachers.

Alumni Survey Results in the area of *Rating the Major; Graduate/professional Study plans; Current Employment status; and Educational Experience*, are very positive. For example, In the area *Rating the*

Students interested in studying chemistry at UWGB are confronted with the requirement of completing an interdisciplinary minor or second interdisciplinary major in addition to the chemistry major.

Limited funds exist for replacement of major instructional equipment, instruments, technology, computer hardware and software etc.

The drop in the number of Chemistry Minors.
Sixty-two (62) students declared Chemistry as their minor in 2009; 66 in 2010; 65 in 2011; and then dropped to 46 in 2012 and 40 in 2013.

The low number of students of color in the program.

Alumni Survey results (although only 4 respondents) in the area of <u>Preparation</u>:   Reading skills and Listening Skills are low when compared with UWGB students in general. Of particular concern is Reading. Only 25% of the Chemistry students responding felt prepared in the area of reading skills in comparison to 73% of students overall.   Fifty percent (50%) of Chemistry students responded that they were prepared in the area of listening skills versus 74% of students overall.

Recommendations/Suggestions

To alleviate the immediate concern regarding the number of hours needed for ad hoc instruction, filling the three graduate teaching assistantships is imperative.

Because the university is trying to increase enrollment and retain students, looking at the requirements of needing an interdisciplinary minor or second interdisciplinary major in order to have a chemistry major is strongly recommended.

A list of equipment needed in the next five years is shown on page 9 of the Self-study report. Specific equipment needed for the specific year could be submitted annually to officials in charge of the budget. University officials must continually invest in technology, computers, equipment etc. needed by the Chemistry Department to ensure that its students are prepared and competitive in the workplace. University, however, needs to make sure

The Chemistry Department's positive attempts at recruitment should be continued. Campus tours must include the building housing the Chemistry Department.

Examine the data in the most recent Alumni Survey data in the area of *Preparation*. Of specific concern is the area of Reading. If after examination, this, and other areas under *Preparation* is accurate, a plan needs to be made and implemented to address the concerns.

Cc: Dr. John Lyon, Chair of Chemistry
         Dr. Greg Davis, Associate Provost for Academic Affairs
         Secretary of the Faculty

Theatre and Dance Program Review
March 27, 2015

Overview
The Academic Affairs Council (AAC) received the revised Theatre and Dance program review in December, 2014. The unit reported two major accomplishments since the previous review in 2006. First, Theatre and Dance became an independent interdisciplinary budgetary unit in 2012, followed by curricular revision and improved morale. Second, the unit hired an Assistant Technical Director/Scene Shop Supervisor to address serious workload and staffing issues identified in 2006. The curriculum offered is based on the premise that all majors need a basic understanding of all aspects of theatre, and offers four areas of emphasis: Performance, Musical Theatre Performance, Design and Technology, and Theatre Studies. It offers a disciplinary minor in Dance.

Strengths
The AAC has reviewed the Theatre and Dance program and found the following strengths:

- Acclaimed work: the production Balkan Women received the American College Theatre Festival Golden Hand Truck Award in 2009, the Founders' Collaborative Achievement award, the ACTF Certificate of merit for the production Dead Man's Cell Phone, and the production of Almost Maine won the received the American College Theatre Festival Golden Hand Truck Award in 2012.
- Student-faculty interaction: Students seem to get a lot of coaching and mentoring as they develop performances together. Reorganization of lab and practicum has led to greater instructional opportunities in smaller lab experiences. This has led to high quality of productions. It also leads to workload concerns discussed below.
- Students appear to receive a great deal of mentoring and coaching by faculty in the craft of performance and design.
- Recognition at national level of student production work by the Kennedy Center/American College Theatre Festival.
- Continuing involvement/collaboration with music faculty, the ability to offer strong musical theatre opportunities (e.g. Cabaret).
- Alumni and exit interviews seem positive, although small numbers of alumni participate (recently, n=4).
- Faculty report a more positive morale due to becoming a budgetary unit in 2012 and the hiring of a technical director in 2009 to relieve faculty workload. The unit is able to be more efficient and report directly to the Dean. Faculty report that while the workload is still too heavy, it is better than previously.

Concerns
Based on our analysis of Program Review Documents, the AAC identified several concerns about the Theatre and Dance program.

- Declining number of majors: from n=72 in 2009 to n=52 in 2013, and low number of graduating students (2013: 4). The unit reports that it had grown too fast in the prior 10 years outstripping its ability to keep up with the number of students.   Now the numbers

have declined – perhaps to more manageable numbers. But the workload issues continue, being noted several times within the program review document.

- Assessment concerns: the Theatre history and literature outcomes are assessed by students simply passing the class (with a D). This class is not offered frequently. Other outcomes seem to be assessed informally through the faculty mentoring relationship. Students' acting abilities and working knowledge of techniques are validated when the productions win external awards. We believe that more formal assessments of students is important for the program and should be developed.

- Class periodicity: Concerns expressed in the 2006 self-study have continued surrounding periodicity of classes. Recent exit interviews with students also confirm this periodicity problem. Some Theatre and Dance students are taking the required core classes in their final year at UW-Green Bay, and faculty feel that students should take these courses earlier in the major.

- Insufficient staffing: The program reports that staffing is the biggest challenge in 2013, also having been a major concern in 2006. Cast Practicum, a 1 credit course, requires a very high time commitment relative to the 1 credit earned. Each production that is developed is a new one, requiring significant development time by faculty and students. Faculty stress is taking a toll.

- Student credit hours: In 2013, Theatre majors graduated with an average of 136 credit hours, well over the 120 credits needed to graduate from UW-Green Bay.   A UW-Green Bay Theater major requires that a student complete 54 credits. A quick check of the UW-Oshkosh requirement found a 36 credit Theater major. UW-Green Bay has four areas of emphasis in the Theater major, while Oshkosh only has three emphases.

- Fewer casting opportunities: Reduced casting opportunities for students due to the barriers to offering more productions, such as faculty workload, increased costs, and aging facilities. Two smaller performances a year are now offered, with fewer casting opportunities for students than were formerly available. There is not a performance requirement in the Theatre major.

Questions and Recommendations

- The AAC is interested to learn more about the specific improvements that have resulted from the changes made in 2012? Are there specific outcomes that can be provided?

- Concern about the declining numbers of majors, fewer graduates, and declining casting opportunities for students due to workload issues. With the high cost of college, requiring this many credits (54) in the major may be prohibitive for students. The economy may also be a factor in the declining numbers of theater majors, as students worry about employment to a greater extent.

- Similarly, it appears that students are not reaching graduation in the Theatre major in the numbers that had done so in the past. Could the curriculum be streamlined and reduced, perhaps eliminating an emphasis? A much tighter pathway seems needed, with stronger periodicity. Is it possible to become more focused on certain elements of the major, and not do everything that is currently being done? This seems like one possible way to reduce the burden on students (credit requirements) and faculty (workload). It is unlikely that the unit will have additional faculty support or load credits from other units

- Are there additional opportunities that the Theatre and Dance unit might find to perform in the Weidner Center? We recognize the limitations of set design and equipment location. Yet, is there some new or innovative approach that might be attempted to enable the University to perform there to a greater extent? As the Theatre Hall facilities decline, isn't there some way to enable the University and its students to use this community jewel? The community is likely to attend performances in greater numbers and support this goal through donations. Benefits from interaction with the artists.
- The quality of productions seems clear, but the department is not able to develop as many performances due to current limitations. The workload issues are highly concerning. Can a significant redesign of the major be accomplished to make the best use of current faculty and also offer a more manageable credit requirement for students?
- Curriculum updates to consider: The Theatre and Dance program does not offer study in playwriting, which has been an expressed need at the student exit interviews. Would it be possible to develop this area of study jointly with the English Department? In addition, we could not find any courses that prepare students deeply for television, web, or video forms of production, a rapidly evolving segment of performance which would offer experiences that would make UW-Green Bay students highly employable after graduation.

Geoscience Program Review

March 2015

Overview

The Geoscience program at the University of Wisconsin-Green Bay "takes an application-focused, interdisciplinary approach, known as earth system science, in which the physical environment is investigated as many interacting systems." Since the last program review, the Geoscience program has addressed previous concerns regarding student assessment (discussed below) and has undergone a process of revising older courses and introducing new ones in response to student and programmatic needs.

The self-study was thorough well written.

Strengths

The mission of the Geoscience program as stated seems well-suited for the interdisciplinary mission of the campus as a whole. Additionally, the program contributes to UWGB's "Eco U" branding. The program's interdisciplinarity is evidenced in part by the course Nature and American History, which is offered for the First Year Seminar program.

The program is led and executed by faculty with a strong and active record of scholarship. This gives the faculty the necessary experience and credibility to engage in meaningful fieldwork with their students.

A number of thoughtful changes have been made to the program since the last program review. The program's identity and goals have been clarified through its name change to Geoscience (a term more in keeping with current nomenclature in the field). The faculty have demonstrated responsiveness to

student needs through the introduction of new courses and the revision of older courses. Students exiting the program given it high marks as evidenced by survey data.

In the previous program review, the AAC expressed concerns about student assessment. These concerns have been addressed by the Geoscience program in several ways. The program has learning outcomes which are thorough and clearly stated, providing a clear framework for assessment. Formal assessment includes the examination of student writing, and informal assessment Faculty discussions about student performance help to identify common student problems, which can then inform day-to-day classroom approaches.

Concerns

In the previous program review, concerns about gender imbalances in the program were expressed. While gender imbalances are not out of line with national averages, what actions could be taken to encourage more women to pursue geoscience? When asked about this, the AAC was provided with a number of positive examples of achievements by female students and informed that faculty stress the importance of women in the sciences in their courses. It is not immediately clear, however, how these circumstances impact enrollment.

New General Education requirements call for Capstone courses to have a problem focus and to address interdisciplinarity and communication. It does not appear that this requirement is being fully met at this time. When asked specifically about this, the AAC was provided with a number of options that are being considered (examples include a geology "field camp", adding additional research and presentation requirements to ES 421, or adding a senior thesis requirement). However, there are financial and logistical obstacles to implementing each of these ideas. If a solution is not found soon, students may find themselves without a viable Capstone course option.

Recommendations

The Geoscience program indicates a desire to build and/or improve relationships with high schools and two-year campuses for recruitment purposes. This goal will be supported through the efforts of Professor John Luczaj during his upcoming sabbatical. This is commendable and, in our current climate,

vital. It seems that this could also be an opportunity to address gender imbalances in the program by actively seeking strategies for reaching out to and recruiting female high school students.

The contribution Geoscience makes to the First Year Seminar program is a valuable one, in that it offers an interdisciplinary introduction to environmental issues and could potentially provide a "gateway" that leads incoming students to the Geoscience program. It would seem that the creativity and interdisciplinary perspective illustrated by the First Year Seminar course could be brought to bear on the Capstone course issue. The program might consider collaborating with faculty in another unit (i.e., seek another "interacting system"?) in order to broaden its approach. Solving this problem is time-sensitive in that currently enrolled students will run up against this requirement soon; additionally, fulfilling the charge for interdisciplinarity in these courses will help to ensure that the program fulfills its stated mission. Concerns about cost and faculty workload are, of course, valid – these concerns must be discussed with the administration sooner rather than later in order to find viable solutions for students and faculty alike.

UNIVERSITY of WISCONSIN
GREEN BAY

MEMORANDUM

TO: Scott R. Furlong, Dean
              College of Liberal Arts and Science

FROM: Franklin M Chen
              Co-Chair of the Academic Affairs Council

DATE: May 20, 2015

SUBJECT: Program Review Summary and Recommendation of Public and Environmental
Affairs

              {Environmental Policy and Planning, and Public Administration} Self-Study
              Report

Attached is the Program Review Summary and Recommendations of the Academic
Affairs Council (AAC) for the Self-Study Report for Public and Environmental
Affairs {Environmental Policy and Planning, and Public Administration}.

A copy of the summary has also been sent to Interim Provost, Greg Davis. He will provide
the AAC with his evaluation of the assessment plan of the unit.

ec: Greg Davis, Associate Provost for Academic Affairs
       John Stoll, Chair Public and Environmental Affairs (memo only)

:tt

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Public and Environmental Affairs Program Review
May 20, 2015

Overview

The Academic Affairs Council (AAC) received the revised Public and Environmental Affairs (PEA) Self-Study Report on May 1, 2015. The unit reported two major accomplishments since the previous review in 2006. First, PEA has collaborated with Environmental Management and Business Institute (EMBI) from a grant to place interns from the Great Lakes Higher Education Corporation (GLHEC). This establishes an effective internship program for PEA students. Second, Through The Center for Public affairs under the leadership of Dr. Lora Warner, the unit established a Research Scholar Program to award students to work on specialized Snap-Shot Reports on public issues under the guidance of faculty.

Strengths

The AAC has reviewed the Public and Environmental program and found the following strengths:

- Established students' internship and research scholarship program through effective collaboration with EMBI and through the Center for Public Affairs (CFPA). Over the past two years PEA has placed 50 or more interns in each year. The unit holds its Celebrating Students event each spring semester to recognize teaching assistants, honors students, independent studies, interns, and outstanding students in our programs. The unit has used the CFPA to create a "research scholar" program wherein appropriate students have been awarded a financial stipend to work on specialized Snap-Shot Reports on public issues under the guidance of faculty. In the past two years two have been released to much community attention and several more are in process. The two already released are "School Choice Vouchers in Green Bay: Factors to Consider" and "Connecting the Dots" Public Performance and Financial Trends in Brown County and City of Green Bay".
- The unit has revised and streamlined its curriculum: The new curriculum replaces emphasis of nonprofit management and emergency management with a transcriptable certificate. The unit also adds Human Resources in its curriculum by submitting and receiving full approval for a new course, "Public and Nonprofit Human Resources and Risk Management" (PU EN AF 345).
- While the number of EPP majors has declined, the numbers of majors of PA are growing: Numbers of majors of PA have increased from 71 to the low 80s, constituting a roughly 15% increase. The proportion of females

in the program matches the general trend of the campus as a whole, showing an increase from 51% to 61% over the 2008-2014 period.

- Through internship and honors programs, PEA students engage in the community through collaboration with students from other units such as Arts Management, Humanistic Studies, Social Work, and the campus' Adult Degree Programs. A variety of service learning activities have directly involved students in evaluation of nonprofits organizations (Public and Nonprofit Program Evaluation), critiquing of organizational budgets (Public and Nonprofit Budgeting), fundraising (Fundraising and Marketing for Nonprofits), and many other activities encouraged through academic courses. The annual "Steps Walk" has raised around $4-8 thousand dollars per year that has been distributed by the Phoenix Philanthropy student organization.
- Students in Environmental Policy and Planning (EAA) adequately receives advising, gaining research opportunities with accessible and responsive faculty. The EAA students are also highly engaged in community such as having interviews with community public service leaders.

Concerns

Based on our analysis of Self-Study Report, the AAC identified several concerns about the Public and Environmental Affairs (PEA).

- The EPP major was strongly impacted by the departure (retirement, resignation) of three significant prominent faculty in 2011 and 2012. The numbers of majors dropped significantly after they left. This results in declining number of majors and minors for EPP: The number of majors drops from n=70 in 2010 to n=37 in 2014; the number of minors drops from n=33 in 2011 to n=18 in 2014. This trend may reverse with new faculty on board now. But it would take time.
- Employment opportunities for students graduated from the EPP program is a concern. Based on the alumni survey data (n=7, Tables 7, "Current Employment Status", 57% for EPP students fully employed vs. 78% for UWGB students in the category of 'fully employed'; n=6, Table 8, "Satisfaction of the job", 50% for EPP students vs. 72% for UWGB students in the category 'very satisfied' ; n=6, Table 10, "Extent of job related to major", 33% for EPP vs. 51% for UWGB students). For Public Administration, the employment data shows that the employment opportunities for PA students are at par with the UWGB students. Nevertheless, the PA students rate lower in the category of "Extent of job related to major" (n= 18, Table 10) 39% for PA students vs. 51% for UWGB students.

- For PA, Graduating Senior Survey, Table 7, "Educational Experiences", while PA students rate at par or better than UWGB students in most of the categories, the PA students rate lower than UWGB students in two categories: (1) "committed to racial harmony" (56% for UWGB vs. 34% for PA, n=44), (2) "committed to gender equity" (75% for UWGB vs. 64% for PA, n=45).
- The unit refers the need to strengthen and consistently apply its outcome assessment methods, stating that "Our past efforts at outcome assessment have not been continued and are being revised over the coming year." A number of different approaches are described in the self-study, with six recommendations to improve the process listed, including "look into other universities' assessment methods." Another paragraph discusses quality teaching, informal feedback from students, and job placement rates. With this variety of information discussed, no actual assessment data is presented in the document.
- The merger with the Urban and Regional Studies could have major impacts on the curriculum design with the unit.

Recommendations

- The AAC is interested to learn more about the specific strategy that is set in place upon the merger with the Urban and Regional Studies. The AAC is encouraged to learn that the new unit (PEA and URS) have met together twice and agreed to hold a retreat in the fall for the purpose of planning the curriculum and mapping out the merger.
- Concerning about the declining numbers of majors for EPP, and fewer employment opportunities for EPP students, a major effective marketing effort must be instituted. Major efforts from the Administration to reduce faculty turn over in the EPP unit can be considered. The unit also needs specific plans to recruit more majors.
- Concerning about PA students' perception on racial harmony and gender equity, the PA unit must make efforts to reverse that perception.
- Referring to the assessment, the AAC recommend that the unit develops a simple, formal assessment plan and compile data on student performance on the outcomes listed.
- The AAC is in support for the PA and EPP to set up a Master in Public Administration, and to develop a graduate certificate in Emergency Management because PA and EPP are unique to University of Wisconsin System. Even there are budgetary issues, the Administration and the unit faculty need to make efforts to make these plans a reality.

Personnel Council

Members of the Personnel Council 2014-15 were Gaurav Bansal, Adolfo Garcia, John Luczaj, Katia Levintova, and Rebecca Meacham (Chair). In late January, 2015, member Levintova went on sabbatical and Ryan Martin was appointed to the Council.

1. The Personnel Council reviewed tenure files and recommended promotion to Associate Professor with tenure unanimously for the following individuals (in January):

     Francis Akakpo
     Heather Herdman
     Minkyu Lee
     Deirdre Radosevich
     Courtney Sherman
     Alison Stehlik
     Mussie Teclezion
     Gail Trimberger
     Leanne Zhu

2. The Personnel Council reviewed tenure files and was split on the vote (2-2) to recommend promotion to Associate Professor with tenure for the following individual (in January):

     Hernan Fernandez-Meardi

3. The Personnel Council reviewed tenure files and voted 3-2 not to recommend promotion to Associate Professor with tenure for the following individual (in January):

     Adam Parillo

4. In February, the Council recommended three candidates each from the Professional Studies and from the Natural Sciences for election to the Committee on Committees and Nominations.

5. On April 20th, 2015, the Council met with the Graduate Studies Council to endorse and provide a recommendation for the initial Executive Committee of the MS in Data Science.

Rebecca Meacham, Chair, Personnel Council Personnel Council

General Education Council

No report was received for the 2014-15 Academic Year

Graduate Studies Council

Members: Mathew Dornbush (Chair); Kevin Fermanich, Scott Furlong; Doreen Higgins; John Katers; Tim Kaufman; Sue Mattison; Atife Caglar, Jason Perry (graduate student); David Radosevich; Janet Reilly, Greg Davis

Regularly Invited Guests: Amanda Hruska; Mary Valitchka

The Graduate Studies Council met ten times, including a joint meeting with the Personnel Committee in late April. The council regularly invited two additional people to its meetings: Amanda Hruska and Mary Valitchka. Over the academic year, it discussed the following:
- Work conducted by the Graduate Studies Task Force, including new graduate programs RFP, integrated undergraduate/graduate programs,.
- Out of State Tuition Remission Waivers for Assistantships and targeted students.
- Approval of a Graduate Student Alumni Survey.
- Procedures for Graduate Faculty reappointments.
- A need to add university procedures for graduate student probation review by the GSC.
- Confirmation that all Graduate Programs are officially led by "Chairs."
- A need for significant structural changes to the Graduate Studies Committee.

The GSC also completed the following:
- Approval of the MS in Data Science.
- Approval of the EdD: Doctorate in Education.
- Approval of a non-thesis option in the ENV S&P program.
- Approved curricular changes, including DS 700, DS 705, DS 710, DS 715, DS 730, DS 735, DS 740, DS 745, DS 760, DS 775, DS 780, DS 785, EDUC 622, ENV SCI 621, ENV S&P 724, ENV S&P 733, ENV S&P 762, ENV S&P 768, MANAGEMENT 776, MANAGEMENT 781, NURSING 750, NURSING 755, NURSING 774, NURSING 785, SOC WORK 701, SOC WORK 702, SOC WORK 703, SOC WORK 704, SOC WORK 705, SOC WORK 706, SOC WORK 707, SOC WORK 708, SOC WORK 709, SOC WORK 710, SOC WORK 711, SOC WORK 712, SOC WORK 713, SOC WORK 714, SOC WORK 715, SOC WORK 716, SOC WORK 717, SOC WORK 718, SOC WORK 719, SOC WORK 720, SOC WORK 721, SOC WORK 722, SOC WORK 727, SOC WORK 728, SOC WORK 729, SOC WORK 731, SOC WORK 732, SOC WORK 733, SOC WORK 734, SOC WORK 735, SOC WORK 736, SOC WORK 737, SOC WORK 738, SOC WORK 747, SOC WORK 757, SOC WORK 767, SOC WORK 777, SOC WORK 795.
- Development of Graduate Student Travel Grants, and a procedure for their awarding, by the Office of Graduate Studies.
- Review and approval of the ES&P Self-Study Report.
- Approval of G. Bansal, P. Breznay, B. Howe, J. Reilly, and C. Rybak as the executive committee for the MS in Data Science (co-approved with the Personnel Counsel).
- Approval of Standards for admission following student completion of UW-Green Bay's IEP program.

Mathew Dornbush, Chair Graduate Studies Council

Committee on Committees and Nominations

The members of the 2014-15 CCN included: Hernan Fernandez-Meardi, David Helpap, Pao Lor, Steve Meyer (chair), and Aaron Weinschenk.

The members of the CCN met four times during the 2014-15 academic year (9/22/14, 1/15/15, 2/6/15, and 3/13/15).

On 9/22/14, the CCN discussed the purpose of the committee and the timing of various events for which the committee is responsible. The committee also selected a chair for the academic year.

On 1/15/15, the CCN reviewed the Qualtrics committee preference survey that would be used by faculty to indicate on which committees they would be willing to serve. The preference survey was sent to all faculty by the SOFAS on 1/19/15 with a specified return date of 1/30/15.

On 2/6/15, the CCN created the slate of candidates for the elected committees based on the results of the preference survey. On 2/18/15, Meyer presented the slate of candidates for the elected committees to the Faculty Senate. The Faculty Senate gave their nod of approval.

On 3/13/15, after receiving the results of the elected committees, the CCN selected candidates for the respective appointed committees.

The CCN gratefully acknowledges the tremendous contributions of Holly Keener. Her work on creating a new spreadsheet detailing the committees on which faculty already serve and including the committees on which faculty are willing to serve, was a tremendous asset to the CCN. Holly made the committee's job much easier compared to previous years.

Respectfully submitted,

Steven J. Meyer, Chair, Committee on Committees and Nominations
CCN 2014-15 Annual Report

Committee on Rights and Responsibilities

Committee Members: Profs. Bartell, Kaufman, Sutton, and Wolf

The Committee on Rights and Responsibilities met three times (and exchanged approximately 17,000 emails) in Fall semester 2014, in response to a 22 October 2014 memo from Chancellor Miller requesting that the committee undertake a complaint hearing (brought by the administration against a faculty member) under Chapter 6 (6.01) of the UW-Green Bay faculty handbook. We met on 27 October in order to elect a chair and to begin discussing the preliminary evidence and the procedures for holding a complaint hearing. We held a second meeting on 3 November with UWGB counsel Christopher Paquet in order to clarify what our options were regarding such a hearing, and we all gathered with many witnesses on 17 November to hold the Complaint Hearing itself, after which the committee discussed its findings in closed session. The committee's findings were summarized by the chair (with drafts reviewed by the entire committee) before submission to the Chancellor on 26 November.   The Chancellor replied to the Committee on 4 December, thanking us for our service, and at that time evidentiary materials were delivered by Draney to Human Resources for archiving and the committee's business concluded.

The Complaint Hearing was conducted and concluded satisfactorily, but the committee identified some procedural difficulties that could be avoided in future with some attention by the University Committee and University Counsel.   The UC may wish to consider altering the timing requirements set forth in Chap 6.01 for Complaint Hearings. These guidelines were undoubtedly instituted for the benefit of those involved, with the aim of timely resolution of these disciplinary matters, but they placed serious constraints on when the hearing could take place. This has the potential to put the CRR in a position of being unable to fulfill its duties AND hold the kind of complaint hearing that all involved parties deserve.

Michael Draney, Chair,
Committee on Rights and Responsibilities

Library Advisory Committee

Chair: Heidi Fencl

Members: Sherri Arendt, Franklin Chen, Eric Hansen, Jenell Holstead, Jacob Immel, Gail Trimberger, Paula Ganyard *(ex-officio non-voting)*

The main issue addressed by the Library Advisory Committee (LAC) in this period was the library budget. Rising costs of data bases, journals and books have contributed to a marked decrease in the buying power of the library over the last few years of static budget. Upcoming cuts will complicate the budget further, with a direct impact on faculty research and on instruction. The LAC took several actions to increase campus and administrative awareness of the realities and effects of the library budget:

- The library director and the LAC chair visited the University Committee and Faculty Senate to present the information about the declining purchase power over the past few years. Senators were asked to present the information to their units and to solicit (and pass on) feedback about how future cuts can have the least impact. The Senate also passed the information along to those serving on UPIC.
- The library provided several detailed presentations about the library budget so that LAC members have a better understanding of the realities of costs. LAC members provided information to their units, brought back feedback from their colleagues, and provided comments regarding upcoming budget cuts.

The additional role of the LAC, and one that in normal budget times will take the strongest importance, is building effective lines of communication between the library and the rest of campus for multiple issues affecting their intersection. In addition to informational sessions on budget, LAC members learned about strategic planning for the library, space assessment, and the results of campus surveys about library use and satisfaction. As for the budget discussions, the LAC played the dual roles of providing feedback to the library and strengthening the communication link between the library and academic units and student government.

FACULTY APPOINTIVE STANDING COMMITTEES

Academic Actions Committee

The Academic Actions Committee for 2014-2015 was comprised of: Yunsun Huh (Chair, DJS), Michael Mcintire (NAS), Alison Stehlik (ART), Linda Toonen (ENG COMP), Michael Gallagher (Admissions), Sherri Arendt (Educational Support Services), Darrel Renier (ex officio and therefore not voting) and Amanda Hruska (ex officio, and therefore not voting)

The Committee met four times during the 2014-15 academic year: September 5th, October 29th, 2014, January 12th, 2015 and June 1st, 2015. An August 27, 2014 meeting was scheduled but no appeals were brought forward so the meeting was not held.

At the September 5, 2013 and the October 29th meeting discussed an approval academic calendar for 2016-2017 and its related issues regarding the date of starting academic year.

At the January 12, 2015 meeting 6 student appeals were considered. 3 were approved, 3 denied.
At the June 1, 2015 meeting 6 student appeals were considered. 4 were approved and 2 were denied.

No other actionable items were considered in 2014-2015. Approved calendar for 16-17 academic year.

Respectfully submitted,
Yunsun Huh, Chair, Academic Actions Committee

Intercollegiate Athletics Committee

The IAC met three twice during the Fall 2014 semester and once during the Spring 2015 semester. Committee members were John Landrum, James Coates, Jennifer Lanter (Chair), Alison LeMahieu (Student Member), Jeffrey Willems, Patricia Terry, Gabriel Saxton-Ruiz, Wayne Resch, Donna Ritch, Mike Kline, and Mary Ellen Gillespie.

The IAC was informed of the new organizational chart for the Department of Athletics by the Director of Athletics. Mary Ellen Gillespie discussed the high turnover in the nine months prior to the start of the school year and indicated that as these positions are filled that it would be helpful to have each of the senior administrators in Athletics attend an IAC meeting in order to help develop a more effective working relationship. This year Brendan Gildea, the new Assistant Athletics Director for Internal Affairs, visited one meeting and discussed his roles as they relate to making sure coaches stay within their budgets, reporting for the NCAA, presenting to Sufac, day-to-day operations and coordination with new hires and Human Resources. It would be useful to continue to intertwine members of the Department of Athletics within IAC meetings to facilitate effective use of the committee by the Department. Of particular interest towards the end of the year was the new men's basketball coach hire – Linc Darner. Mary Ellen also shared with the group the Fiscal Year 15 Department of Athletics Objectives which included the following categories: academic, athletic, fiscal, equity and minority opportunities, image and branding, a facilities, leadership and recreation & wellness.   It would be helpful to know how the IAC could help the Department reach their objectives each year.

Of interest to the group was the vote that took place at the NCAA conference in January 2015 which allows the Big 5 conferences to have greater autonomy in rules related to (and not limited to) cost-of-attendance, benefits for players, and recruiting. The concern was that a school with fewer resources, such as UWGB and many of the mid-majors, would be at a great disadvantage when it comes to recruiting and retaining top talent.

We were informed that between now and 2018 we seek to raise funds to fill a cost-of-attendance gap between what the NCAA regulations include for cost-of-attendance (tuition, textbooks, room and board) and other expenses student athletes might incur (i.e., additional supplies, books).
We discussed numerous issues as they relate to student athletes: postgraduate scholarships, graduate rates, and study abroad options. We were informed of projected budget cuts and about the outside facilities that are being planned for 2018 (i.e., renovating softball facility, emphasis on creating a new soccer facility, multi-purpose space – turf, restrooms, intramural/reserved space for students).
Next year the committee may want to work on a transfer policy the Director of Athletics would like to put in place for the Horizon League and also consider working on activities that would related to the 50th anniversary celebration.

Respectfully submitted,
Jennifer Lanter
IAC Chair 2014-2015

Individualized Learning Committee

Members: Forrest Baulieu, James Coates, Carol Emmons, Clif Ganyard, Pam Gilson, Uwe Pott, Donna Ritch

The Committee met four times throughout the year to consider three proposals for individual majors. The Committee's work also entailed sometimes substantial email correspondence with students and faculty advisors. Of the proposals, two were approved with modifications; one is still in process.

Carol Emmons, Chair
Individualized Learning Committee

ACADEMIC STAFF ELECTIVE AND APPOINTIVE COMMITTEES

Academic Staff Committee

I. Academic Staff Committee Meetings Schedule and Membership
   a. During the 2014-2015 academic year, the Academic Staff Committee met bi-weekly on Monday mornings.
   b. Academic Staff Committee members for the 2014-2015 year consisted of Kristy Aoki, Brent Blahnik, Josh Goldman, Katrina Hrivnak (chairperson), Jen Jones and Emily Rogers.
II. Assemblies and joint meetings
   a. All academic staff members were invited to attend two assemblies this year – a Winter Academic Staff Assembly on January 20, 2015, and a Spring Assembly on April 24, 2015.
   b. The Spring Assembly immediately followed an Academic Staff-Intro to Shared Governance Program. The Academic Staff Professional Development Programming and Leadership and Involvement Committees collaborated with HR and SOFAS to put on a program before the Academic Staff Spring Assembly to give people an introduction to shared governance and how academic staff can get involved.
   c. An Academic Staff Committees Hand-Off meeting was held on May 18, 2015 which for the first time actively sought to gather current and newly elected committee members together to facilitate continuity.
III. Academic Staff Committee Actions
   a. Approved changes to the Academic Staff Performance Evaluation paperwork/process
   b. Approved Handbook changes to include the change in terminology from "Classified Staff" to "University Staff" and clarify how changes to joint governance committees are made
IV. Academic Staff Committee Discussions/Considerations
   a. Establish a consistent relationship with senior leadership (new Chancellor, many Provosts)
   b. UPIC
   c. Shared Governance Leadership Group

Respectfully submitted by, Katrina Hrivnak, Chair, Academic Staff Committee

Academic Staff Personnel Committee

Members of the Academic Staff Personnel Committee included: Jeremy Cleven, Joanie Dovekas, Jeff Krueger, Crystal Lepscier, and Allen Voelker (chair). Josh Goldman served as a liaison from the Academic Staff Committee.

The committee met on five times during the year. Committee members were also invited to meet with the University Staff Personnel Committee on two occasions.

Summary of activities:

The Academic Staff Personnel Committee began the 2015-2016 academic year with continued discussion regarding performance evaluation forms. The document was revised to include spaces for supervisors and employees to initial and affirm they had discussed eligibility for career progression, and inclusivity was added as an area of assessment. After consulting with Human Resources and learning that the overall evaluation score was only used to determine eligibility for pay plan increases, the committee elected to replace four checkboxes (*Exceeds Expectations*, *Meets Expectations*, *Needs Improvement*, and *Unsatisfactory*) in this section with *Yes* or *No* options concerning employee merit. It is hoped that this system will ensure academic staff are evaluated more consistently and efficiently.

During the spring semester, the Academic Staff Personnel Committee worked with the University Staff Personnel Committee and Human Resources to review policies and procedures that would take effect with the July 1, 2015 implementation of the UW System University Personnel System (UPS). Academic staff were invited to attend a forum related to Recruitment, Job Security, and Temporary and Project Appointments as well as another session concerning Workplace Safety and Workplace Expectations. The Academic and University Staff Personnel Committees collaborated with a Human Resources representative to develop surveys, which were distributed electronically to all university employees. Human Resources will use the feedback from these instruments to develop campus-specific policies. It is expected that both Personnel Committees will be consulted as these institutional guidelines are finalized in 2015-2016.

Respectfully submitted, Allen Voelker, Chair

Academic Staff Professional Development Allocations Committee

I am happy to report that there was interest on the part of the Academic Staff, during this fiscal year, to find good professional development opportunities. Academic Staff Professional Development Allocation Committee members were able to utilize most of the annual budget for the 2014-2015 fiscal year.

Initial funding available from July 1, 2014—June 30, 2015 equaled $9000.00. If all approved travel and expense reports are submitted in a timely manner for 2014-15, then the committee will have $1,062.87 remaining from the 14/15 budget.

All funding requests were submitted electronically to a committee member, who then reviewed for accuracy and uploaded all documents to the GB Share Drive and notified the committee members via email of the application. The Committee was able to operate quite efficiently using the GB Share Drive. The 2014-15 committee members met initially on August 4, 2014 to establish our method of reviewing applications with new members and deciding who would take on the duties of Chair (Jamee Haslam), Secretary (Joanne Dolan), Treasurer (Nora Kanzenbach), Coordinator of Applicant Submissions and Interim Chair (Anne Kasuboski) and Publicity Coordinator (Jennifer Schwahn).   On October 3, 2014, committee members met in person to discuss funding of a group of applications and committee operations for spring 2015. Human Resources, Judi Pietsch, Dan McCollum and SOFAs were consulted to verify eligibility of applicants when needed.

Our primary method of advertisement involved use of email and LOG notices. We placed LOG notices each month and sent email notices to through SOFAs administration to all Academic Staff.
A total of 25 members of the Academic Staff were awarded funding. They represent staff from the following offices or learning areas:

Academic Advising
Adult Degree Programs (Outreach and Adult Access)
Center for the Advancement of Teaching & Learning
Cofrin Library
College of Professional Studies
Counseling and Health Center
Facilities
Human Biology
Computing & Information Technology
Learning and Technology Center
Natural & Applied Sciences
University Marketing & Communications

Individual funding amounts ranging from $49.50 to the maximum of $500. A total of 8 applicants received the maximum funding of $500. We did have 2 applications withdrawn due to the travel freeze implemented in early 2015 in anticipation of upcoming budget changes.

All approved applicants received email notification from the Chair, Jamee Haslam, indicating that their funding was approved with specific instructions on how to submit the needed documentation to receive their individual award.

We currently have no pending applications for 2014-15 and no applications received for 2015-16.

The Allocation Committee members also want to acknowledge with appreciation, the assistance from the Human Resources Office, Cliff Abbott (Secretary of the Faculty and Academic Staff), Katrina Hrivnak (Chair of the Academic Staff Committee), Brent Blahnik (Allocation Committee Liaison to the Academic Staff Committee), Judi Pietsch and Daniel McCollum from the Provost and Vice Chancellor's Office.

As Chair for the 2014-2015 Academic Staff Professional Development Allocations Committee, it has been my pleasure to work with the members of this Committee including Anne Kasuboski, Jennifer Schwahn, Joanne Dolan, and Nora Kanzenbach. The returning members will certainly add strength to the 2015-2016 Committee.

Respectfully submitted,
Jamee M. Haslam
Chair of the Academic Staff Professional Development Allocation Committee 2014-2015

Leadership & Involvement Committee

The primary charge for the LIC is to solicit academic staff to serve on various university committees, to prepare ballots, oversee the voting process and make recommendations for appointments. We do this with much coordination and help from SOFAS.

Challenges

The two year terms served by committee members provides a challenge for the leader of the committee. The frequent turnover affords very little experience to a new leader and the data collected changes hands annually.

University turnover (year end and mid-year vacancies) is another challenge that we anticipate will continue into the foreseeable future. Some academic staff have hesitated to accept a position based on tenuous conditions at the university, and, as resources become scarcer and staff are experiencing greater workloads due to not filling staff vacancies, there is less interest in serving on committees.

Accomplishments

The 2014 LIC's primary focus was on streamlining and improving our processes to make it easier for future committees to accomplish committee goals. This was accomplished with a great deal of help from SOFAS. Both the Qualtrics interest survey and the elections are now administered by SOFAS and the data is collected and stored electronically by SOFAS. This aligns with the processes and procedures used by faculty governance committees and provides permanent and unchanging storage of LIC and academic staff committee data.

The end result was that the interest survey and elections went out in a timely manner and elections and appointments were complete by the end of March. We also documented a time line of activities for future committees.

In April we participated in a brief presentation to Academic Staff on opportunities for getting involved in shared governance through committee work.

Academic Staff Professional Development Programming Committee

Members: Diana Delbecchi (Chair), Lynn Brandt (Secretary), Joanie Dovekas, Jena Richter, Katelyn Santy, and Casey Pivonka

Academic Staff Liaison: Jennifer Jones

Budget: $5,000; estimated ending balance $3500

The AS Professional Development Programming Committee joined with the newly formed University Staff Professional Development Committee this year. The joint committee has been meeting regularly and hosted six training workshops. The AS Professional Development Programming Committee does meet separately as needed and hosted an introduction to shared governance held before our spring assembly.

It is our hope that both committees continue to work together in the future to provide trainings and professional development opportunities to all staff across campus.

Additionally, the committee purchased codes for staff members to participate in an online survey to help them identify and leverage their talents at work. These will be distributed next year.

Activities/Participation by the committee:
- October 27/29: Social Media 101: Strategies and Tactics by Jena Richter
- November 6: Kick Start Creativity by Juliet Kozarzycki
  - RSVP 24, Attendees: 35
- January 15: Transforming Workplace Conflict by Tim Pflieger
  - RSVP: 57, Attendees: 38
- February 12: Influence without Authority by Jamie Schramm
  - RSVP: 21, Attendees: 15
- March 19: The Art of Coaching by Ben Fauske
  - RSVP: 28, Attendees: 35
- April 26: Introduction to Shared Governance Session
  - Attendees: 22
- May 27: Beyond Diversity: Generations in the Workplace by Theresa Zimmerman
  - RSVP: 35, Attendees: 35
- Purchased 60 Strengths Quest Codes from Student Life

Respectfully submitted by Diana Delbecchi, Chair

COMMITTEES APPOINTED BY THE PROVOST

Committee on Disability Issues

Members of the Committee on Disability Issues for the 2014-15 school year included Heidi Sherman (faculty), Brenda Tyczkowski (faculty/academic staff), Jayne Kluge (university staff) and Dou Chang (student representative).   Ex-official members – Dana Daggs, Human Resources and Affirmative Action Representative; Paul Pinkston, Director of Facilities Management; Lynn Niemi, Coordinator of Disability Services; and Greg Smith, Americans with Disabilities Act Compliance Coordinator served on this committee as ex-official members. Lynn Niemi and Greg Smith served as co-chairpersons.

The Committee on Individuals with Disabilities met officially two times this year as a full committee. We had also meet as a subcommittee to review the essential functions on December 2, 2014 and February 9, 2015.

Areas the committee addressed this year were as followed:

- Inclusive Training: Panel on Disability Resources for Employees and Students – On November 20, 2014, Sheryl Van Gruensven; Greg Smith and Lynn Niemi presented on disability law and accommodations then a panel of employees and students followed the presentation that also included committee member, Jayne Kluge.

- Update to ADA Appeals process

- Update Service Animal Policy draft was put forward to university administration.

- ADA Audit Draft was submitted to Human Resources

- Essential Job Functions – The committee spent the majority of the year reviewing a draft of the essential job functions for faculty to ensure they were fully in compliance with federal disability laws as requested by Faculty Senate.   The committee reviewed, proposed changes and sent our draft changes back to Human Resources and Faculty Senate.

- Assistive Animal Policy was shared with the committee by Gail Sims-Aubert, Director of Residence Life

- Dou Chang submitted a report to Facilities Management on the automatic door openers that were not functioning properly across the campus.

The areas the committee would like to further evaluate for the 2015-16 year are as followed:

- To finalize the ADA Audit and Service Animal Policy.
- To get strong student representation on this committee.

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.

University Assessment Council

The University Assessment Council did not meet during the 2014-15 Academic Year.

Institutional Review Board

Meetings: During the 2014-2015 academic year, the IRB met 8 times. Not all scheduled meetings were held as there were months when there were no proposals requiring committee approval, i.e., requiring full IRB board review. The meetings were held on Wednesday mornings, and they generally lasted from 1 - 1.5 hours.

Proposal Submissions:
As of this writing, there were 99 requests for reviews submitted to the IRB (see attached summary). Thirty eight were submitted in the Fall (2014) and 53 in the Spring (2015). Thus far this summer there have been **eight** submissions. The submissions for review include (mostly) new research proposals, but there were several requests for approval of modifications and/or extensions of previously approved proposals. The majority of the proposals were submitted as "expedited" or "exempt" status and reviewed by the IRB chair. As of this writing, 12 proposals await final approval contingent on the PI providing follow-up information as requested by the IRB.

The proposals came from four main sources: (1) UW-Green Bay faculty who were doing research with students; (2) students enrolled in the UW-Green Bay / UW – Oshkosh Masters in Social Work program (w/ Dr. Francis Akakpo as PI); (3) graduate students in the Masters of Nursing program here at UW-Green Bay, and (4) other members of the UW-Green Bay community, e.g., directors of programs.

Proposals from Masters in Social Work. The recent tradition of UW-Green Bay faculty involved in the combined UW-Green Bay- UW-Oshkosh Masters in Social Work program this program has to request that these student-projects have IRB approval. The workload to do these reviews is considerable, and because the proposals do not (technically) require IRB approval, it was decided (with an approved motion) by last year's IRB to review these project-proposals on a "review only" basis. The "review-only" review involves a one-time review with (if needed) subsequent suggestions for making the research acceptable per IRB standards. Once the review is done, there is no further communication and/or follow up regarding the research. However, the current Chair, I. Cupit was concerned that full/official IRB approval was needed for these research projects. In fact, several of these involved content of such sensitive nature that Chair Cupit requested full Board approval. Chair Cupit plans on meeting with the Chair of Social Work, Dr. Jolanda Sallmann to explore this problem further.

Revised IRB Website
With the help of Lidia Nonn and Cassie Alfheim, a student intern for the Institute of Research, a revised website was launched. The new website is in compliance with university standards, more up-to-date and easier to navigate. Work will continue on this revised version in the future.

IRB Committee Members

New Proposal Submission Document

The IRB implemented the new proposal submission document. The document worked well, although the new chair of the IRB found the record keeping to be a daunting task. Because of the peculiarities of the EXCEL file that is linked to a WORD document for initial and final approval, it was nearly impossible to delegate expedited and exempt proposals to other Board members. In addition, the IRB Chair had to continually consult with the help desk in order to generate the appropriate letters of approval.

Chair Cupit has set up a meeting with Pat Theyerl to consider converting the process to Qualtrics and to redesign the records keeping so that the process proceeds more smoothly. It is imperative that a better process be implemented in order to ensure that others would be willing to take on the task of IRB chair in the future.

IRB members:
Overall, the members of this 2014-2015 IRB demonstrated extreme professionalism, commitment, and competence in carrying out the important charge of this body. Members included Illene Cupit (Chair), Regan Gurung, Robert Nagy, Mark Kiehn, Brian Sutton, and Leann Zhu. Attorney Dennis Rader agreed to serve as our community member, and Christopher Pacquet, Risk Manager and Contracting Officer became an ex-officio member, replacing Jill Fermanich, Environmental Health Specialist. Unfortunately, Dennis Rader resigned during June and we will have to find a new community member. We appreciate the year-long effort that Rader gave to this important post.
Members came to meetings prepared, and they approached the task of reviewing proposals in a spirit of problem-solving and collegiality. They were also willing to review several expedited proposals). They are to be commended for their efforts to facilitate the ethical treatment of human subjects participating in research conducted at UW-Green Bay! In addition, Associate Vice-Chancellor, Dan McCollom was a strong advocate and involved administrator for the IRB. He was in attendance for most of the meetings and covered the IRB while Chair Cupit was conducting a travel class in South Africa during January.

Human Subjects Training:
All members of the committee were or became certified to conduct research involving human subjects.

All Proposals submitted for IRB review September 4, 2014 – July 1, 2015

Approved as Exempt

"National College Health Assessment", (F-14-22-New/Amended) - Ms. Amy Henniges and co-investigator(s) Justin Sullivan.   Submitted on Nov-13-2014 for exempt review.   Reviewed by Ch. Approved on Dec-08-2014 as exempt.

"Policy & Procedure Management", (F-14-27-NewRevised) - Ms. Rebecca HovarterF-14-New and co-investigator(s) Allison Reitzner.   Submitted on Dec-03-2014 for exempt review.   Reviewed by Ch. Approved on Dec-30-2014 as exempt.

"UW-Green Bay College Credit in High School Program-1 Year Slumni, 4 Year Alumni, Principal, Teacher, and Guidance Surveys", (F_13_32_MOD_F-11-6 Modified) - Ms. Megan Strehlow. Submitted on Dec-22-2014 for exempt review.   Reviewed by Ch. Approved on Dec-26-2014 as exempt.

"Evaluating Policy Debates and Mock Trial Experiences in the Classroom", (F-14-30-New) - Dr. Elizabeth Wheat.   Submitted on Dec-04-2014 for exempt review.   Reviewed by Ch. Approved on Feb-

03-2015 as exempt.

"Evaluating a Collaborative Capstone Project", (S-15-1 New) - Dr. Alison Staudinger.   Submitted on Jan-05-2015 for exempt review.   Reviewed by Ch. Approved on Feb-10-2015 as exempt.

"Reacting To The Past", (S-15-2 New/Amended) - Dr. Eric Morgan.   Submitted on 31-12-14 for exempt review.   Reviewed by CH. Approved on Feb-16-2015 as exempt.

"Impact of Social Learning Activity on Bachelor of Social Work Studebts' Acquisition Cultural Competence", (S-15-3 New/Amended) - Dr. Tohoro Akakpo.   Submitted on Jan-26-2015 for exempt review.   Reviewed by Ch. Approved on Feb-17-2015 as exempt.

"Mapping Wisconsin's E-Waste", (S-15-5-New) - Dr. R. Russell and co-investigator(s) Gina Vlach.   Submitted on Feb-10-2015 for exempt review.   Reviewed by Ch. Approved on Mar-04-2015 as exempt.

"Sotl Workshop Survey", (S-15-6-New) - Regan Gurung and co-investigator(s) Michelle Drouin; Aaron Richmond.   Submitted on Mar-03-2015 for exempt review.   Reviewed by Ch. Approved on Mar-10-2015 as exempt.

"Online Survey Sacred Spaces", (S-15-10-New/Amended) - Dr. Georjeanna Wison-Doenges.   Submitted on Mar-11-2015 for exempt review.   Reviewed by Ch. Approved on Mar-25-2015 as exempt.

"Self-Care Techniques Utilized by Foster Parents", (S-15-16-New) - Dr. Francis Akakpo and co-investigator(s) Amy Good.   Submitted on Mar-19-2015 for exempt review.   Reviewed by Brian Sutton. Approved on Apr-12-2015 as exempt.

"Rural Health: Kitchen Wellness", (S-15-20-New/Class) - Dr. Janet Reilly and co-investigator(s) Roxanne Tienor, Rhonda Strebel, Lisa Schiller.   Submitted on Mar-16-2015 for exempt review.   Reviewed by Mark Kiehn. Approved on May-01-2015 as exempt.

"Foster Care Coordinators' Perceptions on Youth Aging Out of Foster Care and Unsure about the Future", (S-15-22-New/Class) - Dr. Francis Akakpo and co-investigator(s) Henry Harvel.   Submitted on Mar-19-2015 for exempt review.   Reviewed by Regan Gurung. Approved on Apr-25-2015 as exempt.

"Can Special Needs Children Succeed in Mainstream Classrooms? An Evaluation on Teachers' Perceptions ", (S-15-25-New/Class) - Dr. Francis Akakpo and co-investigator(s) Jenna Hammer.   Submitted on Mar-19-2015 for exempt review.   Reviewed by Le Zhu. Approved on Apr-27-2015 as exempt.

"Effectiveness of Coping Strategies of Mothers in a Rural Area", (S-15-35-New/Class) - Dr. Francis Akakpo and co-investigator(s) Bryanne Fountain.   Submitted on Apr-13-2015 for exempt review.   Reviewed by R. Gurung. Approved on May-01-2015 as exempt.

Approved as Expedited

"The Phoenix GPS Program", (F_13-3_Ren_F_14-1) - Dr. Denise Bartell.   Submitted on Sep-04-2014 for expedited review.   Reviewed by ch. Approved on Sep-10-2014 as expedited.

"Impression Formation", (F_13-5 Mod F 14-2) - Dr. Kate Burns and co-investigator(s) Brianna Bartoszeweski, Kayla Engelhardt, Tiffany Groshek, Kaelee Heideman.   Submitted on Sep-27-2013 for expedited review.   Reviewed by Ch. Approved on Sep-26-2014 as expedited.

"Rubric for Assessing Professional Behaviors (RAPB) Pilot", (F 14-1 New) - Dr. Gail Trimberger. Submitted on Sep-26-2014 for exempt review.   Reviewed by Ch. Approved on Oct-06-2014 as expedited.

"Food Security Survey of Brown County Food Pantry Participants", (F 14-2 New) - Dr. Gail Trimberger and co-investigator(s) Students in Soc Work 461.   Submitted on Oct-01-2014 for expedited review. Reviewed by Ch. Approved on Oct-01-2014 as expedited.

"Studying Textbooks Learning", (F 14-3 New) - Dr. Regan Gurung.   Submitted on Oct-08-2014 for expedited review.   Reviewed by Ch. Approved on Oct-23-2014 as expedited.
<div align="right">Approved by Chair as expedited.</div>

"Studying Textbooks Learning", (F 14-3 New) - Dr. Regan Gurung.   Submitted on Oct-08-2014 for expedited review.   Reviewed by Ch. Approved on Oct-23-2014 as expedited.
<div align="right">Approved by Chair as expedited.</div>

"Empathy and Service Learning", (F-14-4 New) - Dr. Adolfo Garcia.   Submitted on Oct-13-2014 for exempt review.   Reviewed by Ch. Approved on Oct-14-2014 as expedited.
<div align="right">Approved by Chair as expedited.</div>

"Cognitive Flexibility and Personality", (S_14-20 Mod) - Dr. Christine Smith and co-investigator(s) Franklin Rabideau, Natalia Hahnfeld,Nicole Schultz, Megan Franjose, Rachel Skarsten, Julie Konik. Submitted on Oct-01-2014 for expedited review.   Reviewed by Ch. Approved on Oct-20-2014 as expedited.

"Rating Other People", (F-14-5 New) - Dr. Regan Gurung and co-investigator(s) Cassandra Bartlett. Submitted on Oct-14-2014 for expedited review.   Reviewed by Ch. Approved on Oct-20-2014 as expedited.

"Bullying and Academics", (F-14-6 New) - Dr. Kristin Vespia and co-investigator(s) Kaelee Heideman. Submitted on 16-Oct.14 for expedited review.   Reviewed by Ch. Approved on Oct-21-2014 as expedited.

"Decisions and Personality", (F-14-7 New) - Dr. Kate Burns and co-investigator(s) Chad Osteen, Monica Wysocki, Kari Kovacs.   Submitted on Oct-17-2014 for expedited review.   Reviewed by Ch. Approved

on Oct-24-2014 as expedited.

"How We Look On Paper", (F-14-9 New) - Dr. Christine Smith and co-investigator(s) Megan Gleason. Submitted on Oct-20-2014 for expedited review.   Reviewed by Ch. Approved on Nov-19-2014 as expedited.

"Extracurricular Group Impact", (F-14-8 Mod) - Dr. Jenell Holstead and co-investigator(s) Kathryn Doll. Submitted on Oct-16-2014 for expedited review.   Reviewed by CH. Approved on Oct-31-2014 as expedited.

"Assessing the Effects of Mixed Media", (F-14-10 New) - Dr. Regan Gurung and co-investigator(s) Shelby VanHouten, Sarah Wick, Meghan Baker, Kayla Blochowiak.   Submitted on Oct-22-2014 for expedited review.   Reviewed by Ch. Approved on Nov-04-2014 as expedited.

"Optimizing Task Performance", (F-14-11 New) - Dr. Regan Gurung and co-investigator(s) Kayla Blochowiak, Meghan Baker, Shelby Van Houten, Sarah Wick.   Submitted on Jan-11-2014 for expedited review.   Reviewed by Ch. Approved on Nov-07-2014 as expedited.

"Environmental Policy Relations between First Nations and Local Government: A Case Study of Oneida Seven Generation Corporation and the Green Bay City Government", (F-14-12 New) - Dr. David Helpap and co-investigator(s) Stephanie Suchecki21-Oct-2014.   Submitted on Jan-00-1900 for expedited review.   Reviewed by Ch. Approved on Nov-16-2014 as expedited.

"Meme Impressions", (F-14-14 New) - Dr. Kate Burns and co-investigator(s) Chad Osteen, Monica Wysocki, Kari Kovacs.   Submitted on Oct-24-2014 for expedited review.   Reviewed by Ch. Approved on Nov-18-2014 as expedited.

"Gamification Strategy", (F-14-16 New) - Dr, Sawa Senzaki.   Submitted on Oct-27-2014 for expedited review.   Reviewed by Ch. Approved on Nov-24-2014 as expedited.

"Archtecture Perceptions", (F-14-17 New) - Dr. Regan Gurung and co-investigator(s) Brennan Kiley. Submitted on Oct-30-2014 for expedited review.   Reviewed by Ch. Approved on Nov-19-2014 as expedited.

"The Development of Imaginary", (F-14-18 New) - Dr. Sawa Senzaki and co-investigator(s) Dr. Jennifer Lanter; Dr. Yosuke Moriguchi.   Submitted on Jan-00-1900 for expedited review.   Reviewed by Ch. Approved on Dec-01-2014 as expedited.

"Stress Response", (F-14-19 New) - Dr. Ryan Martin and co-investigator(s) Dr. Craig Hanke; Sarah Londo.   Submitted on Nov-12-2014 for expedited review.   Reviewed by Ch. Approved on Dec-05-2014 as expedited.

"Studying Cultural Components", (F-14-20 New) - Dr. Regan Gurung and co-investigator(s) Lily Zimmermann.   Submitted on Nov-11-2014 for expedited review.   Reviewed by Ch. Approved on Dec-01-2014 as expedited.

"Studying in Law School", (F-14-21 New) - Dr. Regan Gurung and co-investigator(s) Jennifer Cooper. Submitted on Nov-11-2014 for expedited review.   Reviewed by Dr. Brian Sutton. Approved on Dec-01-2014 as expedited.

"Dressing for Work", (F-14-23-New) - Dr. Regan Gurung and co-investigator(s) Meghan Baker, Kayla Blochowiak, Shelby VanHouten, Sarah Wick.   Submitted on Nov-21-2014 for expedited review. Reviewed by Ch. Approved on Dec-03-2014 as expedited.

"Studying Methods", (F-14-24-New) - Dr. Sawa Senzaki and co-investigator(s) Jennifer Tollefson. Submitted on Nov-17-2014 for expedited review.   Reviewed by Ch. Approved on Dec-05-2014 as expedited.

"Determining the Shift in Students' Horizon of Political Possibility in Introduction to Democracy and Justice Studies", (F-14-25-NewAmend) - Dr. Jon Shelton.   Submitted on Nov-25-2014 for expedited review.   Reviewed by Ch. Approved on Dec-08-2014 as expedited.

"Improving Engagement", (F-14-26-New/Amended) - Dr. Jenell Holstead and co-investigator(s) Kathryn Doll, Chad Osteen, Amanda Schartner, Michelle McChesney, Kortney Krajewski.   Submitted on Nov-25-2014 for expedited review.   Reviewed by Ch. Approved on Dec-26-2014 as expedited.

"Examining the Role of Website Trust on Intentions to Donate to a Charity Website", (F-12-10 Modified) - Dr. Gaurv Bansal.   Submitted on Nov-26-2014 for expedited review.   Reviewed by Ch. Approved on Dec-08-2014 as expedited.

"Trust Violation and Rebuilding: The Role of Attribution", (F-13-19 Modified/Extension) - Dr. Gaurv Bansal.   Submitted on Dec-02-2014 for expedited review.   Reviewed by Ch. Approved on Dec-16-2014 as expedited.

"Trust Violation and Rebuilding: The Role of Attribution", (F-13-19 Modified/Extension) - Dr. Gaurv Bansal.   Submitted on Dec-17-2014 for expedited review.   Reviewed by Ch. Approved on Dec-20-2014 as expedited.

"Class & Career Development", (F-14-28-New) - Dr. Kristin Vespia.   Submitted on Dec-04-2014 for expedited review.   Reviewed by Ch. Approved on Dec-20-2014 as expedited.

"Female Leadership", (F-14-29-New) - Dr. Christine Smith and co-investigator(s) Olyvia Kuchta. Submitted on Dec-05-2014 for expedited review.   Reviewed by Ch. Approved on Dec-30-2014 as expedited.

"Opinions and Usage of Cemeteries as Green Space", (F-14-31-New) - Dr. John Katers and co-investigator(s) Jacob Eggert.   Submitted on Dec-10-2014 for expedited review.   Reviewed by Ch. Approved on Feb-10-2015 as expedited.

"BSW Diversity Climate Assessment", (F-14-33-New) - Dr. Jolanda Sallmann and co-investigator(s) Carol Ponce-Torres, Rebecca Ludwig.   Submitted on Dec-22-2014 for expedited review.   Reviewed by D. McCollum. Approved on Jan-12-2015 as expedited.

"Attitudes About Free Will", (S-15-4-New) - Dr. Ryan Martin and co-investigator(s) Olyvia Kuchta. Submitted on Jan-29-2015 for expedited review.   Reviewed by Ch. Approved on Mar-04-2015 as expedited.

"Female Leadership", (F-14-29-Modified) - Dr. Christine Smith and co-investigator(s) Olyvia Kuchta. Submitted on Feb-18-2015 for expedited review.   Reviewed by Ch. Approved on Feb-18-2015 as expedited.

"Secondary Traumatic Stress and the Human Services Professional", (Sum_14-9-Mod) - Tammy Snortum and co-investigator(s) Sharon Locklin; Samantah Surowiec.   Submitted on Feb-18-2015 for expedited review.   Reviewed by Ch. Approved on Feb-27-2015 as expedited.

"High-Performance Hospice Rns", (S-15-7-New/Rev) - Dr. Heather Herdman and co-investigator(s) Denise Gloede.   Submitted on Mar-03-2015 for full board review.   Reviewed by Ch. Approved on Apr-06-2015 as expedited.

"Day To Day Emotions", (S-15-8-New/Amended) - Dr. Ryan Martin and co-investigator(s) Katerine Bright, Gretchen Klefstad, Alese Nelson.   Submitted on Mar-03-2015 for expedited review.   Reviewed by Ch. Approved on Mar-12-2015 as expedited.

"Clothing & Performance", (S-15-9-New/Ameded) - Dr. Regan Gurung and co-investigator(s) Kelly Berth, William Vogt, Alese Nelson, Vincenzo Badalamenti, Sarah Busko,Destany Calma-Birling, Devan Schultz, .   Submitted on Mar-03-2015 for expedited review.   Reviewed by Ch. Approved on Mar-13-2015 as expedited.

"Social Evaluation of Infants (SEI) project", (S_14-5-Mod/2015 Mod &Extension) - Dr. Sawa Senzaki and co-investigator(s) Yuki Shimizu.   Submitted on Mar-05-2015 for expedited review.   Approved on Mar-23-2015 as expedited.

"Class & Career Development", (F-14-28-Modified) - Dr. Kristin Vespia and co-investigator(s) Haily Hummelmeier; Mackenzie Wink.   Submitted on Mar-03-2015 for expedited review.   Reviewed by Ch. Approved on Mar-30-2015 as expedited.

"Educational Psychology", (S-15-14-New) - Dr. Kate Burns and co-investigator(s) Chad Osteen, Monica Wysocki, Kari Kovacs.   Submitted on Mar-19-2015 for expedited review.   Reviewed by Ch. Approved on Apr-14-2015 as expedited.

"Day To Day Emotions", (S-15-19-Modified) - Dr. Ryan Martin and co-investigator(s) Katerine Bright, Gretchen Klefstad, Alese Nelson.   Submitted on Apr-07-2015 for expedited review.   Reviewed by Ch. Approved on Apr-14-2015 as expedited.

"Martial Arts and Masculinity", (S-15-15-Modified) - Dr. Christine Smith and co-investigator(s) Sergio Leon.   Submitted on Apr-09-2015 for exempt review.   Reviewed by Ch.   Approved on Apr-14-2015 as expedited.

"Decisions and Personality", (F-14-7 Modification) - Dr. Kate Burns and co-investigator(s) Chad Osteen, Monica Wysocki, Kari Kovacs.   Submitted on Apr-10-2015 for expedited review.   Reviewed by Ch. Approved on Apr-12-2015 as expedited.

"Neutalization and the Impact of Deterrence and Rewards on Security Policy Compliance Intentions", (S-15-21-New) - Dr. Gaurv Bansal.   Submitted on Apr-06-2015 for expedited review.   Reviewed by Ch.   Approved on Apr-17-2015 as expedited.

"Learning Social Psych", (S-15-23-New) - Dr. Regan Gurung.   Submitted on Mar-31-2015 for expedited review.   Reviewed by Ch.   Approved on Apr-14-2015 as expedited.

"How LGBTQ Individuals Form Romantic Attachments within Interpersonal Relationships", (S-15-24-New/Class) - Dr. Francis Akakpo and co-investigator(s) John Mellberg.   Submitted on Mar-19-2015 for expedited review.   Reviewed by Robert Nagy.   Approved on Apr-27-2015 as expedited.

"Tattoos and Perceptions", (S-15-26-New) - Dr. Regan Gurung and co-investigator(s) Alese Nelson. Submitted on Apr-06-2015 for expedited review.   Reviewed by Ch.   Approved on Apr-15-2015 as expedited.

"Trust As It Relates to Webpage", (S-15-27-New) - Dr. Steven Muzatko.   Submitted on Apr-01-2015 for exempt review.   Reviewed by Ch.   Approved on Apr-27-2015 as expedited.

"Art Appreciation", (S-15-28-New) - Dr. Regan Gurung and co-investigator(s) Emily Carroll. Submitted on Apr-06-2015 for expedited review.   Reviewed by Ch.   Approved on Apr-17-2015 as expedited.

"The Impact of Reading", (S-15-29-New) - Dr. Regan Gurung and co-investigator(s) Sarah Wick. Submitted on Apr-06-2015 for expedited review.   Reviewed by Ch.   Approved on Apr-17-2015 as expedited.

"The Effects of Masculine Military Culture on Female Veterans", (S-15-30-New/Class) - Dr. Francis Akakpo and co-investigator(s) Sarah Rothlisberg.   Submitted on Mar-23-2015 for expedited review. Reviewed by Ch.   Approved on Apr-21-2015 as expedited.

"Factors Contributing to Foster Parent Burnout when Working with Treatment Level Youth", (S-15-31-Class/New) - Dr. Francis Akakpo and co-investigator(s) Stacy Leo.   Submitted on Mar-23-2015 for exempt review.   Reviewed by Ch.   Approved on Apr-21-2015 as expedited.

"Education and Job Satisfaction of Nursing Staff Working with Patients with End-Stage Dementia", (S-15-32-New/Class) - Dr. Francis Akakpo and co-investigator(s) Jamie Vandermause.   Submitted on Mar-27-2015 for exempt review.   Reviewed by Ch.   Approved on May-01-2015 as expedited.

"Rubric for Assessing Professional Behaviors (RAPB) Pilot", (F-14-1-Extension) - Dr. Gail Trimberger.   Submitted on Apr-14-2015 for expedited review.   Reviewed by Ch.   Approved on Apr-22-2015 as expedited.

"Hmong American Racial Identity Development", (S-15-34-New) - Dr. Christin Depouw and co-investigator(s) Ari Anand.   Submitted on Apr-16-2015 for expedited review.   Reviewed by Ch.   Approved on May-12-2015 as expedited.

"Cost Effectiveness of Using PrismaSol Instead of Normal Saline as Replacement Fluid During Continuous Renal Replacement Therapy (CRRT)", (S-15-36-New/Class) - Dr. Christine Vandenhouten and co-investigator(s) Jason Mattson.   Submitted on Apr-20-2015 for exempt review.   Reviewed by Ch.   Approved on May-01-2015 as expedited.

"Online Reviews", (S-15-37-New) - Dr. Ryan Martin.   Submitted on Apr-23-2015 for expedited review.   Reviewed by Ch.   Approved on Apr-27-2015 as expedited.

"A Study of Learning", (S-15-38-New) - Dr. Regan Gurung and co-investigator(s) Destany Calma-Birling.   Submitted on Apr-23-2015 for expedited review.   Reviewed by Ch.   Approved on Apr-28-2015 as expedited.

"Clothing and Perceptions", (S-15-39-New) - Dr. Regan Gurung and co-investigator(s) Sarah Busko; Vince Badalamenti, Devan Schultz; Alese Nelson.   Submitted on Apr-23-2015 for expedited review.   Reviewed by Ch.   Approved on Apr-28-2015 as expedited.

"The Significance of Proper Training in Facilities That Provide Care for Patients' with Alzheimer's Disease and Other Types of Dementia", (S-15-40-New/Class) - Dr. Francis Akakpo and co-investigator(s) Courtney Cook.   Submitted on Apr-17-2015 for exempt review.   Reviewed by Le Zhu.   Approved on May-11-2015 as expedited.

"Healthcare Preparedness", (S-15-41-New/Class) - Janet Reilly and co-investigator(s) Martha Pettineo; Elisabeth Weber;Jill Ramaker.   Submitted on Apr-25-2015 for expedited review.   Reviewed by Ch.   Approved on Apr-29-2015 as expedited.

"Unemployment among Veterans in a Midwestern State: Exploratory Study pf Civilian Employment Skills and Other Related Factors", (S-15-42-New/Class) - Dr. Francis Akakpo and co-investigator(s) Stephen Crum.   Submitted on Apr-13-2015 for expedited review.   Reviewed by R. Nagy.   Approved on May-11-2015 as expedited.

"Gender Differences and Misconceptions of Intimate Partner Violence Among College Students", (S-15-43-New/Class) - Dr. Francis Akakpo and co-investigator(s) Arooj Chaudry.   Submitted on Apr-17-2015

for exempt review. Reviewed by Ch. Approved on May-23-2015 as expedited.

"Evaluating Farners Market Ebt", (S-15-44-New) - Dr. Regan Gurung and co-investigator(s) Melinda Morella. Submitted on May-11-2015 for exempt review. Reviewed by Ch. Approved on May-23-2015 as expedited.

"Efficacy of Damage Assessment", (Sum-15-6) - Dr. Lucy Arendt and co-investigator(s) John Bevington; Ron Eguchi. Submitted on Jun-05-2015 for exempt review. Reviewed by Ch. Approved on Jun-12-2015 as expedited.

"Assessing Diversity Climate", (Sum-15-7) - Dr. Jolanda Sallmann and co-investigator(s) Gail Trimberger; Adriane Crawford Fletcher. Submitted on May-28-2015 for expedited review. Reviewed by Ch. Approved on Jun-12-2015 as expedited.

"Reciprocal Teaching Versus Traditional Lecture: Is There A Difference? ", (F-11-9/Mod) - Dr. Adolfo Garcia and co-investigator(s) Dr. Jennifer Lanter. Submitted on Jun-14-2015 for expedited review. Reviewed by Ch. Approved on Jul-01-2015 as expedited.

Approved by Full Board

"Perceptions of Abuse", (F-14-15 New) - Dr. Kate Burns and co-investigator(s) Chad Osteen, Monica Wysocki, Kari Kovacs. Submitted on Jan-00-1900 for expedited review. Reviewed by R. Gurung and Chair. Approved on Nov-26-2014 as full.

"Positive Parenting Sessions", (S-15-11-New) - Dr. Brenda Tyczkowski and co-investigator(s) Jacquelyn Bailey; Jacqueline Payne-Borden. Submitted on Mar-10-2015 for full board review. Reviewed by Ch, R. Gurung. Approved on Apr-06-2015 as full.

"Dressing Up", (S-15-13-New/Revised) - Dr. Regan Gurung and co-investigator(s) Sarah Wick. Submitted on Mar-05-2015 for exempt/full review. Reviewed by Board. Approved on Apr-02-2015 as full.

"Shapes Study", (S-15-18-New) - Dr, Jen Lanter and co-investigator(s) Sawa Senzaki; Yuki Shimizu. Submitted on Apr-10-2015 for full board review. Reviewed by Full Board. Approved on May-23-2015 as full board.

"Impact of Support on Bereavement Outcomes in Hospice Setting", (S-15-33-New/Class) - Dr. Francis Akakpo and co-investigator(s) Emily Crum; Hailie Carpenter. Submitted on Mar-31-2015 for expedited review. Reviewed by Ch. Approved on May-23-2015 as full.

"Social Evaluation of Infants (SEI) project", (S-14-5/Mod) - Dr. Sawa Senzaki and co-investigator(s) Yuki Shimizu.   Submitted on May-08-2015 for full board review.   Reviewed by Ch. Approved on May-11-2015 as full.

"Stress Across the Life Span", (Sum-15-3) - Dr. Joel Muraco and co-investigator(s) Natalia Hahnfeld, Rose Buhle, Logan Mischler, Jennifer Carrillo.   Submitted on May-13-2015 for full board review.   Reviewed by Full Board. Approved on Jun-30-2015 as full.

Pending

"Extracurricular Group Impact", (F-14-8 New) - Dr. Jenell Holstead and co-investigator(s) Kathryn Doll.   Submitted on Oct-16-2014 for expedited board review.   Currently NOT approved.

"Emotion in Sports Performance", (F-14-13 New) - Dr. Ryan Martin and co-investigator(s) Kayla Hucke.   Submitted on Oct-22-2014 for expedited board review.   Currently NOT approved.

"Wisconsin Boarding Schools Visual Histories Project", (F-14-32-Modified) - Dr. J.P. Leary.   Submitted on Dec-12-2014 for board review.   Currently NOT approved.

"The Perception/Attitudes and Acceptance of MMR Vaccines Among the Parents of Home-Schooled Children in the Green Bay Area School District"", (F-15-5-New) - Dr. Brian Merkel and co-investigator(s) Audrey Kesy.   Submitted on Feb-20-2015 for full board board review.   Currently NOT approved.

"The Perception/Attitudes and Acceptance of MMR Vaccines Among the Parents of Home-Schooled Children in the Green Bay Area "", (F-15-5-Revised) - Dr. Brian Merkel and co-investigator(s) Audrey Kesy.   Submitted on Feb-20-2015 for full board review.   Currently NOT approved.

"Fostering Friendships", (S-15-12-New) - Dr. Regan Gurung and co-investigator(s) Shelby VanHouten.   Submitted on Mar-09-2015 for expedited board review.   Currently NOT approved.

"Mma and Masculinity", (S-15-15-New) - Dr. Christine Smith and co-investigator(s) Sergio Leon.   Submitted on Mar-26-2015 for exempt board review.   Currently NOT approved.

"Evaluation of At Home Program", (Sum-15-1) - Dr. Lora Warner.   Submitted on May-15-2015 for expedited board review.   Currently NOT approved.

"Synergy Sports Study", (Sum-15-2) - Dr. Regan Gurung and co-investigator(s) Dean Schultz.   Submitted on May-13-2015 for full board review.   Currently NOT approved.

"Imagination, Cognitive Flexibility, and Executive Function Project (ICE Project)", (Sum-15-4) - Dr. Sawa Senzaki and co-investigator(s) Natalia Hahnfeld; Yusuke Moriguchi .   Submitted on May-13-2015 for full board board review.   Currently NOT approved.

"College Student Bereavement: A Cross-Sectional Study", (Sum-15-5) - Dr. Illene Cupit and co-investigator(s) Olyvia Kuchta; Ryan Martin.   Submitted on May-27-2015 for full board board review. Currently NOT approved.

"Race is the New Class: Student Transfer of Knowledge of Structural Inequality", (S-15-17-New) - Dr. Alison Staudinger and co-investigator(s) Nicholas Toyne.   Submitted on Apr-02-2015 for exempt board review.   Currently NOT approved.

      Submitted by: Dr. Illene N. Cupit, Chair

Instructional Development Council

Report of activities for the Instructional Development Council for the 2014/15 academic year.

Membership: Caroline Boswell, AH; Peter Breznay, NS; Jenell Holstead, SS; J P Leary, AH; William Lepley, PS; Christine Vandenhouten, PS; Joanne Dolan, instructional Design Coordinator; Regan Gurung, OPID rep; Jennifer Lanter, Director of CATL; John Lyon, NS, co-chair, Alison Staudinger, SS, co-chair.

The full IDC met 4 times during the 2014/15 academic year to conduct the normal business of the council. We retained the structure we created last year: Grants (TEG and IDCA), Awards (SNTA and OTS), and Events (FDC and WTFS), but reviewed Sabbatical Request as a full council. The three subcommittees met 9 times in total over the year.

Faculty Development Conference
The 2014 Faculty Development Conference was held on January 21st with approximately 108 people in attendance, an increase from last year. Our focus was on the High Impact Practice of faculty/student partnerships. Our keynote speaker, Peter Felten, presented a keynote and two well-attended workshops on this topic. A fee was charged to not UWGB attendees, which did not harm conference attendance and insured more sustainability. Next year's conference has not been planned because funding is not yet assured.

Teaching Enhancement Grants
Awards to this program were made only in fall semester, as this program is currently frozen pending budget cuts. There were 14 applications made to this program, requesting $13,567 in funding. 11 were funded fully, 2 at 50% and 1 was not funded, for a total outlay of $9566.50. Grant highlights include a workshop for all faculty on using research Archives, testing of e-learning enhancements and work at conferences to enhance teaching. The call for Spring grants was out on February 4th and was retracted that same day.

Innovation in Course Development Awards
(formerly, Instructional Development Awards)
In response to the lack of applications last year, the council re-envisioned this award, which incentivizes bold and creative approaches to new courses or programs. The call went out on December 22nd, and we received four strong proposals. Because of budget freezes in anticipation of cuts, we were not able to award either $3,500 award.

Student Nominated Teaching Awards
These awards were made in both the fall and the spring semester. A large number of nominations were received for this award. In spring semester, we included a student representative on the decision-making committee and plan to continue this practice. Every nominee received a signed certificate, and winners in the early and advanced categories received their awards at the University Leadership Awards.

Online Teaching Fellows Program
The Advanced Online Teaching Fellows Program ran over the Winter Break. The program is currently in transition because of budgetary and staffing changes.

Wisconsin Teaching Scholars and Fellows
One teaching fellow and one teaching scholar were selected to participate in the 2015-2016 WTFS program. The 2014-2015 fellow and scholars successfully completed the program.

Faculty Sabbatical Recommendations

The voting members of the IDC reviewed and made recommendations regarding the applications for faculty sabbatical releases. As always, we determined whether each application was appropriate for funding given the criteria and length of sabbatical requested. At the request of the Office of the Provost, the council also voted on whether each appropriate measure was "strong." Nonetheless, we recommend that each proposal that we found appropriate be funded.

Institutional Animal Care and Use Committee

The 2014-2015 season for the UWGB-IACUC has been completed.

Members: Le Zhu (Chair/GB faculty), Patrick Forsythe (GB faculty), Sarah Detweiler (GB faculty), Dan McCollum (Ex Officio), Jill Fermanich (GB Safety Inspector), Thomas Baye (Community member), Patrick Warpinski (Green Bay veterinarian).

1. During the academic year of 2014-2015, members of the IACUC committee convened one time face-to-face for election of the IACUC Chair - Le Zhu was nominated and voted as the Chair unanimously.
2. Mr. Thomas Baye and Dr. Patrick Warpinski graciously agreed to continue to serve on IACUC as community representatives.
3. One proposal was received on research experiences during a winterim travel course. This was an approved proposal in 2014 that was seeking renewal, so the Chair approved the renewal without a full-board review and communicated with committee members about this decision via email.
4. Meeting time: IACUC will be meeting upon request – Le Zhu will send out a call for a meeting once a proposal is submitted to IACUC for review, and/or if concerns need to be discussed and addressed by the committee.

Respectfully submitted by:
Le (Leanne) Zhu, PhD
Chair of the IACUC
Assistant Professor of Human Biology, UWGB

International Education Council

MEMBERS: Brent Blahnik, (non-voting member), Sarah Meredith Livingston (chair), Adam Parrillo, Gabriel Saxton-Ruiz, Leanne Zhu, Christin DePouw, Heather Herdman (replacing Ghadir Ishquaidef who resigned from the committee September, 8th, 2014.)

Meeting dates were as follows:
September 5, 12 and 26; October 10 and 31; November 12 and 19; December 6; February 4; March 4; April 28 and May 6.

GUEST SPEAKERS:

Sept 12th   Briana Hagany, newly hired ESL Coordinator, UWGB. She gave a progress report on development of ESL programs at UWGB.
Sept 31st   Deans Sue Mattison and Scott Furlong
Nov 19th   Jemma Lund, OIE: Explained her travel course student orientation template
Feb 4th   Rick Beverstein, Diane Dappern, Dennis Rader, International Rotary Clubs, Green Bay. Discussed their high school exchange student programs (RYE) and they asked for our collaboration in recruitment of these students for UWGB as international students.
March 4th   Prof Robert Wenger: Founder of Visiting Scholar Program, UWGB and ST NORBERT

ACTION ITEMS:
- Approved per diem funding for two visiting professors (writers) form Peru, $470, brought by Professor Gabriel Saxton-Ruiz.
- Discussed and awarded the candidate most deserving of the Wochinske Scholarship. Laura Leigh (South Africa, DJS Student) was unanimously voted to receive the award.
- Approved funding for two Grammy award-winning professors (soprano and classical guitarist) from University of Sao Paulo-Ribeirao Preto, Brasil, who are participating in 360 Series Concert Program and doing masterclasses February, 2015. Approved $3000 which included partial funding for them for their round trip airfare. Brought by Prof Sarah Meredith Livingston
- Approved funding for Professor Janet Reilly bringing a visiting scholar from Brasil for one night of housing and airfare, $270
- Revisited the charge of the International Education Committee, May 6th, 2015 meeting. There was a lively discussion and it was unanimously approved as it is written with no changes.

ITEMS TABLED UNTIL 2015-16 DISCUSSION TO BE CONTINUED:
These items are tabled until the 2015/2016 academic year when there is more resolution to the current UWGB budget situation.

- Campus-wide reception honoring International Faculty and inviting international business representatives. Seeking private funding sources for this event.
- Travel Course Refund Policies
- Disability Policies for Travel Courses
- Overview of strategic plan that was formalized two years ago and needs to be looked at by IEC again

- Continued discussion and research on compensation for faculty and faculty travel courses; proposed that this would be part of load and see what kind of recommendations we can make for this
- Revisit some of the agreements between institutions in other countries and develop criteria for whether or not these partnerships are beneficial or not
- Continue discussion on how we can proactively "internationalize our campus".
- Continue and put closure on 2013/2014 assessment initiative. Dean Furlong raised concern whether it was appropriate for IEC to be involved in course assessment as there is no charge noted related to the evaluation of learning outcomes for IEC, which is NOT a curricular committee. The chair of IEC presented this idea to Jennifer Ham, Assessment Coordinator, replacing Professor Jennifer Mokren, but nothing has been resolved about this issue.

My sincerest thanks to the committee members of the IEC for this past year. Their work, dedication and efforts were above reproach.

Thank you.

Respectfully submitted,

Sarah Meredith Livingston, Chair
International Education Committee, 2014/2015

Research Council

The UW-Green Bay Research Council, consisting Amy Wolf (Chair), Sawa Senzaki, Debra Pearson, Minkyu Lee, Gaurav Bansal, Lidia Nonn (ex officio), and Dan McCollum (guest administrator), met 6 times during the 2014-15 academic year. Research and scholarship are important elements of UW-Green Bay's mission and are part of the expectations of all faculty. The Research Council helps foster research and scholarship at UW-Green Bay by awarding institutional grants-in-aid of research and funding or course reassignment or Research Scholars. The Research Council's work during the 2014-15 academic year consisted primarily of soliciting and judging proposals for these institutional awards.

During fall 2014 the Research Council revised the announcements for this year's awards leading to minor changes in the web site. A description of the awards is given below:

Research Scholar: This program provides a 3-credit course release to selected faculty for targeted research/scholarship projects. Typically, one research scholar is selected each semester. The award recipients for 2014-15 were:

Fall semester award (course release for Fall 2015):

Aaron Weinschenk, Public and Environmental Affairs

Spring semester award (course release for Spring 2016)

Christin DePouw, Professional Program in Education

Grants in Aid of Research (GIAR): These small grants ($800-$1,000) support data collection and supplies as well as travel to conferences for research/scholarship presentation. This program has been very effective, funding hundreds of diverse projects by new and existing faculty. These grants are especially useful in supporting disciplines and areas of scholarship with limited external funding opportunities.

Fall semester awards: 14

Spring semester awards: 6

Grants Integrating Research and Teaching (GIRT): These grants ($1000) promote projects that assist faculty efforts to combine scholarly and pedagogical activities. This grant opportunity is designed 1) to acknowledge and encourage collaborative research between UW-Green Bay faculty and 2) to integrate students into scholarly work. Student participation must be included in the proposed project.

No proposals were received for this opportunity during 2014-15.

A list of 2014-15 awards is provided on the UW-Green Bay web site at:
http://www.uwgb.edu/rc/giar-awards.asp .

Respectively submitted,
Amy T. Wolf, Ph.D.
Professor, Natural and Applied Sciences and Biology
University of Wisconsin-Green Bay

Technology Council

Purpose and Membership

The primary role of the Technology Council is to provide advice and recommend policy on technology-related issues. The Technology Council is advisory to the Provost and Vice Chancellor for Academic Affairs and her/his designee and serves the following functions:

a. Recommends institutional policies related to information technology, including short- and long-term technology planning and the use of information technology in the academic program and support areas, management information systems, telecommunications, media resources, library automation, and distance education.
b. Provides advice on major computing, instructional technology, management information systems, telecommunications, media resources, library automation, and distance education acquisitions.
c. Conducts periodic assessment of technology resource utilization and needs.

The membership as of the end of the 2014-15 year include:

Chair – David Kieper
Academic Affairs – Greg Davis
Advancement – Kimberly Vlies
Athletics – Brendan Gildea
Business & Finance – Paul Wikgren
Faculty Representatives – Eric Morgan, Brenda Tyczkowski, and **Peter Breznay**
Liberal Arts & Sciences – Scott Furlong
Outreach & Adult Degree – Christina Trombley
Professional & Graduate Studies – Sue Mattison (represented by Ashley Folcik)
Student Affairs – Mike Stearney and Brenda Amenson-Hill
Student Representative – Jacob Immel
Library Representative - Dan Schrickel

Activities for Academic Year 2014-15

The Technology Council met successfully two times in 2014-15. One other meeting was cancelled due to a lack of quorum.

The Council reviewed the Information Technology Strategic Plan and current progress on the Information Technology Operational Plan.

The Council discussed and agreed to a survey for students regarding IT. The decision was made to not perform a survey for faculty and staff. This survey was conducted in November and December, 2014. A summary of the survey results are:

- 436 respondents (577 in 2011 – year of last survey)
    - Similar breakdown in type of student and residences status
- 74% Satisfied / Very satisfied with overall technology
    - Most comments were about wireless
        - On campus most students were satisfied
        - More dissatisfaction in Residence Life – likely due to gaming console / smart TV / wireless printer support – which we just started to support in Spring 2015

- o Fair amount of comments about Pharos printers
    - ▪ We implemented new Mobile Print in Spring 2015
- D2L received a fair amount of attention
    - o Complaints over the new design
    - o Request for either a D2L mobile app or at least more mobile friendly design
- IT Service hours – 92% Help Desk, 89% HouseIT, 95% GAC Lab, 88% Library lab reported as sufficient

The Council reviewed proposed changes to procedures for determining which departments and persons will have permissions to send to campus email distribution lists.

The Council reviewed the proposed changes in the workstation replacement plans which are being moved from a three to four year replacement plan to a four to five year replacement plan. This change in the rollout plan is being made to save financial resources as a result of the proposed budget reductions in the coming two fiscal years. No other changes for quantities of computers for labs are being made in the coming year.

The Council also discussed the proposed renovation of Wood Hall room 440 into an interactive learning classroom. This project is being led by Academic Technology Services staff and is funded partially by FY16 laboratory and classroom modernization funding. Construction is expected to begin in summer 2015. Volunteers were solicited to provide input into the design process to help finalize designs before construction begins.

Respectfully Submitted,

David Kieper

COMMITTEE APPOINTED BY THE DEAN OF STUDENTS

University Student Leadership Awards Committee

Members: Faculty: John Arendt, Toni Damkoehler, Doreen Higgins, Brian Sutton
Staff: Quin Merriweather, Joanne Dolan
Students: Joe Ebert, Marya Wolffe, Nate Fiene, Alysha Brooks, Kassie Yunto

Convener: Lisa Tetzloff, Director, Office of Student Life

In 2014-15, a total of 96 student leaders were recognized through the University Leadership Awards program—54 students earned University Leadership Awards, and 42 students received the Chancellor's Leadership Medallion. The selection process takes place each semester and is very time consuming for committee members. They reviewed hundreds of pages of questionnaires, essays, and reference letters before meeting to determine the final list of award recipients. Their involvement in this process is critical and highly valuable.

December awards

Award	Number of nominees	Number of completed questionnaires	Number of recipients
University Leadership Award	109	41	11
Chancellor's Medallion	51	33	8

May awards

Award	Number of nominees	Number of completed questionnaires	Number of recipients
University Leadership Award	464	164	43
Chancellor's Medallion	159	66	34
Student Organization of the Year	10		Campus Kitchen
Student Organization Service Project of the Year	4		Habitat for Humanity-Philippines build trip

The University discontinued the "Who's Who Among Students in American Universities and Colleges" award, which used to be presented each December.

If you have any questions about this report, contact Lisa Tetzloff at 465-2464 or tetzlofl@uwgb.edu.

COMMITTEE APPOINTED BY VICE CHANCELLOR FOR BUSINESS AND FINANCE

Health and Safety Committee

The committee met October 23, 2014 and April 6, 2015. Committee members include; Eileen Kolb Program Manager-Records Academic Staff, Sara Schmitz Academic Lecturer, Anthony La Luzerne Cataloging Librarian, Vanya Koepke, Trevor Matson and Tyler Sterr Student Government, Jill Fermanich University Safety Manager, Amy Henniges Director of Health Service, Paul Pinkston Director of Facilities, Tomas Kujawa Director of Public Safety/Chair, John Arendt Co-director Academic Staff, Theresa Mullen Classified Staff, Rebecca Meacham Associate Professor Faculty, Jolene Truckenbrod Human Resources Specialist, Sheryl Van Gruensven Director Human Resources and Affirmative Action. Others in attendance; Scott Schroeder meeting minutes.

Purpose: The University of Wisconsin-Green Bay Health & Safety Committee is established to advise the Vice Chancellor for Business and Finance on issues relating to the health, safety, and wellness of the university community.

The following has been addressed by the committee:
• Discussion of Public Address system for notification and limitations in Residence Life
• New Police Officer David Jones assigned to Emergency Management duties
• Discussion of Emergency Operations Team tabletops
• Discussion of efforts to gather more emergency contact information from staff using the "My UW System" link on Human Resources home page
• GB Alert increased approx. 600 participants to 3000 total
• Use of License Plate Recognition system to better monitor Residence Life lots for overnight visitors and to help determine non-students living in Residence Life
• Discussion on need for additional surveillance cameras in halls and electronic security doors-updates on projects. Some doors are still in a state plan. The cameras are on hold pending state budget and availability of campus funds
• Public Safety offering self-defense classes to students and staff – very popular program
• Public Safety performing office security reviews on campus – contact Public Safety if interested in a review of your area
• Disruptive situation training offered by Public Safety, Dean of Students and Health Services – 45 minutes long – contact Public Safety if interested
• Discussion about becoming a smoke free campus and the SPARK tobacco College initiative
• Review of AED policy – will be reviewed
• Discussion about Campus use after hours and "Work Alone" policy
• Discussion snow removal on sidewalks during winter time and the use of sweepers
• Discussion about the posting of Registered Sex Offenders who are also students at UWGB. Committee agreed to continue the current procedure of posting links to a variety of sex offender search sites
• Discussion on adding additional Blue Emergency telephones – student gov't will look again at their plan and determine if they will move forward with request and try to identify funding
• Discussion about unstable walking areas when students/staff use undesignated short cuts

Respectfully Submitted,

Tomas J. Kujawa
Committee Chairman

Facilities Management Committee

No report submitted for the 2014-15 Academic Year.

Wellness Committee

Committee Membership:

Christine Olson, Human Resources, HR Rep
Amy Depeau, Student Health Nurse, Counseling & Health Co-Rep
Amy Henniges, Director of Health Service, Counseling & Health Co-Rep
Jeffrey Krueger, Director of the Kress Events Center Operations, Kress Center Rep
Laura Rowell, A'viands Dietician, A'viands Liaison
Bobbie Webster, Natural Areas Ecologist, Academic Staff, 15-16
VACANT, University Staff Seat
VACANT, Faculty Seat

Charge: Promoting and supporting programs that foster the wellness of the campus community.

Monthly Lunch and Learns:
   8/2014   Healthy pot luck paired with SLO student group
   9/2014   9/11 Remembrance Stair Walk- Cofrin Library
 10/2014   Healthy Cooking Demo with A'viands
 11/2014   Alzheimer's/Dementia Awareness – Caring for Aging Loved Ones
 12/2014   Zen
   1/2015   Resolution to Revolution- Creating a Fitness Plan
   2/2015   Heart Healthy Nutrition
   3/2015   Budgeting and Finances- UW Credit Union
   4/2015   Environmental Wellness- Why you should hug a Tree
   5/2015   Self Defense with Officer Chad Kleman
   6/2015   Straw Bale Gardening

Other Events:
Benefits and Wellness Fair, October 8, 2015
Summer 2014 54218 Challenge
Bio-Metric Screening event
Step Into Spring Walking/Activity Challenge
Certification of Fit Friendly Status through American Heart Association for 2014 and 2015
Corporate Team with over 50+ Participants for Bellin Run

Discussions/Items Tabled:
Development of campus drop site/participation in a local Community Shared Agriculture (CSA).
Smoking on campus, further discussions on this topic ongoing.

CHANCELLOR APPOINTIVE COMMITTEES

Council on Diversity and Inclusive Excellence

Purpose: In the spirit of the University's guiding principle to "support a community devoted to diversity/inclusivity of thought and experience," the Chancellor's Council on Inclusive Excellence will provide the Chancellor with advice and recommendations that will promote a learning community that pursues and embraces equity, diversity, and inclusion.

The Chancellor's Council on Inclusive Excellence also advises the Chancellor on affirmative action matters in compliance with the University of Wisconsin System Equal Opportunity Policy.

Function: The Chancellor's Council on Diversity and Inclusive Excellence provides advice to the Chancellor by:

Actively engaging in the implementation of campus inclusivity initiatives where appropriate Reviewing and evaluating campus compliance with Federal, State, System, and campus policies regarding diversity, equity, and inclusion.

Reviewing, as requested, all diversity, equity, and inclusivity-related activities including, but not limited to:
- Affirmative Action Plan
- Campus Inclusive Excellence Plan
- Affirmative Action Programs -
- Faculty/Staff: Recruitment and Retention of Racial/Ethnic Minorities, and Women and Employment Matters
- Students: Access, Recruitment and Retention, and Employment Matters
- Reviewing proposed policy and procedural statements and advising the Chancellor on the need for policy changes as necessary.
- Producing discussion papers on timely diversity topics.

Committee Members:
Chair: Stacie Christian, Coordinator of Inclusive Excellence and Pride Center.
Faculty: Kimberley Reilly, Assistant Professor, DJS,14-16; Bryan Carr, Assistant Professor, ICS, 14-16; Minkyu Lee, 13-15; Adam Parrillo, 14-16.
Academic Staff: Forrest Brooks, 14-16; Joanne Dolan, 14-16; Joanie Dovekas, 13-15.
University Staff: Nicole Miller, 14-16.
Student Members (one year term): Lorenzo Lones, 14-15; Camara Wallace, 14-15; Grace Vecchie, 14-15; Liz Peterson, 14-15.
Members Ex-officio/voting: Michael Casbourne, Director of TRIO and Precollege Programs; Kimberly Desotell, Director of Phuture Phoenix Program and Director of Development Program; Brenda Amenson-Hill, Dean of Student Affairs; Lynn Neimi, Director of Disability Service; Jennifer Lanter, Associate Professor, Director of CATL; Brian Wardle, Athletic Department Representative; Scott Furlong, Dean of the College of Liberal Arts and Sciences; Sue Mattison, Dean of the College of Professional Studies; Sheryl Van Gruensven, Director of Human Resources and Affirmative Action; Justin Mallett, Director of American Intercultural Center.

Accomplishments: The primary accomplishment of the Chancellor's Council on Diversity and Inclusive Excellence is the ability to provide leadership and opportunities for individuals within the campus to discuss, learn and implement change for an increasingly inclusive campus environment that enhances

the ability for UWGB to be a warm and welcoming environment for students, employees and the community. Being inclusive will assist UWGB to be an active participant in a global community and to be a thriving institution with opportunities for a larger membership who wish to be a part of the UWGB experience.

One new initiative within the Inclusive Excellence program is the Inclusivity and Equity Certificate Program. As the Coordinator of Inclusive Excellence and Pride Center, Stacie Christian routinely meets with Melissa Nash, Forrest Brooks and Lynn Neimi to develop and implement a career development certificate program that is based on academic research, student and employee experiences, and employee request and feedback. Thus far six programs and two workshops have been provided for employees on inclusive topics such as "Transgender", "First Peoples", "Millenniums", multicultural student communication and others. These career development opportunities can be used for personal or professional growth as individuals choose to earn a certificate and as this career development may be a part of their workplace evaluations.

Another new initiative is the development of Employee Resource Groups (ERGs) at UWGB. The first resource group called "Pride" focuses on LGBTQ and Pride Center topics and initiatives. Employees will be provided an opportunity to learn more about how ERGs can provide social and workplace support for employees by enhancing their engagement to their co-workers at UWGB and to their communities. Other ERGs that are currently of interest and may be started in 2015-2016 is an Inclusive Excellence ERG, a new employee group, and a parent ERG.

Future Needs and Goals: Need to replace several committee members for 2015-2016. Coordinator will submit proposed names to Chancellor for consideration. The accomplishments and opportunities within the achievements of this committee and the subcommittees need to be communicated through leadership and campus media and meetings so others can feel that they will benefit if they take part in these opportunities to enhance inclusivity at UWGB. The Chancellor will be consulted with the committee and subcommittees recommendations in order to seek ideas on how to best communicate the Inclusive Excellence successes and opportunities on campus while supporting UWGB goals and initiatives.

Subcommittee Final Reports

Inclusivity in the Workplace Subcommittee Report 2014-2015

Charge: Education and Professional Development for Improving the Inclusiveness of the Workplace Environment

Subcommittee Members: Melissa Nash (chair), Stacie Christian, Lynn Niemi, Michael Casbourne, Sousie Lee, Mai Lo Lee, Jennifer Lanter, Minkyu Lee, Joanie Dovekas, Kristy Aoki, Forrest Brooks, Kimberly Reilly, Sheryl Van Gruensven, Yunsun Huh
- Continuation and further marketing of the Inclusivity and Equity Certificate Program
- Inclusivity Professional Development Series – six programs offered in 2014-2015:
    - Veterans Reintegration from Combat to the Classroom
    - Panel on Disability Resources for Employees and Students
    - 10 Factors Minority Students Face Attending Predominantly White Institutions
    - First Nations (held both in the fall and spring)
    - Transgender Equity in the Workplace-Pride Center Programming
- Inclusivity Professional Development Series – Inclusivity and Equity at UWGB Workshop
    - First 2-part workshop was held in the spring of 2015.
    - The full 4-hour session will be held in the summer (tentative date of June 17th).

- New Employee Social Planning
  - First Social was in August of 2014. This was a success, and many new employees (and current employees) had positive things to say about the event.
  - Winter Social was postponed due to budgetary uncertainties.
  - The second New Employee Social will take place in August of 2015. Planning for this will happen during the spring/summer of 2015.
- New Employee survey sent to new employees during the 2014 calendar year. Results were discussed, and Faculty will be receiving a packet of new employee campus and community resources during their benefits orientations (given by mentors to University Staff and Academic Staff new employees).
- Initiative to include Inclusiveness objectives in performance evaluations (University Staff language drafted)
- Employee Resource Groups (ERGs)
  - The first ERG (Pride) was formed by Stacie Christian and Joanie Dovekas. This ERG has had several meetings in the winter/spring of 2015.
  - Guidelines for the formation and facilitation of additional ERGs have been drafted. A work group will be refining these guidelines during the summer, and will plan for a large-scale roll out this fall.

Notable Challenges:
Budget uncertainties limited our ability to have the Winter New Employee Social

Plans for the 2015-2016 Inclusivity in the Workplace Subcommittee
- Continue to develop the Inclusivity and Equity Certificate Program, including:
  - Creating an assessment program and committee to assess complete portfolios.
  - Providing at least six unique professional development opportunities.
  - Holding the Inclusivity and Equity at UW-Green Bay foundation course each semester.
- Coordinate two New Employee Socials (one in August of 2015, and one in January of 2016).
- Enable the formation of new ERGs, with organized guidelines for facilitators. The hope is that a few will begin with the start of the 2015-2016 academic year:
  - Inclusive Excellence ERG
  - Parent Support ERG
  - Multicultural/International Employees ERG
- Continue to look at increasing the opportunity to connect new and current employees with community resources.

Inclusive Classroom Subcommittee Report 2014-2015

Charge: Training and development of faculty and staff to enhance best practices for diverse student retention via classroom instruction

Subcommittee Members: Kate Burns (Chair), Christin DePouw, Adrianne Fletcher, Adolfo Garcia, Regan Gurung, Jen Lanter, Lorenzo Lones (student), Dan Meinhardt, Lynn Niemi, Liz Peterson (student), Grace Vecchie (student), Kris Vespia, David Voelker, Camara Wallace (student)

- This year we discussed the need for coordination with other campus groups about what they were doing related to diversity (e.g., Enrollment working group, Online Inclusive Excellence instrument, 2016 Faculty Development Conference, 2017 White Privilege Conference).
- We used last year's year-end report by Regan (Gurung, previous chair) to discuss the top ideas for the committee to pursue this year. Based on this, we decided to pursue the student focus

group and collecting faculty experience data as our top priorities (see below).   We also thought booster sessions, training at department level, and/or disseminating info in large classes may be beneficial in the future, pending the results of the survey.

- The student focus group will be completed in the fall 2015.
- 48 faculty members were surveyed to ask them why they attended (or not) inclusive excellence programming and ideas for future topics/types of programming. It was determined that most people did not attend because they were not aware of the programming (N=21), they were too busy (N=18), or had time conflicts (N=15). In terms of future programming, the most popular suggestion was related to inclusivity in the classroom/pedagogical issues (N=6), or issues that related to this topic (N=4).

Survey Summary

(N=48): Human Biology, Human Dev., Music, Natural & Applied Sciences, Social Work; Theatre

Why they attend:
- Topic of interest
- Want to work more effectively with diverse students
- Have gone to ones that are personally interesting
- Gain more experience

Why they don't attend (Some people listed multiple reasons)
- Unaware/Don't know what it is (21)
- Too busy (18)
- Time conflicts (15)
- Would take a long time to get certificate/too much work (2)
- Didn't see some of these programs advertised (2)
- Wasn't sure what was offered
- Not interested
- Unclear about certificate
- Will I get worthwhile info from?
- Need more detail about what the talk would be like/suggested preview

Future topics:
- Inclusivity in classroom/pedagogy issues (6)
- Other classroom topics suggested (How to deal with language/writing issues; How to discuss gender in the classroom; How to close achievement gap; How to help struggling students) (4)
- SES/Poverty/Financial issues (3)
- Non-traditional age students (2)
- Transgender (2)
- Mental Health issues (2)
- Not sure (2)
- What is cultural competence?
- Veterans
- Race relations
- Family issues
- Student parents
- Interventions to help minority students
- Having diverse students talk about their experiences
- Help with recruiting students for WISCAMP
- Programs that promote general awareness
- How to recruit underrepresented students in STEM

- Online (4)
- Include in dept meetings (3)
- Offer during week of convocation

Other comments:
- Wants more info on program and details about what counts for certificate
- Thought campus leadership should talk more/be more supportive of this programming (e.g., include in Convocation, Joint Unit Chairs meetings)
-

Community Relationships Summary Report 2014-2015

Charge: To increase community relationships and collaboration to assist the communities' understanding that UW-Green Bay is an excellent choice for diverse students to enroll and to provide support for those students so they are active and engaged members of the Green Bay community.

Subcommittee Members: Justin Mallett (Chair), Kim Desotell, Alegra Fowler (student), Denise Bartell and Nicole Miller

The community relationships subcommittee worked this academic year identifying key events within the local community that members of the Inclusive Excellence Committee and senior administrators should attend within the local community. The committee also spent time establishing relationships with key organizations within the Green Bay community that will aid in changing the community perception of UW-Green Bay especially as it relates to minority student representation on the UW-Green Bay campus. This sub-committee did a great job establishing this relationship and aiding in the future recruitment of minority students to UW-Green Bay.

As we venture into the summer, here are some key events taking place within the next year that we need to make sure we have a presence at:

- June 2015- Juneteenth Celebration (in the community, need IE Committee representation)
- October 2015- Young Life Fundraiser (Chancellor and other senior leaders should attend)
- December 2015- Kwanzaa Event (Chancellor MUST be present as event is at UWGB this year)
- January 2016- Brown County MLK Day Event (Chancellor MUST be present at this event)
- January 2016- Green Bay MLK Day Event (In the community, need IE representation)
- February 2016- UWGB Soul Food Dinner (Chancellor MUST be present)
- March 2016- UWGB Celebration of Success
- May 2016- Passage to India (in the community, need IE representation)

The committee also worked on establishing key relationships with local groups in the Green Bay community. These groups include:

1. Boys and Girls Club of Green Bay
2. Young Life
3. Girl Scouts of America
4. Multicultural Center of Green Bay
5. Oneida Executive Business Council
6. Green Bay Area School District

These relationships have worked for us during the past year as these entities have attended many diversity and multicultural events on campus. These groups have brought many students to campus and has aided in making the community more aware of the diversity and inclusion that is present on the UW-Green Bay campus.

Goal: The goal for next year is to continue building these relationships and continue to have more of a presence in the local community and connect our local community to the UW-Green Bay campus.

Mentoring Opportunities for Students Summary Report 2014-2015

Charge: To empower paired mentor/mentees with a better understanding of leadership skills through a multicultural and inclusive perspective.

Subcommittee Members: Brenda Amenson-Hill (Co-Chair), Justin Mallett (Co-Chair), Forrest Brooks, Deirdre Radosevich, Kari Moody, Stacie Christian, Aurora Cortes

The mentoring committee worked throughout this past year to set up a peer mentoring program. The program is designed to connect successful, experienced multicultural and disadvantaged students with new first-year or new transfer students. The committee also decided that we will provide mentors for all of the students participating in the Phoenix Start program. The committee worked on many details throughout the semester. Some of the tasks included:

- Brainstorming the best models and criteria for developing a mentor program designed to help multicultural and disadvantaged students
- Meeting with current multicultural students several times to get their input on the experiences and needs that will help shape the program
- Developed a mentor position description
- Developed an application for the mentors
- Recruited mentors to apply
- Selecting mentors (plan to complete by May 15, 2015)
- Promoting this program to new multicultural students attending UW-Green Bay in fall 2015 (ongoing)
- Identifying key collaborators and stakeholders across the campus (ongoing)
- Sharing the program with faculty and staff in key areas across campus (ongoing)
- Work on training for August and fall semester (ongoing)
- The committee also worked on the beginning stages of developing a mentoring program that would pair students and professionals (on campus or in the community). Most of our work involved testing the ideas to see if we could recruit interested Alumni and community members to participate. So far, we are getting excellent feedback. The committee is working on developing a one page summary for all interested mentors to fill out. We hope this will help promote the program, and enhance our ability to connect students with mentors.
- Our goal is to continue our work on this program, and launch a kick-off in fall 2015. We also want to connect this to the 50th Anniversary.

University Planning and Innovation Council

No report was submitted for the 2014-15 Academic Year.

Committee on Student Misconduct

To keep up with an increasing demand, and provide a more diverse pool, the Dean of Students office expanded the number of people to serve on the Student Misconduct Committee.   This is the committee who hear student appeals or make the decision to suspend a student for misconduct, for either academic, or non-academic reasons.   The committee is made up of three faculty, three academic staff, and the five students who make up the Student Government Association Court. One faculty member has left, and will need to be replaced for Fall 2015.

With a whole new group to prepare, we took a step up in our training methods. In the past training was a one-time event.   This year we did multiple sessions focused on specific topics.   We talked more in depth about how to run a hearing, explained the investigation and sanctioning process, and had a debriefing in January to talk about how the fall hearings went.   Residence Life and Public Safety were given time to explain their expectations and procedures for student incidents so the committee understand this before a hearing is even held.   Our final training was about relationship violence, a growing issue this committee needs to be prepared for.   We will continue to expand future trainings on this topic because of how complex these types of cases often become.

This year we had a total of eight hearings.   Of those, three of them were academic appeals, which was high.   The last academic appeal was three years ago.   Two were appeals for non-academic misconduct.   The last three were non-academic misconduct, and resulted in suspension.   For two of the suspension hearings, the students chose not to attend the hearing, the first time we have ever held a hearing without the student present.

Overall this change was well worth it.   We had a variety of hearings this year, academic vs. non-academic, appeals vs. suspensions, and all members did very well.   Our next step is to expand our baseline.   In the coming year we will add trainings on sexual assault, self-injury and mental health, because we never know what the next case will be.

UNIVERSITY STAFF ELECTIVE AND APPOINTIVE COMMITTEES

University Staff Committee

As 2014-15 was the first year of the University Staff Committee as a governance body, I would like to begin this summary report with an historical background of how the committee came into existence:

- The UW-Green Bay administrative support unit formed the first organized campus committee for classified staff in 1980 and was known as the Clerical Development Committee. The main focus was providing professional development opportunities and career networking for classified staff.
- The group's name was changed to Classified Administrative Support Committee in 1996.
- The CDC and CASC presented fall conferences for 22 years from 1980-2002. Attendance included classified staff from other UW campuses, other state agencies, and administrative support employees at Northeast Wisconsin Technical College.
- The group was reorganized in 2003 to include all of the classified employee groups (Administrative Support, Blue Collar, Building and Trades, Non-represented, Professional, Safety and Security, and Technical) and changed its name to Classified Staff Advisory Council. The mission became "…to promote and provide professional development to classified staff through education, training, and communication. The Council serves in an advisory capacity, offering a cohesive partnership with colleagues from all campus employee groups in support of the University's mission. Membership is open to all University of Wisconsin-Green Bay classified staff."
- The group's fall conference was brought back in 2006, and attendance has been between 125 and 150 people since then. The agenda typically includes a professional keynote speaker and multiple breakout sessions presented by other speakers and/or the keynote speaker on various topics of interest.
- CSAC began discussions in May 2013 about the coming UPS changes and the conversion from classified staff to university staff.
- CSAC was granted approval to develop the structure and bylaws for a classified staff governance group by Chancellor Thomas Harden in August 2013.
- The classified staff at UW-Green Bay approved the UW-Green Bay University Staff Governance Bylaws on 5/15/14.
- Chancellor Harden approved the bylaws on 6/12/14.
- UW-System approved the bylaws on 7/24/14.
- The last meeting of the Classified Staff Advisory Council was held on 9/18/14. An Interim Election Committee was formed to conduct an interest survey and subsequent elections for membership on the new University Staff Committee and working committees.
- The Interim Election Committee met on 9/25/14 to review the election results and discuss appointments to the campus-wide governance and non-governance committees.
- The newly elected university staff governance committee members met on 10/2/14. The USC members selected its four officers (Chair, Vice Chair, Secretary, and Treasurer), and the working committee members selected their chairs (Election Committee, Personnel Committee, Professional Development Committee). This being the inaugural year for the staggered 2-year terms, members also determined which positions would serve 1-year terms. All terms beginning with the 2015-16 fiscal year will be for two years.
- The Interim Election Committee met with the new USC Election Committee on 10/7/14 to pass on information and committee duties to the new members.

- The first University Staff Committee meeting was held on 10/23/14. Though the name is new, the mission remains the same – with the exception of the new governance role – and the commitment to excellence is unwavering.
- The 2014-15 membership of the University Staff Committee is as follows:
  Jan Snyder (Chair), Amanda Wildenberg (Vice Chair), Tina Tackmier (Secretary), Holly Keener (Treasurer), Kimberly Danielson, Monika Pynaker, Kevin Boerschinger, Christine Olson (Human Resources Liaison)
- The 2014-15 membership of the Election Committee is as follows:
  Cheryl Pieper (Chair), Ron Kottnitz, Teri Ternes
- The 2014-15 membership of the Personnel Committee is as follows:
  Kevin Boerschinger (Chair), Brenda Beck, Ron Kottnitz, Kim Mezger, Cheryl Pieper
- The 2014-15 membership of the Professional Development Committee is as follows:
  Teri Ternes (Chair), Kimberly Danielson, Monika Pynaker, Tina Tackmier, Peggy Van Rixel (resigned in March)
- The Faculty Senate and Academic Staff Committee have each approved the addition of University Staff Committee members to the following joint governance committees as of 7/1/15, when the UW System officially implements UPS and the associated shared governance rights and responsibilities:
  - Awards and Recognition Committee
  - Committee on Legislative Affairs
  - Committee on Workload and Compensation
  - Learning Technology Collaborative Committee.
- University staff employees also have current representation on the following campus appointive committees and working groups:
  - Chancellor's Council on Diversity & Inclusive Excellence
  - Chancellor's Invent the Future Steering Committee
  - Chancellor's Invent the Future Working Groups:
    - Academic Portfolio
    - Enrollment
    - Innovation & Growth
    - Partnerships & External Affairs
  - Committee on Disability Issues
  - Health & Safety Committee
  - University Planning and Innovation Council

The University Staff Committee has been meeting the third Thursday of every month from 10:00-11:30, with occasional special meetings for discussions requiring timely decisions. In anticipation of a new campus website platform, the decision was made to keep the CSAC blog intact, and it currently contains university staff governance information. There is also a limited amount of USC documents on UWGB's SharePoint, in a folder labeled "University Staff Business". A USC Outlook email account (usc@uwgb.edu) is currently maintained by the USC Chair, with shared access also granted to the Vice Chair and Secretary.

The 2014-15 term was a busy one for the USC, as we had a lot to learn as a newly formed governance group. In addition to this, we were immediately introduced to processes and procedures unfamiliar to us as our input was required for the development of new university staff Operational Policies that will be implemented when the UW System's University Personnel System begins on July 1, 2015. Rounding out the inaugural year's challenges were discussions and meetings surrounding the UW System budget cuts.

To date, four rounds (two identical sessions each) of UPS operational policy forums have been presented by Human Resources staff – with university staff governance members assisting with logistics

– for the purpose of informing university staff employees of the draft UW System policies so that we can help with the development of final campus policies. The USC Personnel Committee created Qualtrics feedback surveys following each of the forums, and the results were submitted to HR for consideration in the final documents to be submitted to UW System for approval by the Board of Regents. A final round of forums will be held shortly to review the last set of policies.

University staff members will also have the opportunity to help with the development of a new employee handbook. Human Resources and the SOFAS are currently in the planning mode, but the hope is to create one online source that pertains to all employees, and additional sources specific to each of the shared governance groups.

In May 2014, a university staff shared governance workshop was hosted by the university staff of UW System, which proved to be very informative and an excellent networking opportunity. Attendees agreed that future such meetings should be held, some face to face and some via videoconferencing. The representative from UW-Whitewater organized telepresence meetings that began in July, recurring once a month for general discussions and once a month for UPS policy discussions. Though all are welcome to attend, UW-Green Bay has been primarily represented by USC and Personnel Committee members.

UW-Green Bay's USC Chair, Vice Chair, and Personnel Committee Chair attended a system-wide rep meeting in August 2014 in conjunction with the Board of Regents meeting in Oshkosh. The same three UW-Green Bay reps attended a system-wide meeting in December 2014.
On February 9, 2015, the USC adopted a resolution in response to the proposed UW System budget cuts. It was submitted, along with resolutions from the faculty, academic staff, and UW-Green Bay Retirees Association to campus and UW System sources for wide distribution.

On March 20, 2015, the USC Chair was appointed by Michael J. Falbo, Regent President, and Raymond Cross, UW System President to serve on the UW System Shared Governance Task Force. Four monthly meetings will be held in Madison in June, July, August, and September. The task force has been charged with recommending new Board of Regents policies in shared governance and tenure.

An annual University Staff Assembly was held on April 29, 2015, with 63 university staff members present. Provost Stephen Fritz delivered a welcome address, which was followed by an overview of the university staff governance activities. Besides the University Staff Committee, each of the other university staff governance committees also reported on their 2014-15 activities (Election Committee, Personnel Committee, and Professional Development Committee). Five minor amendments to the University Staff Governance Bylaws were presented, voted on, and approved at this assembly meeting.

An interest survey was generated by the Election Committee in April for the purpose of determining interest in open governance positions, as well as for serving on other campus committees. A ballot was created and online elections were completed in May. All members will convene during the July USC monthly meeting. The USC members will elect its officers, and each of the other committees will choose their chairs. Committees will then determine their meeting schedules for the 2015-16 term.

June 17, 2015 will be the last meeting of the 2014-15 term for the USC. Updates and any final notes will be reflected in the meeting minutes.

Respectfully submitted,

Jan Snyder, Chair
University Staff Committee, 2014-15

University Staff Election Committee

Committee Members: Cheryl Pieper (Chair), Teri Ternes, and Ron Kottnitz
Charge: To solicit candidates from the eligible university staff to serve on elected and appointed committees via an interest survey and to prepare a ballot for all open positions.
Timeline:

February 25th, 2015   Met with last year's committee; Amanda Wildenberg, Tina Tackmier,

                             Jan Snyder and Kevin Boerschinger to discuss the election process including the timing and the security of the interest survey and the election ballot.
March 5th, 2015   Met with ATS Staff to discuss security when using Qualtrics for the interest survey and the election ballot.
March 17th, 2015   Worked on interest survey.
March 20th, 2015   Worked on interest survey.
March 31th, 2015   Met with Holly Keener to work on interest survey.
April 14th, 2015   Worked on revisions to the interest survey.
April 27th–May 5th, 2015   Interest survey was open for all university staff to complete.

May 6th, 2015   Reviewed interest survey results to choose names for the ballot.

May 7th-May 13th, 2015   Ballot was open for university staff to vote.

May 19th, 2015   Met to go over election results. E-mails were sent to the winners for each elected committee.

June 1st, 2015   Met to select names for the appointive committees.

June 8th, 2015   Sent Holly an e-mail with the committee's choices for the appointive committees.

Observations: We need to find ways to get more university staff interested in serving on our committees; and although we opened our interest survey to coincide with the University Staff Assembly meeting in April, it was too late in the fiscal year. Committees wanted our choices much earlier than we had them ready.

Respectfully submitted by Cheryl Pieper, Chair

University Staff Personnel Committee

The University Staff Professional Development Committee members (Kim Mezger, Cheryl Pieper, Ron Kottnitz, Brenda Beck, Leah Liebergen) have been meeting regularly and operating under the newly formed governance structure since October 2014. The committee has been busy with the new University Staff Personnel Handbook and all of the operational rules that have been created with the coming implementation of the University Personnel System. We have worked closely with our membership and our HR Department here at the University along with our cohorts at UW's around the state to make sure our implementation on campus went smoothly

We studied all of the information that was available, did lots and lots of reading and surveyed our membership to make certain we were representing all of our members. We also worked closely with the Academic Staff committee to pool resources and make sure we were not duplicating effort. Topics we discussed and surveyed the membership on are as follows.

Grievances and Layoffs
Title changes
Performance Review changes
Job Security
Temporary and Project appointment changes
Recruitment changes

We also held forums for our membership with our HR department to discuss these changes and had several Q&A sessions where we answered members questions and concerns about proposed changes and any changes or updates the membership were interested in.
We continue to work with our membership and our HR department to adjust and adapt to the new work rules that are being implemented through UPS.

Respectfully submitted by Kevin Boerschinger, Chair

University Staff Professional Development Committee

The University Staff Professional Development Committee members Kimberly Danielson, Monika Pynaker, Tina Tackmier, Teri Ternes and Peggy VanRixel [resigned March 2015] have been meeting regularly and operating under the newly formed governance structure since October 2014. The committee has addressed Professional Development funding requests, joint Academic Staff/University Staff leadership workshops, a winter social for University Staff and the 2015 US Fall Conference. A recap of each follows.
Professional Development Funding: Two requests for professional development funds, approved in 2014, were paid in January. We received seven additional requests; six were denied due to the out-of-state travel moratorium effective January 28; one has been approved for 'in-state' travel. The committee continues to look for professional development opportunities for University Staff and we are always open to suggestions.
Professional Development Workshops: The US Professional Development Committee joined with the Academic Staff Professional Development Committee and hosted six training workshops throughout the academic year.

Social: The PDC hosted a winter social for University Staff on April 14 at The Bar. We were pleased with the attendance and hope to host an annual gathering for co-workers to come together, share a few laughs and make new friendships.

Fall Conference: The PDC has been meeting regularly to discuss and continue planning the 2015 conference. The venue has been set, speakers contracted, the conference graphic approved. A 'save the date' email will be forthcoming with registration beginning in August. The conference will be held on November 6, at the Tundra Lodge. University Staff will be kept informed via email; we will also post updates regularly to the blog.

JOINT GOVERNANCE COMMITTEES

Learning Technology Collaborative Committee

Committee chair: Nathan Kraftcheck
Committee members: Tohoro (Francis) Akakpo, Todd Dresser, Alison Staudinger, Jacob Immel, Dan Schrickel, Nathan Kraftcheck, J. Vincent Lowery, Debra Pearson, Christina Trombley, William Hubbard, Jennifer Lanter

The main objectives for the Committee: The Learning Technology Collaborative Committee serves as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs on matters involving learning and instructional technology. The members will consult the faculty and solicit feedback on issues of instructional technology planning and policy, as well as other items of general interest. The Learning Technology Collaborative Committee is a Joint Governance Committee.

The charge of the Learning Technology Collaborative Committee is to:
1. Develop and promote channels of communication between the learning and instructional technology staff and the faculty and students.
2. Make suggestions regarding the operational support required for instructional technologies at UW-Green Bay at an institutional level.
3. Evaluate learning and instructional services to identify efficiencies and possible areas of improvement.
4. Explore and exchange ideas about new, existing, and maturing technologies.
5. Advocate for the support of the University's instructional technology budgetary, professional development, and support needs as necessary.
6. Act as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs.
7. Provide policy recommendations to the Technology Council as needed.

Summary committee activities: The Learning Technology Collaborative Committee devoted several meetings to exploring learning technology currently deployed to and utilized by the university. The purpose of these orientations was to fill in any knowledge gaps among committee members, with the purpose of providing committee members with sufficient knowledge to serve in their role as an advisory group.

The committee served its advisory role in three separate instances. First, the committee assessed a new web-hosting/e-portfolio solution for students, called "A Domain of One's Own." This solution would provide students with the ability to have their own web space and deploy one of several content management systems of their choosing. Possible use cases include student e-portfolios, blogs, moderated online communities, and web publication of student work. All advisory committee members agreed that "A Domain of One's Own" would be valuable to their teaching and a valuable resource to students. Second, the committee provided feedback on a proposed renovation of a Wood Hall classroom. The purpose of the renovation is to construct an active learning lab. Third, the committee reviewed lecture capture needs assessment data and provided anecdotal input in an effort to recommend a cost-effective lecture capture solution that still meets faculty needs.

List of activities in progress and upcoming events/discussions:
The goals of educating all committee members in regards to deployed learning technology implementations, and collecting their advice on learning technology developments were successfully met. Therefore, there is no unfinished business to resume next academic year.

Committee members: Nathan Kraftcheck, J. Vincent Lowery, Debra Pearson, Jacob Immel, and Dan Schrickel's terms have ended. New committee members include a student representative, Joanne Dolan, Caroline Boswell, Debra Pearson (re-elected), and Rebekah Vrabel.

Awards & Recognition Committee

Members of the Awards and Recognition Committee were Jeremy Cleven, Clif Ganyard, Yunsun Huh, Minkyu Lee, Cheryl Pieper, Samantha Surowiec (co-chair), Mary Valitchtka (co-chair), Erin Van Daalwyk, and Lora Warner.

The committee conversed and convened via email and met three times during the 2014-15 academic year.

Summary of Activities:
The committee reviewed and approved the eligibility of Cristina Danforth and Barbara Nick for the Fall 2014 and Spring 2015 commencement speakers.

The committee met with Tracy Heaser regarding the disbanding of the Founders Board and the impact that will have on the Founders Awards. Discussion was also held on the process required to add another award. The committee tabled further discussion of this topic to the 2015-16 committee.

The committee continued with the prior year's decision to allow nominators of eligible previous award finalists to use the original supporting documentation in an effort to reduce "nomination fatigue".

The committee solicited nominations for the 2014 Founders Association Awards and selected recipients from among those nominations.

The committee chairs would like to recognize Holly Keener for her significant assistance, patience and support in formalizing the committee's communication templates, and organization of submitted nomination documentation. Her willingness to go above and beyond and happily assist the committee chairs, was not overlooked and deeply greatly appreciated.

Respectfully submitted,
Samantha Surowiec, Co-Chair
Mary Valitchtka, Co–Chair

Legislative Affairs Committee

Committee on Workload and Compensation

The CWC members were:
>Katrina Hrivnak
>Tim Kaufman
>Kevin Boerschinger
>Brent Blahnik – co-chair
>Christopher Martin
>Eileen Kolb
>Emily Rogers
>Debbie Furlong
>Christine Style
>Patricia Terry – co-chair

The committee met about every two weeks over the course of the year and achieved the following:

- Submitted a request to the Chancellor to close campus both the Friday after Thanksgiving and the Friday after Christmas
- Is continuing to work with HR on the alternative work schedule request for faculty and staff to include a mechanism for appeal should a request be denied
- Submitted a Compensation Resolution to the Chancellor that was passed by faculty senate and the Academic Staff Council.