

Annual Reports of University Elective and Appointive Committees 2019-2020

University of Wisconsin—Green Bay

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FACULTY ELECTIVE COMMITTEES

University Committee

No report submitted

Committee of Six

Annual Report 2019-2020

5/21/2021

Members of the Committee included Professors Greg Aldrete, Gaurav Bansal, Robert Howe, Pao Lor, Berel Lutsky, and Dean VonDras (Chair).

In the past year the Committee of Six Full-Professors met and reviewed the following candidates for promotion to the rank of full-professor: Michael Alexander, Katherine Burns, Sarah Detweiler, Allen Huffcutt, Sampath Ranganathan, Christine Vandenhouten, and Aaron Weinschenk.

All candidates were unanimously endorsed by the Committee for promotion to the rank of full-professor.

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

Respectfully submitted,

Dean D. VonDras, Chair
Committee of Six Full-Professors

2019-2020 Annual Report

1. Meetings and Membership:

Members of the Academic Affairs Council (AAC) for the 2019 – 2020 year included Clif Ganyard (ex-officio), Michael McIntire (CSET) – Chair of AAC, Woo Jeon (CSET), Amulya Gutru(CSB), Katrina Hrivnik(ex-officio), Thomas Nesselin (CAHSS) ,Minkyu Lee (CAHSS), Christin DePouw (CHESW), Sarah Marschie (Student representative), Mohammed Mohammed (Student representative)

Christin DePouw had a sabbatical in the spring and was replaced by Amulya Gutru.

Meetings were held roughly every other week (sometimes more if the Courseleaf requests were heavy). During the fall it was difficult to find a shared meeting time for committee members. In the spring semester we met on Thursday mornings from 8am to 9:30 am. After spring break all meetings were conducted through Skype due to the COVID-19 crisis. The meeting dates were:

Fall: September 24, October 14, October 31, November 14, December 12

Spring: February 7, February 20, Feb. 27, Mar. 5, Mar. 12, Mar. 26, Apr. 9, April 23, May 7

Before each meeting, agendas were emailed out detailing all the Courseleaf requests. The agendas and minutes for this year’s meetings were copied to the Sharepoint folder.

The committee would like to thank Katrina for being able to answer all our questions about courses from the registrar point of view.

2. Program Self-Studies and AAC Feedback reports:

This year the AAC was scheduled to provide feedback reports for six program self-study reviews including:

Accounting	Oct 1, 2019 [same date as originally scheduled, one year later]
Business Administration	Oct 1, 2019 [same date as originally scheduled, one year later]
First Nations	Nov. 1, 2019
Computer Science	Dec 1, 2019
Humanistic Studies	March 1, 2020
Communication	March 1, 2020 [same date as originally scheduled, one year later]

In the fall semester the AAC only received a program self-study for **First Nation Studies**. The **Computer Science** program report was submitted during the winter break. These were the only programs received by the AAC this year. The outbreak of the COVID-19 virus undoubtedly affected this process. The reports attached to this summary in Appendix A.

3. Various other agenda items:

Request for Authorization to Implement (RAI): **B.S. in Electrical Engineering** – approved February 20.

RAI: **Bachelor of Business Administration (B.B.A) in Finance** – approved March 5

RAI: **B.B.A of Marketing** – approved March 5

RAI: **B.B.A of Management** – approved March 5

RAI: **B.B.A in Human Resource Management** – approved March 5

Approved **BUS ADM 220** as a course that will count toward the University's math competency requirement – approved March 26

Some other items that were to be considered but we did not have time:

- Clif suggested the implementation of a universal course numbers for similar courses (i.e. internship = 297, independent study = 298/498...)
- Also enrollment caps were something that was discussed quite a bit. Some course change requests involved changing the default section size. While at certain times these changes seemed reasonable (for example a class might be restricted because of equipment limitations, room space needed, or to limit grading work in the case of a heavy writing emphasis class), there were times where no explanation was provided (and AAC requests were not answered) and the default section sizes seemed inconsistent and arbitrary to an extent.

4. Course and program requests:

The following course and program changes were approved in Courseleaf. More details about what was changed can be found in the meeting agendas and minutes on SharePoint.

October 14 Courseleaf requests:

1. ARABIC 102 : Introduction to the Arabic Language II
2. CHINESE 102 : Introduction to the Chinese Language II
3. CHEM-I : Chemistry Minor
4. COMM 301 : How to Create Great Social Media Content
5. COMM 382 : Public Relations Campaigns Writing
6. DESIGN 431 : Graphic Design Studio III
7. DJS 200 : Mentoring for Equity and Inclusion
8. ENGR 202 : An Introduction to Smart Cities
9. EDUC 282 : Conceptual Foundations of Elementary Mathematics II
10. GERMAN 102 : Introduction to the German Language II
11. HIMT 300 : Survey of Contemporary Computing
12. HIMT 301 : Digital Literacy in Healthcare
13. HISTORY 400 : Voyageur Magazine Practicum
14. HLTH_MGT : Healthcare Management in Health Systems
15. HUM-I Relg Studs : Religious Studies
16. MUSIC BA COMP : Composition
17. MUSIC BA INDIV : Individual Studies
18. MUSIC BA JAZZ : Jazz Studies
19. MUSIC BM EDCH : Music Education: Pre-K-12 Choral and General Music
20. MUSIC BM EDIN : Music Education: Pre-K-12 Instrumental and General Music
21. MUSIC BM INST : Instrumental Performance
22. MUSIC BM VOIC : Vocal Performance
23. MUSIC-I PERFORM : Music Performance
24. MUSIC 115 : Ear Training and Sight Singing I
25. MUSIC 116 : Ear Training and Sight Singing II
26. MUSIC 120 : Video Game Music

27. MUSIC 215 : Advanced Sight Singing and Ear Training
28. MUS APP 11 : Keyboard Musicianship I
29. MUS APP 21 : Keyboard Musicianship II
30. MUS APP 31 : Keyboard Musicianship III
31. MUS APP 41 : Keyboard Musicianship IV
32. NUT SCI 421 : Community Nutrition
33. NUT SCI 486 : Medical Nutrition Therapy II
34. ORG LEAD HLTH MGMT HEALTH MGT : Healthcare Management in Health Systems
Emphasis.
35. ORG LEAD ENV_PP : Environmental Policy and Planning Emphasis.
36. POL SCI 101 : American Government and Politics
37. PSYCH 401 : Psychology of Women and Gender
38. PU EN AF 301 : Environmental Politics and Policy
39. SOC WORK 213 : Human Trafficking
40. SOC WORK 395 : Special Topics in Social Work
41. SPANISH 102 : Introduction to the Spanish Language II

October 31 Courseleaf requests:

1. ET 331 : Advanced Water and Waste Water Treatment
2. FRENCH 102 : Introduction to the French Language II
3. MATH 102 :Quantitative Reasoning
4. MUSIC 151 : Music Theory I
5. MUSIC 165 : Fundamentals of Recording Technology
6. MUSIC 166 : Digital Audio Overview
7. MUSIC 265 : Audio Engineering I
8. MUSIC 266 : Audio Engineering II
9. MUSIC 365 : Advanced Audio Mixing
10. MUSIC 366 : Live Sound Reinforcement
11. MUSIC 465 : Senior Audio Seminar I-New Course Proposal
12. MUSIC 466 : Senior Audio Seminar II-New Course Proposal
13. MUSIC BA : Audio Production-New Program Proposal

November 14 Courseleaf requests:

1. FRENCH 102 : Introduction to the French Language II
2. HLTH_MGT : Management in Health Systems Certificate
3. INFO SCI 341 : Survey of Gaming and Interactive Media
4. INFO SCI 342 : Game Design
5. MATH 329 : Applied Regression Analysis
6. MATH 430 : Design of Experiments
7. MATH 431 : Multivariate Statistical Analysis
8. MATH STATISTICS:Statistics Emphasis
9. PSYCH : Brain, Behavior, and Health Emphasis
10. PSYCH DEVELOP : Development Emphasis
11. PSYCH GENERAL : Psychology Major-General Emphasis
12. PSYCH MENTAL : Mental Health Emphasis
13. SOCIOL 203 : Ethnic and Racial Identities

December 12 Courseleaf requests:

1. COMM 305: Principles of Public Relations/Corporate Communications
2. HUM BIOL 116 : First Aid and Emergency Care Procedures
3. HUM BIOL PUB HEALTH : Applied Public Health Emphasis
4. MATH 102 : Quantitative Reasoning

5. MATH-I MATH-APPLI : Applied Mathematics Emphasis

February 7 Courseleaf requests:

1. ACCTG PRO : Professional Accounting Certificate
2. ART 443 : Advanced Problems in Photography
3. BUS ADM 384 : Supply Chain Management
4. BUS ADM 497 : Internship
5. CHEM 104 : Survey of General Chemistry
6. CHEM 105 : Survey of Organic and Biochemistry
7. CHEM 107 : Survey of Organic and Biochemistry Lab
8. CHEM 214 : Principles of Chemistry II Laboratory
9. CHEM 304 : Organic Chemistry Laboratory I
10. CHEM 496 : Teaching Assistant in Chemistry
11. EDUC 281 : Conceptual Foundations of Elementary Mathematics I
12. EMBI-I : Sustainability Minor
13. FIN 415 : Employee Benefits and Retirement Planning
14. FIN 425 : Estate and Trust Planning
15. FIN 475 : Financial Plan Development
16. GEOSCI GEO SC : Geoscience Emphasis
17. GEOSCI GEO-ED : Geoscience Emphasis for Students Seeking Teaching Certification
18. HUM BIOL 403 : Human Physiology Laboratory
19. HUM BIOL 413 : Neurobiology
20. MATH 328 : Abstract Algebra Introduction to Algebraic Structures
21. MATH-I MATH-GEN : Mathematics Emphasis
22. ORG LEAD 348 : Organizational Behavior Across Sectors
23. PHYSICS 103 : Fundamentals of Physics I
24. WATER_SCI : Water Science

February 20 Courseleaf requests:

1. ACCTG 301 : Intermediate Accounting I
2. ACCTG 312 : Managerial Accounting II
3. ACCTG 313 : Intermediate Accounting II
4. ACCTG 314 : Advanced Accounting
5. ACCTG 410 : Introduction to Income Tax Theory and Practice
6. ACCTG 411 : Accounting Information Systems
7. ACCTG 412 : Auditing Standards and Procedures
8. ACCTG 414 : Cost Accounting
9. ACCTG 415 : Advanced Income Tax Theory and Practice
10. ACCTG 497 : Internship
11. ACCTG ACCELERATE : Accounting -Accelerated
12. ART 204
13. ART 304 : Figure Drawing
14. ART 375 : Screen Printing
15. ART 481 : Advanced Topics in Art History
16. ART 496 : Art Studio Teaching Assistantship
17. BIOLOGY AQUACUL : Aquaculture Emphasis
18. BIOLOGY AQUAECO : Aquatic Ecology and Fisheries Emphasis
19. BIOLOGY CELL : Cell/Molecular Emphasis
20. BUS ADM 130 : Spreadsheet and Information Systems
21. BUS ADM 200 : Principles of Supply Chain Management
22. BUS ADM 201 : Principles of Sustainability in Business
23. BUS ADM 216 : Business Statistics

24. BUS ADM 220 : Business Statistics
25. BUS ADM 297 : Internship
26. BUS ADM 320 : Advanced Business Statistics
27. BUS ADM MANAGEMENT : Management Emphasis
28. BUS ADM MARKETING : Marketing Emphasis
29. BUS ADM-I : Business Administration Minor
30. COMM SCI 146 : GPS Spring Seminar
31. COMM SCI 200 : Civic Scholars Practicum
32. COMP SCI 221 : Database Design & Management
33. COMP SCI 297 : Internship
34. PSYCH 302 : Developmental Research Methods
35. PSYCH 310 : Drugs and Behavior
36. PSYCH 315 : Social Cognitive Affective Neuroscience
37. PSYCH 321 : Sport and Performance Psychology
38. PSYCH 344 : Dying, Death, and Loss
39. PSYCH 345 : Human Sexuality
40. PSYCH 350 : Cultural Psychology
41. PSYCH 380 : Conservation Psychology
42. PSYCH 390 : Environmental Psychology
43. PSYCH 420 : Psychological Testing
44. PSYCH 450 : Health Psychology

Feb. 27 Courseleaf requests:

1. BAS-OL BUS_ADM : Business Administration Emphasis – Program change
2. BIOLOGY ECO_ACC : Accelerated Ecology and Conservation Emphasis – Program change
3. BUS ADM 230 : Introduction to Management Information Systems – Deactivation
4. BUS ADM ANALYST : Business Analysis – Program change
5. BUS ADM ENTREPREN : Entrepreneurship Emphasis – Program change
6. BUS ADM GENERAL : General Business Emphasis – Program change
7. BUS ADM HR MGMT : Human Resource Management Emphasis – Program change
8. BUS ADM SUPPLY : Supply Chain Management Emphasis – Program change
9. DESIGN 131 : Introduction to Design and Culture – New Course
10. DESIGN 236 : Environmental Design Studio I – New Course
11. DESIGN 436 : Environmental Design Studio I – Deactivation
12. DESIGN : Design Arts Major – Program change
13. DJS WOMENS : Women's and Gender Studies Emphasis – Program change
14. EDUC 290 : Introduction to Educational Inquiry – Course change
15. EDUC 291 : Educational Inquiry Field Practicum – New Course
16. ELEM EDUC ELEM_EC_MC : Early Childhood to Middle Childhood Emphasis – New Program
17. ELEM EDUC MC_EA : Middle Childhood to Early Adolescence Emphasis – Program change
18. ENGLISH 345 : LGBTQ Literature – New Course
19. ENGR 208 : Fundamentals of Electric Circuits – Course change
20. ENV SCI 490 : EMBI Co-Op/Experience – Course change
21. ENV SCI : Environmental Science Major – Program change
22. FIN 282 : Personal Financial Planning – Course change
23. FIN 446 : Advanced Corporation Finance – Course change
24. FIN 450 : Bank Administration – Course change
25. GEOSCI GEO_ACC : Accelerated Geoscience Emphasis – New Program
26. GLOBAL-I : Global Studies Minor – Program change
27. HRM 468 : Employee Relations – New Course
28. HRM 469 : Performance Management and Job Analysis – New Course
29. HUM BIOL 444 : Endocrinology – Course change

30. HUM BIOL CYTOTECH : Cytotechnology Emphasis – Program change
31. HUM BIOL EXERCISE : Exercise Science Emphasis – Program change
32. HUM BIOL HEALTH SCI : Health Science Emphasis – Program change
33. HUM BIOL HUB-GEN : General Human Biology Emphasis – Program change
34. HUM BIOL NUT SCI : Nutritional Sciences/Dietetics Emphasis – Program change
35. HUM BIOL-I APPLIED : Human Biology Minor – Applied – Program change
36. HUM BIOL-I HUB-GEN-I : Human Biology Minor – General – Program change
37. HUM CULTURES : World Cultures Emphasis – Program change
38. HUM DIGITAL : Digital and Public Humanities – Program change
39. HUM STUD 198 : First Year Seminar – Course change
40. HUM STUD 327 : Religion and the Social Order – Deactivation
41. HUM STUD 343 : International Cinema – New Course
42. HUM STUD 370 : Sustainability through the Humanities – Course change
43. HUM-I CULTURES : World Cultures Minor – Program change
44. HUM-I ENVIRO : Environmental Humanities
45. HUM-I FILM : Film and Cinema Studies – Program change
46. HUM-I Relg Studs : Religious Studies – Program change
47. MGMT 370 : Data Science for Managers – New Course
48. MGMT 380 : International Business Management – New Course
49. MGMT 452 : Teams – New Course
50. MGMT 460 : Leading Innovation and Change – New Course
51. MGMT 472 : Leadership Development – Course change
52. MGMT 482 : Strategic Management – Course change
53. MGMT 489 : Organizational Culture & Design – Course change
54. MKTG 322 : Principles of Marketing – Course change
55. MKTG 345 : Digital Marketing – New Course
56. MKTG 424 : Research Methods – Course change
57. MKTG 426 : Marketing Strategy – Course change
58. MKTG 447 : Social Media Marketing – New Course
59. MKTG CERT : Digital Marketing and Sales Management Certificate – New Program
60. MUS ENS 146/346 : World Pop Ensemble – New Course
61. NURSING 240 : Introduction to Professional Nursing Concepts – New Course
62. NURSING 250 : Communicating and Managing Healthcare Information – New Course
63. NURSING 260 : Healthy Aging and Chronic Care Management – New Course
64. NURSING 270 : Basic & Intermediate Nursing Skills and Simulation – New Course
65. NURSING 280 : Pathophysiology Concepts for Nursing Practice – New Course
66. NURSING 290 : Foundations of Nursing Practice: Practicum /Experiential Learning– New Course
67. NURSING 300 : Pharmacology for Nursing Practice – New Course
68. NURSING 310 : Health Assessment for Nursing Practice – New Course
69. NURSING 320 : Health & Illness Concepts I – New Course
70. NURSING 330 : Health & Illness Concepts I: Advanced Nursing Skills/Simulation/Practicum – New Course
71. NURSING 340 : Quality Improvement – New Course
72. NUT SCI 485 : Medical Nutrition Therapy I – Course change
73. NUT SCI 486 : Medical Nutrition Therapy II – Course change
74. NUT SCI 487 : Nutritional Science Seminar – Course change
75. ORG LEAD BUS_ADM : Business Administration Emphasis – Program Change
76. PHILOS : Philosophy Major – Program Change
77. PHILOS-I : Philosophy Minor – Program change
78. PU EN AF 490 : EMBI Co-Op Experience – Course change

79. SECON ED-I All Ages : Early Childhood to Adolescence Emphasis – New Program
80. SECON ED-I EA-A : Early Adolescence to Adolescence Emphasis – Program change
81. SOC WORK 351 : Overview of the Child Welfare System – Course change
82. SOC WORK 451 : Child Welfare Practice – Course change
83. SOC WORK CHILD WELF: Social Work - Child Welfare Emphasis – Program change
84. SOC WORK GENERAL : Social Work - General Emphasis – Program change
85. SOC WORK SUBSTANCE : Social Work - Substance Abuse Emphasis – Program change
86. SPANISH 102 : Introduction to the Spanish Language II – Course change
87. THEATRE 134 : Movement for the Actor – Course change

Mar. 5 Courseleaf requests:

1. WATER_SCI WATER_ACC : Accelerated Water Science Emphasis
2. UR RE ST 360 : Three Dimensional Modeling
3. THEATRE 364 : Musical Theatre History
4. THEATRE 340 : Dance History
5. THEATRE 328 : Jazz Dance III
6. THEATRE 321 : Scene Design
7. THEATRE 224 : Introduction to Theatre Design
8. THEATRE 145 : Modern Dance I
9. THEATRE 141 : Period Dance Styles
10. SOC WORK 213 : Human Trafficking – removed cross-listing
11. SCM 334 : Logistics Management
12. SCM 380 : Project Management
13. SCM 381 : Operations Management
14. SCM 383 : Enterprise Resource Planning
15. ORG LEAD 198 : Introduction to Leadership
16. ORG LEAD 300 : Integrative Leadership Seminar II
17. HRM 470 : Human Resource Management Analytics
18. MGMT 461 : Diversity in Organizations

Mar. 12 Courseleaf requests:

1. ACCTG : Accounting Major
2. ART 235 : Introduction to Woodworking and Furniture Design
3. ART 335 : Intermediate Woodworking & Furniture Design
4. ART 435 : Advanced Woodworking & Furniture Design
5. BIOLOGY 361 : Introduction to Aquaculture
6. BIOLOGY 450 : Ecological Restoration
7. BUS ADM 452 : Business Analytics
8. DJS 361 : Historical Perspectives on American Democracy
9. EDUC 327 : Urban Education and Culturally Responsive Pedagogy
10. EMBI : Certificate in Sustainability
11. ENTREP : Entrepreneurship Certificate
12. ENTRP 373 : Entrepreneurial Finance
13. ENTRP 485 : New Venture Acceleration
14. ENV SCI ENVSCI_ACC : Accelerated Emphasis in Environmental Science
15. GERMAN 333 : Literary Themes
16. GERMAN 335 : Literary Eras
17. GERMAN 345 : Advanced German Grammar
18. GERMAN 350 : Major German Drama
19. GERMAN 351 : Major German Prose Fiction
20. GERMAN 355 : Deutsche Kultur und Landeskunde
21. GERMAN 356 : German Culture

22. GERMAN 357 : German Cinema
23. GERMAN 420 : Business German
24. GERMAN 425 : German Translation Studies
25. HUM STUD 383 : Contemporary Cultural Issues
26. MUS ENS 166 : Opera Workshop
27. MUS ENS 366 : Opera Workshop
28. MUSIC 102 : Concert Attendance
29. MUSIC 253 : Music Theory III
30. MUSIC 319 : Choral/Vocal Techniques
31. MUSIC 333 : Basic Conducting
32. MUSIC 343 : String Techniques
33. PHY ED 117 : Cardiopulmonary Resuscitation
34. PHY ED 118 : RELAXATION THRU YOGA
35. PHY ED 122 : Training with Weights
36. PHY ED 145 : Golf I
37. SPANISH 101 : Introduction to the Spanish Language I
38. SPANISH 201 : Intermediate Spanish Language I
39. SPANISH 202 : Intermediate Spanish Language II
40. SPANISH 225 : Composition and Conversation I
41. SPANISH 345 : Advanced Spanish Grammar
42. SPANISH 351 : Major Spanish and Latin American Fiction
43. SPANISH 355 : Spanish and Latin American Cinema
44. SPANISH 357 : Cultura Latina
45. SPANISH 358 : Latin America Today
46. SPANISH 359 : The Cultures of the Americas
47. SPANISH 360 : Spain Today
48. SPANISH 361 : The Cultures of Spain
49. SPANISH 372 : Spanish Phonetics
50. SPANISH 383 : Spanish in the Professions
51. SPANISH 438 : Major Spanish and Latin American Writer(s)
52. SPANISH 454 : Translation and Interpretation

Mar. 26 Courseleaf requests:

1. ART 203 : Contemporary Art
2. ART 343 : Photography II
3. ART 344 : Photography III
4. ART 443 : Advanced Problems in Photography
5. ENGLISH 236 : Multicultural American Literature
6. FIN 442 : Principles of Investment
7. FNS 391 : First Nations Studies Capstone Seminar
8. FNS 392 : First Nations Justice and Tribal Governments
9. GERMAN 325 : Advanced German Conversation and Composition – section edited down to 20
10. GERMAN 329 : Representative German Authors
11. HUM BIOL 198 : First Year Seminar
12. HUM BIOL 315 : Cellular and Molecular Neuroscience
13. MUSIC 209 : Applied Composition
14. PHY ED 161 : Basketball Team Play
15. PHY ED 166 : Soccer
16. PHY ED 170 : Volleyball Team Play
17. PHY ED 245 : Intermediate Golf
18. PHY ED 254 : Tennis II
19. PSYCH 496 : Research Assistantship

20. PU EN AF 324 : Transitioning to Sustainable Communities
21. PU EN AF 431 : Building Sustainable Landscapes
22. SCM 384 : Supply Chain Management
23. SOC WORK 305 : The Social Work Profession
24. SOC WORK 395 : Special Topics in Social Work
25. SOCIOLOG 246 : Juvenile Delinquency
26. SOCIOLOG 302 : Class, Status and Power
27. SOCIOLOG 303 : Race and Ethnic Relations
28. SOCIOLOG 304 : Deviant Behavior
29. SOCIOLOG 307 : Social Theory
30. SOCIOLOG 308 : Sociology of the Family
31. SOCIOLOG 321 : Topics in Sociology
32. SPANISH 226 : Composition and Conversation II
33. THEATRE 200 : Script Analysis
34. THEATRE 250 : Dramaturgy I (Theatre Theory & Research Methods)
35. THEATRE 290 : Intermediate Applied Musical Theatre Voice
36. THEATRE 302 : Playwriting
37. THEATRE 331 : Acting III
38. THEATRE 402 : Playwriting II (the Long Play)
39. THEATRE 410 : Playwrights Workshop
40. THEATRE 415 : Contemporary Playwriting Methods
41. THEATRE 450 : Dramaturgy II (Theatre Theory in Practice)
42. WOM STDY-I : Women's and Gender Studies Minor
43. WOST 350 : Topics in Women's Studies

Apr. 9 Courseleaf requests:

1. BIOLOGY 323 : Principles of Microbiology
2. BIOLOGY 324 : Principles of Microbiology Laboratory
3. COMP SCI 372 : Software Engineering
4. ENGLISH 301 : Intermediate Creative Writing
5. ENGLISH 324 : Sheepshead Review Practicum
6. ENGR 402 : Smart Cities: Engineering the Future
7. ENV SCI 336 : Environmental Statistics
8. ENV SCI 337 : Environmental GIS
9. ENV SCI 339 : Scientific Writing
10. FRENCH 101 : Introduction to the French Language I
11. FRENCH 102 : Introduction to the French Language II
12. FRENCH 201 : Intermediate French Language I
13. FRENCH 202 : Intermediate French Language II
14. FRENCH 222 : Special Topics
15. FRENCH 320 : Intermediate Composition and Conversation
16. GERMAN 101 : Introduction to the German Language I
17. GERMAN 102 : Introduction to the German Language II
18. GERMAN 320 : Intermediate German Conversation and Composition
19. HRM 466 : Employment Law
20. HUM BIOL 240 : Anatomy and Physiology
21. HUM BIOL 241 : Anatomy and Physiology Lab
22. MECH ENGR : Mechanical Engineering
23. OrgDev : Certificate in Organizational Development
24. PU EN AF 407 : Service in the Public Sector
25. SPANISH 222 : Special Topics
26. UR RE ST 323 : Asian American Communities in the United States

- 27. WATER 202 : INTRODUCTION TO WATER SCIENCE LAB
- 28. WorkSol : Certificate in Workforce Solutions
- 29. WOST 350 : Topics in Women's Studies

Apr. 23 Courseleaf requests:

- 1. BUS ADM GENERAL : General Business Emphasis
- 2. BUS ADM MANAGEMENT : Management Emphasis
- 3. BUS ADM MARKETING : Marketing Emphasis
- 4. BUS ADM-I : Business Administration Minor
- 5. BUSCO_CERT : Certificate in Business Concepts
- 6. CHEM 211 : Principles of Chemistry I
- 7. CHEM 212 : Principles of Chemistry II
- 8. GERMAN 222 : Special Topics
- 9. PSYCH-I : Psychology Minor

May 7 Courseleaf requests:

- 1. BIOLOGY 360 : Early Life History of Fish
- 2. BIOLOGY 365 : Aquatic Invertebrates
- 3. BIOLOGY 370 : Fisheries Research and Management
- 4. BIOLOGY 375 : Conservation Genetics
- 5. BIOLOGY 461 : Advanced Aquaculture
- 6. CHEM 331 : Biochemistry Laboratory
- 7. EDUC_CERT : Certificate in Foundations of Education
- 8. ELEM EDUC TCH_LR_ACC : Accelerated Applied Leadership for Teaching and Learning
- 9. ENGLISH 310 : Topics in Game Writing
- 10. ENGLISH LITERATURE : Literature Emphasis
- 11. HIMT 300 : Survey of Contemporary Computing
- 12. HIMT 345 : Programming and Software Development
- 13. HIMT 370 : Healthcare Systems: Analysis & Design
- 14. HIMT 410 : Healthcare Systems: Implementation and Integration
- 15. HIMT 435 : Data Communications and Networks in Healthcare
- 16. HIMT MGMT : Healthcare Management Emphasis
- 17. HIMT TECH : Healthcare Technology Emphasis
- 18. MATH 260 : Introductory Statistics
- 19. NURS_TRAD : Nursing (traditional 4yr)
- 20. NURSING 350 : Professional Development I: Nursing Theory, Image and Ethics
- 21. NURSING 360 : Health & Illness Concepts II
- 22. NURSING 370 : Evidence based Practice: Translating Research to Practice
- 23. NURSING 380 : Alterations in Health & Illness II: Practicum/Lab/Simulation
- 24. NURSING 390 : Leadership for Sustainable Healthcare: Health Disparities, Health Equity, & the Nursing Profession
- 25. NURSING 400 : Nursing Care of the Childbearing Family
- 26. NURSING 410 : Behavioral Health Care Management
- 27. NURSING 420 : Nursing with Diverse Populations Practicum
- 28. NURSING 430 : Population/Community Health Nursing Theory
- 29. NURSING 440 : Population/Community Health Nursing Practicum
- 30. NURSING 450 : Health & Illness Concepts III: Complex Care
- 31. NURSING 461 : Care Transitions Practicum Immersion
- 32. NURSING 470 : Professional Development: Navigating the Nursing Profession
- 33. NURSING 480 : Leadership: Nursing in an Evolving Healthcare System
- 34. NURSING RN_BSN : RN-BSN Emphasis
- 35. ORG LEAD 346 : Organizational Research and Statistics

Appendix A. AAC response to program Self-study Reports:

Academic Affairs Council Response to the First Nations Study Program Review (2019)

A. INTRODUCTION

The First Nations Studies (FNS) Program is interdisciplinary and based on a non-western approach to teaching and learning that centers the worldviews and experiences of Indigenous peoples. The FNS program emphasizes Indigenous oral traditions and teachings by Elders, and provides rich oral tradition learning experiences for students that include working in tribal communities, learning from Indigenous communities, and engagement with Elders / oral scholars in the First Nations Education Center at UWGB.

The mission of the FNS program reflects the broader mission of UWGB as it “reflect(s) a deep commitment to diversity, inclusion, social justice, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship, and innovation.” The program fosters diversity and inclusion within its academic offerings, its external relationships to First Nations and Indigenous community members, its faculty and staff, and in its recruitment and retention of diverse students.

B. STUDENT LEARNING OUTCOMES ASSESSMENT

The FNS Program incorporates its learning goals, assessments, and overall mission throughout its coursework and learning experiences.

Learning Outcomes

The FNS Program learning outcomes are clearly articulated and connected to FNS coursework. The [FNS Program learning outcomes](#) for students include six different areas: a) Oral tradition and Elder knowledge; b) History (pre-contact, contact, and contemporary eras); c) Sovereignty; d) Laws and policies; e) Indigenous philosophy and intellectual traditions; and f) Language.

Changes to Coursework

Since the last review, FNS has made several changes to its program. First, there were two changes made to student learning outcomes, which are italicized below:

- Indigenous philosophy and intellectual traditions outcome: Students will learn in a tribal community setting *or holistic, Indigenous education setting*.
- Language outcome: Students will engage in language acquisition in a tribal setting *or holistic, Indigenous education setting*.

These changes were made to reflect the varied ways in which students were learning on campus. Another change is in regards to the number of credits required: FNS now requires majors to complete 12 credits of supporting courses and 27 credits of upper-level courses.

In addition to changes in learning outcomes and required credits, the FNS program made several changes to required coursework. FNS added a high impact field experience, FNS 211, *Mentoring First Nations Youth*, as a required course for majors and minors. FNS 211 pairs undergraduates with First Nations youth in local K-12 school districts as mentors and tutors, and is offered in partnership with the Title VI Indian Education Program in Green Bay and Ashwaubenon districts as well as through Oneida Nation Youth Education Services.

In addition, FNS added a requirement for all FNS majors and minors to take FNS 301: *Oneida Language* in order to support FNS learning outcomes related to Indigenous languages. The change in language requirement is due to programmatic assessment of learning outcomes in two FNS courses:

- In FNS 226, outcomes were assessed through written essay questions, written discussion questions, and written essay exams.
- In FNS 301, outcomes were assessed through oral projects, oral exam presentations, and written linguistic translations.

The final coursework change was designed to improve assessment of programmatic outcomes. The FNS Program made their FNS 391: First Nations Studies Seminar a capstone course required of all majors and minors and uses multiple forms of assessment to evaluate student learning within the seminar and within the program.

Learning Outcomes Assessment

The FNS Program uses both formative and summative assessments across the program. These assessments are rooted in Indigenous knowledge and teachings, which place emphasis on oral tradition, Elder epistemology, and oral scholars. The program's emphasis on the Indigenous values of respect, reciprocity, responsibility, and relationships is evident in how instruction and learning take place, and is embedded throughout programmatic assessments.

At the classroom level, student learning outcomes are assessed through written and oral exams, written research papers, public policy briefings, group and individual student projects (oral and written), senior seminar, and senior exit interview.

At the program level, students are assessed through FNS faculty team assessments, senior exit interviews, and the FNS 391 capstone seminar. The faculty team assessment is an oral discussion among faculty for each student. The discussion is recorded in writing within an assessment tool. The faculty team also discusses overall trends in student learning and outcomes in the program, which lead to ongoing changes in the program such as those identified earlier. The senior exit interviews often have low levels of participation but provide valuable feedback from those who do participate. The FNS 391 capstone solicits feedback from students but also is structured to evaluate and assess student skills, knowledge, and dispositions in First Nations Studies.

Course-level assessments are connected to program-level learning outcomes, and the specific courses relate to the six learning outcomes defined by the Program.

PROGRAM ACCOMPLISHMENTS AND STUDENT SUCCESS

Ed.D. Program: The FNS Program launched the Ed.D. in First Nations Education, which is the first degree of its kind in the U.S. and the only doctoral degree offered at UWGB. The Ed.D. has a flexible course delivery structure, including weekend courses and some online courses. Students are enrolled as a two-year coursework cohort, and complete their degree with an applied dissertation project in

years three and four. The first cohort entered the program in fall 2018 and the second cohort will begin in fall 2020.

Oral Scholars: The FNS program provides students with opportunities to engage with First Nations elders and oral scholars in its FNS Education Center. These opportunities provide students with ongoing interactions with Elders and develop students' listening, observation, and inquiry skills within a holistic Indigenous educational context.

Act 31 Leadership: The State of Wisconsin passed a law in 1989, commonly referred to as Act 31, requiring all persons seeking a teaching license to receive instruction in the history, culture, and tribal sovereignty of federally recognized tribal nations in the state. The responsibility for implementation of this state requirement lies within teacher education programs. However, their capacity to provide this instruction is often weak or inadequate.

The FNS Program at UWGB provides state-level leadership to educators and teacher educators including ongoing professional development and guidance in how to implement curriculum. FNS is widely recognized as leaders and experts in Act 31 in the State of Wisconsin. FNS faculty Dr. JP Leary, for instance, is a former Wisconsin Department of Public Instruction liaison in American Indian Studies and author of the book, *The Story of Act 31: How Native History Came to Wisconsin Classrooms* (2018).

College Credit in High School: FNS has collaborated with UWGB College Credit in High School and offered FNS 226 at three WI high schools – Prescott, Black River Falls, and Shawano.

First Nations Studies Certificate: FNS continues to partner with UWGB Outreach. In 2017, FNS faculty Brooks and Poupart collaborated with UWGB social work faculty to provide First Nations Studies education to social work students (both undergraduate and graduate). These are five-day trainings that lead to an FNS certificate for participants.

C. PROGRAM STRENGTHS AND AREAS IN NEED OF ATTENTION

1) Strengths

Enrollment: There are small numbers of FNS majors and minors, but the enrollment numbers are on the rise. Further, enrollment in FNS includes an important demographic balance between white students and students of color, which is much more representative than other areas on campus.

Student Satisfaction: Student feedback, as assessed at the end of the program, indicate that students express high levels of satisfaction with the program, and that these levels are higher than the overall average for UWGB.

Programmatic Assessment of Student Learning: The FNS Program has embedded formative and summative assessments throughout the program based on appropriate and critical knowledge and best practice as defined by their discipline. The ongoing feedback and reflective practice evident throughout the sequencing of their courses and learning experiences is impressive and demonstrates a dedication to transformative student learning. These assessments are robust and well-developed in relation to measuring competencies and learning outcomes, as well as student dispositions over time.

Campus-Level Contributions to Learning: The FNS Program offers many courses that meet general education requirements. As such, FNS courses provide important foundational knowledge to a wide array of UWGB students who are not FNS majors or minors, but who

nonetheless gain critical understanding of Indigenous knowledge, sovereignty, and contemporary issues related to First Nations. Given the low number of academic offerings in racial, cultural, or ethnic studies, FNS courses play an important role in preparing UWGB students for successful participation in both our multiracial democratic society and global economy.

Community Outreach: FNS is impressive in its attention to fostering and maintaining reciprocal and responsible relationships with external stakeholders. Their coursework builds student learning opportunities into these relationships, thereby providing students with multiple high-impact and applied learning experiences. In addition to the undeniable benefit to students in FNS courses, the university as a whole benefits from the ongoing attention to community relationships that is a key component of the FNS Program.

2) **Areas in Need of Attention**

Over-Reliance on General Education: Due to the low numbers of FNS majors and minors, the FNS Program relies heavily on students who enroll in FNS courses in order to complete their general education requirements. As a result, FNS majors and minors are often in courses with peers who have little to no prior knowledge about First Nations Studies. This constrains the learning opportunities of students with more in-depth or critical knowledge about First Nations Studies and may limit the extent to which the instructor can deepen engagement with the topic.

This, however, is a structural issue rather than one that is solely in the hands of the First Nations Program. The context for the wide range of prior knowledge is that, while many UWGB students attended Wisconsin K-12 schools, most WI K-12 schools do not meet the spirit of the law in Act 31 instruction, and therefore graduate students without remedying the knowledge gaps around First Nations that exist. This, in turn, means that many UWGB students will enter higher education without the basic foundational knowledge that is needed to engage in more advanced learning in First Nations Studies.

D. CONCLUSION AND RECOMMENDATIONS

The AAC recommends:

1. Continue the FNS Program's strong community collaborations and academic offerings in First Nations Studies and Act 31.
2. Continue the FNS Program's rigorous and evidence-based assessment process to ensure ongoing feedback for students and clear communication between faculty and students.
3. At the institutional level, we recommend additional resources to support the Oral Scholars program, which is a high-impact learning experience for students across discipline at UWGB.
4. Finally, we recommend that FNS faculty continue their discussions about how to ensure deeper and more complex learning experiences for FNS majors and minors within the context of non-FNS peers who may have wide variation in prior knowledge.

Computer Science Program Review (AAC, April 2020)

I. Introduction

The Computer Science Program at the University of Wisconsin-Green Bay offers a major with 2 emphases (64 credits per emphasis), as well as a minor (24-26 credits). The 2 emphases are titled as the following:

- Information Assurance and Security
- Software Engineering

There are currently three tenure track faculty members. The program is in process of hiring three replacements to achieve full staffing (four tenure track faculty and one lecturer) by Fall 2020.

In 2018-2019, the total number of undergraduate students with a major or minor in Computer Science was **237** and the total number of graduates as Computer Science majors was **28**. The homepage serves as a comprehensive resource for the program and related future careers and explains both very well.

Dr. Zorn, the Chair of the Computer Science Program provided the Self-Study Report for Computer Science Program based on the newly suggested platform and the supporting materials on **January 17, 2020**, and the AAC reviewed and discussed the document on **April 9, 2020**. Dr. Zorn was present via Skype.

The AAC notes that the self-study document is very well organized and describes a clear mission statement that shares and supports the mission of the UW-Green Bay Select Mission.

II. Assessment of Student Learning

There are four student learning outcomes for the Computer Science Program. Since the last program review in Fall 2012, outcomes #1 and #2 have mainly been assessed. There were different surveys used during 2016-2017 (8 question survey) and 2017-2018 (7 question survey). However, those questions were not specified in the Self-Study Report.

Overall, the program has been satisfied with students' achievement based on the assessments. The Computer Science program also has a plan to revise the Student Learning Outcomes and add a portion in the report that captures the impact of the new housing in the Resch School of Engineering of the School of Engineering, Science, and Technology. However, it would be easier for the program to improve its assessment plan if the outcomes were quantified and the survey questions were consistent.

III. Program Accomplishments

The AAC noticed many accomplishments in several areas, of which some are:

- The Computer Science program has shown successful transition from the CAHSS to the CSET since 2018, and it includes the development of a more rigorous prerequisite structure.
- Another transition from the NAS to the RSE since 2019 would be considered as a success.
- An online collaborative MS program in Cybersecurity is successfully at the final stage.
- Computer Science faculty have various specialties and experiences (p12 of the Self-Study Report) and they are very active in research. The Self-Study Report listed 28 publically reviewed research outcomes including conference papers, research posters, articles, and presentations between 2015 - 2019

- Computer Science faculty are involved in various outreach activities (p16).

IV. Program Strengths and Areas in Need of Attention

Program Strengths:

They are omitted if they are stated in the Program Accomplishments above.

- The rigor of the program became competitive by adding Calculus and Analytic Geometry I to the curriculum. In particular, 51% of the graduates have a plan to pursue a higher degree eventually (p22).
- Excellent leadership by the administration staff.
- Popularity of the program (237 major) maintained by a small number of faculty members (4)
- Most classes have high fill rates. So, the program is cost-effective.
- The rates for Computer Science students to have a paid job (full and part-time) while completing a degree is higher than the average at UWGB (p22).
- The program has clear vision and goals (p33).

To keep this successful program working, the AAC noted the following:

Program Areas of Concern:

- The Computer Science Program assessed two student learning outcomes (#1 and #2) and used surveys recently. The program intends to update the student learning outcomes that include the surveys.
- Even though the course completion rate is high (p19), the program completion rate is not strong. For example, there were 237 majors, but only 28 graduates in 2018-2019. Even though there were relatively smaller numbers of majors prior to 2016 (120~148), there is still room for improvement with only 32% of the students reporting a desire to pursue the same major (Computer Science) at the same institution (UWGB) if they could start college over (p22). Also, their educational experience ratings were not as strong as the average at UWGB (p23-24). This concern is addressed in the Self-Study Report as well (p32-33)
- 4 faculty members are in charge of educating many students (237 major as in 2018-2019). Moreover, two faculty members (1 lecture and 1 assistant professor) left or have decided to leave the program. By the nature of the area, large classes (over 30 students) are an operational challenge and are not possible unless larger computer labs are provided. Therefore, staffing sustainability is an identified (ongoing) issue.
- Results of surveys of alumni and students (p21) show that the program does not have strong ratings on each question. In particular, these ratings reflect concerns on frequency, periodicity, and the overall grade for the Computer Science major.

V. Conclusions and Recommendations

The UW-Green Bay's Computer Science Program is an attractive and popular program to undergraduate students. It has been possible through its devoted effort and communication. The program offers many opportunities for students in supporting their academic studies in Green Bay, as well as in gaining experience for future careers.

To maintain and enhance its contribution to UW-Green Bay, the AAC recommends the following:

- The Computer Science Program needs to keep/enhance the rigor of the program because more than half of the graduates have a plan to pursue a higher degree eventually.
- Since there are no tenured faculty at this time, there should be enough support to

ensure success during their tenure process.

- A strategic plan to retain faculty needs to be developed because frequent faculty relocations have made interruptions during evolving time. Plus, the program keeps spending time and resources on recruitment. The Computer Science Program needs strong support from administration.
- The Computer Science Program needs to make a strong assessment plan that explains students' learning levels well enough, and it needs to be more quantitative, and this would help to improve the completion rate of Computer Science students.

General Education Council

Year-End Report August 2019 - May 2020

The 2019-2020 GEC was comprised of the following people: Heidi Fencl (fall), Lisa Grubisha (spring), David Helpap, Debra Pearson, Courtney Sherman (chair), Rebecca Stone Thornberry, Mussie Teclezion. Kate Burns (CAHSS) and Vince Lowery (GPS) served ex-officio.

The GEC met in person on 6 September 2019 to elect a chair and establish a process for the coming year. The group decided that the chair would run point on Courseleaf actions/approvals, but she would seek committee input for new courses seeking Gen Ed categorization, and any other complex actions. Simple course changes could be approved at the discretion of the chair. In the absence of any major reform or other significant action items, the GEC did not meet in person again, but rather, conducted its business via email. The chair had planned to meet in person at the end of the spring semester to tie up some loose ends and develop some goals for next year, but COVID-19 happened. The paragraphs below summarize our findings and work in 2019-2020, and items for continued consideration and action in 2020-2021.

The primary business of the GEC this year was surrounding course approvals in Courseleaf. The GEC reviewed just shy of 140 courses in 2019-2020. The vast majority of new courses were approved, but several needed some edits. Common issues found are outlined here.

- In recent years, the GEC has worked to make the list of Gen Ed offerings clearer and more consistent. This has been in an attempt to help students understand what they're looking at when they view the list of options in each category. It is the belief of the GEC that **any course carrying a Gen Ed categorization should truly be immediately accessible to any UWGB student. In other words, if a course carries prerequisites, it is not technically a general education course.** For instance, if a student sees course XYZ that looks interesting, but has to be admitted to a particular major, or take one or more other courses by way of prereq before taking the one they are considering, they may not choose that course. Very often, the prereqs that the student would have to take would themselves satisfy the Gen Ed category the student was hoping to satisfy from course XYZ, therefore rendering it not helpful in the pursuit of meeting Gen Ed requirements. As a result, a number of courses were sent back to course originators for the purposes of either removing the prereqs, or, in the cases where the prereqs were crucial, removing the Gen Ed categorization for the new course. The GEC generally allowed "sophomore standing" as a prereq, but otherwise, it was our goal to provide a list of courses in each Gen Ed categorization that are barrier-free.
- A number of courses came through seeking Writing Emphasis designation. For some, edits and additional syllabus information was necessary, because the evidence that the course meets Writing Emphasis learning outcomes and follows accompanying guidelines was not present in the syllabus. Most faculty were, when pointed toward the guidelines, able to make the adjustments easily. **The GEC determined that the information about Writing Emphasis learning outcomes and guidelines needs to be made more readily accessible** (see next section).

At the end of the 2018-2019 year, the GEC approved/endorsed Writing Emphasis Learning Outcomes and a suggested rubric developed by Jennie Young. Katrina Hrivnak has put those learning outcomes in two different places in the 2020-2021 Catalog:

- the Writing Emphasis page now contains the learning outcomes (<https://nextcatalog.uwgb.edu/undergraduate/planning/writing-emphasis/>).

- The Academic Rules and Regulations page includes the guidelines and the required assignments (<https://nextcatalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/we/>).
- They are also accessible in Canvas.

The GEC agrees that these guidelines should be made available in a number of places so that faculty have easy and logical access to them. Future website edits should include adding these to the General Education page, in case faculty wish to utilize that page for guidance as they develop new courses. Currently, when one tries to access the General Education page from the Faculty and Staff page, one encounters the “file not found” squirrel. This page used to be housed in CAHSS, but that is no longer the case. The GEC will work with Web Development in the near future to rectify this.

- A link to the General Education page should also belong on the Provost page, under Academic Affairs.
- A link to Writing Emphasis learning outcomes and guidelines could also be included on CATL’s web page, under Teaching and Learning Resources > Designing a Course.

Two issues for ongoing/future discussion in the Fall are as follows.

- Super Courses: At the suggestion of the Registrar’s Office, the GEC could consider this issue. There are a number of Gen Ed courses that carry multiple Gen Ed categorizations. Under current policy, **students are not allowed to count a single course in multiple Gen Ed categories. Should the GEC revisit this policy?** In other words, should a student be allowed take one course and count it as two or more categories, since the course meets outcomes for all of them? If not, should the GEC move toward approving courses for one categorization only? There are potential benefits and drawbacks to both ideas that will require a larger discussion.
- First Year Seminars for transfer students: **Should the GEC revisit the policy regarding the FYS requirement for transfer students?** In particular, should the number of minimum credits required to waive the requirement be adjusted? Vince Lowery raised this question in Fall 2019, and his perspective will be crucial if the issue is picked up by the 2020-2021 GEC.

On 15 May 2020, **the GEC elected Rebecca Stone-Thornberry as chair for the 2020-2021 academic year.** Courtney must leave the GEC due to her election as a budgetary chair (term beginning 18 May 2020). The outgoing and incoming chairs will work together to transition necessary information and contacts prior to the start of the 2020-2021 contract period.

The General Education Council is directly and meaningfully involved with curriculum development and upholding the mission of the university. It is useful and effective.

GEC Year-End Report respectfully submitted by GEC chair Courtney Sherman, 19 May 2020.

Graduate Academic Affairs Council

2019-2020 Annual Report

Committee Members:

- Christine Vandenhouten- NHS, MSHWM Graduate program & Chair of GAAC
- Megan Olson Hunt- CSET, ES&P Graduate Program
- Gail Trimberger- SW; MSW Graduate Program
- Sampath Kumar- AEC SOB, MSM; MS Data Science Graduate Programs
- David Voelker - HUS and ALTL, First Nation Studies (September to December)
- Kris Vespia- Psych, MS Sport, Exercise, & Performance Psychology (January to May)
- McKenna Garvey- Graduate Student Rep- MSW Program (non-voting)
- Pieter deHart Associate Vice Chancellor for Graduate Studies (ex-officio non-voting)- (January to May 2020)
- Pang Yang- Graduate Studies- Student Services Coordinator (non-voting)

Council Charge:

Upon the request of the appropriate Dean(s), the Graduate Academic Affairs Council shall

1. approve or disapprove all new programs or modifications to existing programs, and all new credit courses or modifications to existing credit courses at the graduate level.
2. have the responsibility and authority for review and approval of all credit courses and all academic programs at the graduate level. Its official decision shall be forwarded to the Faculty Senate through the University Committee. All curricular decisions made by the Graduate Academic Affairs Council will be published in the agenda of the Faculty Senate and forwarded along with copies of all official Graduate Academic Affairs Council correspondence to the Director of Graduate Studies and the Provost/Vice Chancellor for Academic Affairs.
3. Have the responsibility for examining the interrelationships among graduate program areas in the University and for overseeing the faculty the total graduate academic plan and its various program and components. This includes monitoring for duplication of course titles and content and records pertaining to enrollment in graduate programs.
4. Advise the Faculty Senate about issues of graduate level education policy and implementation that fall within the jurisdiction of the Faculty.

Meetings: GAAC met 11 times between September 2019 and May 2020.

Christine Vandenhouten was elected chair at the September 2019 meeting.

The committee had a very busy year. The following outlines the committee actions:

Graduate Program Reviews:

1. Master of Science in Nursing- Updated response- October 2019
2. Master of Science in Social Work (MSW)- November 2019
3. Master of Science in Management (MSM)- January 2020
4. MS Sustainable Management (MSMGT)- April 20, 2020

New Graduate Program Approvals:

1. MS Cyber Security Collaborative Program- (Sept. 2019) presented by Mike Zorn CSET Assoc. Dean
2. Reviewed a proposal for the Ed.S. in School Psychology (Dec. 2019) presented by Jenell Holstead. This proposal was approved by GAAC

Developed a Graduate Course Guide for Courseleaf- Pang Yang and Pieter deHart crafted a guide to assist graduate faculty to enter program and course information in Courseleaf.

Reviewed and Approved numerous course and program changes in Courseleaf. These were shared at the Faculty Senate meetings throughout the year.

Respectfully submitted August 26, 2020 by Christine Vandenhouten

Committee on Committees and Nominations

Annual Report 2019-2020

The members of the 2019-2020 CCN included: Devin Bickner, Adam Gaines, Tetyana Malysheva (chair), Janet Reilly, Jon Shelton, and Dinesh Yadav.

The members of the CCN met three times during the 2019-2020 academic year (9/13/2019, 2/18/2020, and 3/31/2020).

On 9/13/2019, the CCN created ballots for required replacements on elective and appointive committees. The Committee discusses several alterations to the faculty handbook, including the update of the names of academic programs and budgetary units in Section 53.11; change in the description of the representation on the Committee on Workload and Compensation to better reflect the current four-college model of the UW-Green Bay; and creating one consistent policy for fulfilling replacement vacancies on councils and elective committees for unexpired terms. The CCN also selected a chair for the academic year (Tetyana Malysheva).

On 10/24/2019 – 10/28/2019, in the email conversation, the CCN discussed the addition of another full-time faculty member to the Institutional Biosafety Committee (IBC), following the request of Georgette Heyrman, Chair of the IBC. The CCN supported the following change in the charge of the IBC: "The Institutional Biosafety Committee (IBC) shall be composed of six (6) members. It will include (1) the University Safety Manager as an ex officio, voting member, three (3) appointed members of the faculty, and two (2) community members unaffiliated with the University." This change request was extended to the University Committee for consideration.

On 1/13/2020 – 1/16/2020, in the email conversation, the CCN reviewed and supported the 2020 Share Governance Committee Preference Survey form.

On 2/18/2020, the CCN created the nominations for the Faculty Elective Committee ballots based on the results of the 2020 Share Governance Committee Preference Survey. On 2/27/2019, Malysheva presented the slate of candidates for the Faculty Elective Committee ballot to the Faculty Senate. The Faculty Senate approved the nominations. During the February 18th meeting, the CCN also prepared the list of faculty members for the pool of nominees for the Committee on Committees and Nominations elective ballot based on the results of the 2020 Share Governance Committee Preference Survey. This list was extended to Adam Gaines, Chair of the Personnel Council, for further consideration by the Personnel Council.

On 3/31/2020, the CCN selected the candidates for the Faculty Appointive Committees based on the 2020 Share Governance Committee Preference Survey and the results of the 2020 faculty elections. Those candidates were sent forward to the appropriate administrators by SOFAS.

The CCN gratefully acknowledges the tremendous contributions of Steve Meyer, the Secretary of the Faculty and Academic Staff, and Mary Kate Ontaneda, Program Associate/SOFAS Assistant/Associate Provost Assistant. Steve Meyer attended all committee meetings and participated in all CCN email conversations to help the Committee do its work as efficiently as possible. Mary Kate's work on creating spreadsheets detailing/summarizing the results of the 2020 Share Governance Committee Preference Survey, the lists of current committee members and upcoming vacancies, and the results of the 2020 Faculty elections, were a tremendous asset to the CCN.

Respectfully submitted, Tetyana Malysheva, Chair

Committee on Rights and Responsibilities

Annual Report 2019-2020

Committee Members: Rebecca Abler, Hye-Kyung Kim, Mike Hencheck, Jolanda Sallmann, Lora Warner

The Committee on Rights and Responsibilities (CRR) met on Friday, September 13, 2019 from 12:45-1:15 PM. Mike Hencheck called this meeting to elect a committee chair, orient new members on the charge of the committee, and discuss any business that existed.

Members of the CRR elected Jolanda Sallmann to serve as committee chairperson for the 2019-2020 academic year.

Committee members agreed to meet again during the 2019-2020 academic year only if an issue arose which compelled them to do so. The CCR did not receive any additional business or requests during the 2019-2020 year.

Jolanda Sallmann, Chair, Committee on Rights and Responsibilities

FACULTY APPOINTIVE STANDING COMMITTEES

Academic Actions Committee

Annual Report 2019-2020

Committee Membership: Kerry Kuenzi, Mark Norfleet, Karen Stahlheber, Sherri Arendt, Michael Gallagher, Daniel Vande Yacht, Darrell Renier, and Joan Groessler

Committee met four times during the year with the last of them via virtual technology due to the COVID-19 safe-at-home orders.

September 24, 2019

Reorganization meeting. Review of committee charge. Election of Joan Groessler as Chair.

Initial review of academic calendar and identification of issues to resolve during the year.

October 29, 2019

Committee reviewed and approved the academic calendar for 2021-2022.

Advising, Registration, and Testing Week was removed from the Academic Calendar since this practice has not been in use for several years.

Reviewed and revised the Add/Drop deadlines for courses: add deadline seven days from the start of courses, extend the drop deadline two weeks into the semester, and begin using "W" instead of "DR" grades to designate drops after the first publish deadline.

January 10, 2020

Appeal hearing for one student. Petition approved with conditions.

Discussed final grade submission deadlines.

April 15, 2020 (via technology)

Finalized grade submission policy. The committee voted to change the required timeline for grade submission to seven calendar days from the scheduled final exam prior for the course.

Following the changes in Add/Drop deadlines, Joan Groessler appeared before the Senate to inform Senators of the change. A second appearance was made with the change to grade submission deadline. Since most individuals do submit within the timeframe, the issue is also one of enforcement of policy (which goes beyond the scope of this committee).

Because of University Policies adopted as a response to the pandemic, there was no need for any meeting to hear appeals following the spring semester.

Respectfully Submitted,

Joan Groessler, Chair

Intercollegiate Athletics Committee

Annual Report for Academic Year 2019-2020

The Intercollegiate Athletic Committee (IAC) met three times during the 2019-2020 academic year. Meeting dates were 5 November 2019, 3 December 2019, and 24 January 2020.

The IAC was composed of:

- Doug Brusich, Assistant Professor, NS, 18-21 (Chair)
- Tsz Lun (Alan) Chu, Assistant Professor, SS, 19-22
- Janaina Fogaca, Assistant Professor, SS, 18-21
- William Gear, Assistant Professor, Faculty Athletics Representative (ex-officio voting)
- Matthew Geimer, Lecturer, Academic Staff, 17-20
- Charles Guthrie, Director of Intercollegiate Athletics, Director of Athletics (ex-officio non-voting)
- Mark Kiehn, Associate Professor, PS, 19-22
- Wayne Resch, Community Member, Community Representative
- Lynn Rotter, Manager, University Ticketing, Academic Staff, 18-21

The November meeting was used for election of the committee chair and outline of the agenda for the year. Mike Kline (Assistant Athletics Director: Compliance/ Student Welfare) attended the meeting by invitation. The committee voted to unanimously approve Doug Brusich as chair for the 2019-2020 year. The committee then discussed the existing charge, the mission statement, and Mike Klein shared information regarding the academic report his office compiles. It was agreed that both the charge and mission statement should be updated to better define the committee's responsibilities and allow the IAC to have a purposeful role in its current makeup. It was decided that the 2019-2020 year would be used for fact-finding and discussion, with goals of revising the committee charge, revising the mission statement, and determining the role of the faculty athletics representative (FAR) within the scope of the IAC's work.

The December meeting was used for the first round of fact-finding results. Mike Kline was again welcomed to the meeting. Doug Brusich presented findings from communications with the NCAA and Horizon League offices regarding the requirements for an intercollegiate athletics committee (or its equivalent). Janaina Fogaca presented findings regarding the roles and structures of the UW-Madison and UW-Milwaukee Athletics Boards.

The January meeting was used for another round of fact-finding results. Alan Chu shared findings from the IUPUI Athletics Committee Guidelines. Doug Brusich summarized findings regarding the Northern Kentucky University (NKU) Athletic Council charge and bylaws obtained by Wayne Resch. Bill Gear stated plans to discuss the role for the position of FAR with the Horizon League. Plans were made to obtain and discuss further information regarding current practices in the Athletics Department before the committee would begin drafting a revision of the IAC charge and mission statement.

Individualized Learning Committee

Annual Report 2019-2020

From: Vallari Chandna, Chair of Individualized Learning Committee

The Individualized Learning Committee (ILC) for the 2019-2020 year, began its first meeting on 16th October 2019 by electing V. Chandna as the chair for 2019-2020.

The committee then began discussions on and implemented updates to the charge and the composition of the ILC. These changes need to be approved by UC and Senate. Given the pandemic situation and the general increased work throughout the university, the issue could not be put forth before the UC. This will be done in 2020-21 year. This updated draft of the charge is included at the end of this document.

The committee met multiple times during the 2019-2020 year to approve individualized majors from students.

***Draft of modified charge:**

1. The Individualized Learning Committee shall be composed of eight (8) appointed members. It will include five (5) faculty members with no more than two from a domain voting district. The Personal Major Advisor, a representative from the Registrar's office and an advisor from CAHSS serve as ex-officio, non-voting members. Each faculty member will serve a three (3) year staggered term to assure continuity.
2. Nomination of candidates for appointment to the Individualized Learning Committee is the responsibility of the Committee on Committees and Nominations. Appointments are made annually by the University Committee.
3. Individualized Learning Committee activities are coordinated by a chairperson elected by Committee members at the beginning of each academic year. The chair will be responsible for establishing a committee structure and making committee assignments.
4. The Individualized Learning Committee serves the following function: Evaluates Personal Major proposals and determines whether to recommend approval.
5. The chair must submit a report of Committee activities at the end of each academic year to the Secretary of the Faculty and Academic Staff and the Chair of the University Committee.

****Draft of modified Catalog Description**

An Individual Major is a self-designed program for students who find that their educational objectives cannot adequately be met by any of the University's existing majors. The Individual Major allows students to incorporate courses from several academic areas into a unique program of study intended to prepare them for employment or graduate study in a specific field of interest. In keeping with the interdisciplinary mission of the University, all Individual Majors are strongly encouraged to consist of coherent programs of study that incorporate courses from several academic areas offered at UW-Green Bay.

To develop an Individual Major, students must meet with a faculty adviser and the Associate Dean of the College of Arts, Humanities, and Social Sciences to discuss their educational and career objectives.

Students write a proposal which includes a statement of objectives, a list of proposed courses for the major, intended degree, and a rationale explaining how those courses form a coherent program of study. The proposal must be approved by the Associate Dean and faculty adviser before being submitted to the Individualized Learning Committee for final approval. Students completing an Individual Major must complete all University requirements for a degree, including general education, residency, and English and mathematics proficiency. It is highly recommended that students who wish to pursue this course of study have a cumulative GPA of 3.5 or above.

The minimum requirements for an Individual Major include 30 credits of upper-level credits focused on a theme, and an appropriate array of supporting courses. Students should submit the proposal to the Associate Dean no later than the beginning of their junior year to ensure timely graduation.

Additional information and assistance in planning an Individual Major is available from the Office of the Dean of the College of Arts, Humanities, and Social Sciences.

ACADEMIC STAFF ELECTIVE AND APPOINTIVE COMMITTEES

Academic Staff Committee

2019-2020 Academic Staff Committee Report

I. Academic Staff Committee meeting schedule and members:

a. Meetings: During the 2019-20 Academic Year the ASC meet bi-weekly on Wednesday afternoons from 1:30-3:00 pm in CL735 and after April 8th via Skype due to COVID-19.

b. Members:

Lynn Niemi, Green Bay campus – Director of Disability Services (Chair)
Sherri Arendt, Green Bay campus- Director of Learning Center (Vice Chair)
Bao Sengkhammee, Green Bay campus- Multicultural Advisor
Jamee Haslam, Green Bay campus –Senior Advisor
Lynn Rotter, Green Bay campus- Manager of University Ticketing & Info Center
Patricia Hicks, Green Bay campus- Senior Lecturer
Anthony Sigismondi, Manitowoc campus, Academic Librarian

II. Assemblies and joint meetings

a. Academic Staff committee shared governance transition meeting was held Wednesday, August 21, 2019 at 1:30 pm in CL735

b. During the 2019-20 Academic Year there was one assembly:

- Winter Assembly – Tuesday, December 3, 2019 at 3 pm in the Christie Theatre
- Spring Assembly – was cancelled due to COVID-19 and campus being closed.

III. Academic Committee actions

a. ASC selected AS names to recommend for the UW-Green Bay Chancellor Search. Unfortunately, no AS representative was on the search due to only one staff member be allowed on search and screen.

b. ASC signed joint resolutions with UC, FS, and US on UW System President Search; UW System President Search with providing only one candidate to interview; and Thank You to Interim Chancellor Sheryl Van Gruensven for her leadership.

c. ASC approved Bylaw changed on 2.12.20: ARTICLE III- ACADEMIC STAFF COMMITTEE D. Meetings 1) The Committee shall meet monthly (instead of bi-weekly). This will need to be approved at the next AS Assembly.

d. ASC approved and forwarded nomination for the Regents' Academic Staff Excellence Awards

e. ASC developed a Statement on Adjusting Goals for Annual Reviews that received support & endorsements from Interim Chancellor Van Gruensven and Provost Alexander.

- f. ASC approved the election results as put forward from the Leadership and Involvement Committee
- g. ASC made recommended appointments to appointive committees put forward from the Leadership and Involvement Committee

IV. Academic Committee discussions / Items of interest

- a. The ASC met with new Chief of Police Dave Jones to restructuring and goals. Office change from Public Safety to University Police. Starting a new committee to review Parking and Roadways which ASC Chair was on committee.
- b. ASC provided feedback to Provost Alexander on Academic Affairs Strategic Priorities.
- c. ASC received regular updates from Human Resources regarding to Title & Total Compensation Study, Academic Staff contracting and compensation for branch campus academic staff, and the benefits survey.
- d. ASC and the Professional Development Programming committee presented policy change to ASPDPC (Article IV, Section F to remove wording: ~~...and consult with senior administrators~~ to determine professional development needs and priorities. Passed at the winter 2019 Assembly.
- h. ASC discussed personnel matters as permitted by Wis. Stat 19.85(1)(c)
- i. ASC members attended University Committee meetings on a rotation
- j. ASC members attended Faculty Senate to provide ASC updates on a rotation
- k. AS System rep attended meetings in Madison to discuss general shared governance concerns

Respectfully submitted by Lynn Niemi, ASC Chair 2019-20

Academic Staff Personnel Committee

Annual Report 2019-2020

COMMITTEE MEMBERS:

Patricia Hicks, Bryan Hulbert, Laura Nolan, Megan Nolter (HR Rep), Jena Richter-Landers, Lauri Welhouse (Secretary) and Kerry Winkler (Chair)

SUMMARY OF ACTIVITIES:

The Academic Staff Personnel met twice during this fiscal year. Our first meeting on September 12, 2019 was routine, we met to elect the chair and secretary (who remain the same as the previous fiscal year). Committee members reviewed the committee charge and discussed the Title and Total Compensation Review and the potential effects on the committee's workload. The committee had no known proposals, denials, reclassification referrals or any other matters for the committee to review at that time.

The second committee meeting took place on March 6, 2020. Melissa Nash spoke to committee members on changes that were occurring based on the Title and Total Compensation Project. She described the committee's role in the employee appeal process given an employee did not agree with the title classification they were given. Due to COVID-19, the Title and Total Compensation Project has been delayed and no further actions were needed by the committee.

Regards,

Kerry Winkler, Chair

Academic Staff Professional Development Allocations Committee (ASPDAC)

No report submitted

Academic Staff Professional Development Programming Committee

Annual Report 2019-2020

Members: Charles Guthrie (resigned) Laura Delikowski (replacement), Kate Farley, Stephanie Kaponya, Mary Sue Lavin, (Secretary/Treasurer), Laura Nolan (Chair),
Staff Committee (ASC) Liaison: Lynn Rotter

Annual Update:

- Charles Guthrie resigned due to other commitments. ASC appointed a new member, Laura Delikowski.
- We supported the Key Note speaker on Band Width Recovery for the CATL Instructional Institute on January 23, 2020 by paying for the speaker. The cost was \$1,500. CATL expanded programing to also reach Academic Staff this year in a partnership with our committee.
- In addition, the following programs were conducted in coordination with the University Police and the University Staff Professional Development Committee. These programs were well attended and had very good feedback in the evaluations.
 - Active Shooter
 - Jan 7 10-11:30AM IS1034
 - Jan 15 1-2:30PM IS1034
 - General 1st Aid/AED
 - Jan 7 1-2:30PM IS1034
 - Jan 23 10-11:30AM IS1034
 - Self Defense
 - Jan 8 10-11:30AM WC Studio One
 - Jan 14 1-2:30PM WC Studio One
- Our Spring Program on resiliency was cancelled due to the pandemic. We will attempt to reschedule the presenter in 2020-2021.

Leadership & Involvement Committee

Annual Report 2019-2020

Members

Jodi Pierre, Stephanie Murphy, Kelli Strickland, Allen Voelker, Mike Kline, Jamee Haslam (ASC liaison, ex-officio, non-voting)

Purpose

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

Activities

The LIC met three times and conducted business via email when necessary. For the upcoming 2020-21 academic year, there were seven vacancies on three elective committees, and there were 15 vacancies on seven appointive committees.

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

In January, the committee reviewed the Academic Staff Preference Survey and made minor changes. The SOFAS office distributed the survey in late January and reported the results to the Committee, which met in February to review the results and prepare the ballot for elected committee positions. The Committee charge states that when possible, the Committee should include two nominees for each vacancy, but there were not enough candidates to meet this recommendation based strictly on the preference survey results. The Committee contacted staff who had indicated a willingness to serve on any committee, and asked if they were interested in running for any of the elective committees. This resulted in at least one candidate for every vacancy on the elective committees.

In April, the SOFAS Office ran the election and reported the results to the Committee. The Committee then met to select candidates for the appointive positions and submitted those names to SOFAS to distribute to the appointing committees.

The Committee has notified the winners of the elections, as well as staff who were appointed to committees by the Academic Staff Committee.

COMMITTEES APPOINTED BY THE PROVOST

Committee on Disability Issues

Annual Report for 2019-2020

Members of the Committee on Disability Issues for the 2019-20 school year included:

- Sara Wagner, Academic Staff, Lecturer (18-21)
- Amulya Gurtu, Faculty, Assistant Professor (18-21)
- Raelynn Smith, University Staff, Athletic Compliance & Degree Audit Specialist (19-22)
- Paul Pinkston, Director of Facilities Management (*ex-officio, voting*)
- Kimberly Sipiorski, Affirmative Action/ADA, Human Resources (*ex-officio, voting*)
- Lynn Niemi, Co-Chair, Coordinator, Disabilities Services (*ex-officio, voting*)
- Theresa Mullen, Co-Chair, Student ADA Coordinator & Academic Department Associate (*ex-officio, voting*)
- Jacob Ewert, SGA, Student Member, (19-20)

The Committee on Individuals with Disabilities met officially two times this year as a full committee.

Areas the committee addressed this year were as followed:

- Theatre Hall and Studio Arts Stairwell – Contrasting tape was put in stairwells as a temporary fix until states funds are acquired for a permanent solution. The markings allow for more contrast for individuals with visual impairments.
- Consulted with Lawton Gallery for ADA evaluation of the space. Gave recommendations. The committee determined not to pursue push button doors on the outside doors as there are potential relocation options.
- University Union – Continued to ask for modifications of the restrooms on the first floor to move hand dryers and clearance below ADA sink. UU asked about Koala Baby Changing Station and whether they could move in ADA stalls. The stations would be very high to maintain code of clearance of handrails so it was not a viable option.
- UW Green Bay Accessibility Policy DRAFT – Committee reviewed the draft policy and gave suggestions. The policy will be presented to Shared Governance in the fall 2020.
- Recognize ADA and 30th Anniversary on July 26th. Notices will be put in the Log and on other social media platforms.
- New Faculty Training – It is recommended that we should provide either virtual and/or in-person disability training to new faculty and instructional staff.
- Recommend training and resources for ADA Coordinator.

The areas the committee would like to further evaluate for the 2020-21 year are as followed:

- Follow up with recommendation for new faculty training regarding disability issues
- Follow and support Accessibility policy especially to Shared Governance committees.
- Follow up with Paul Pinkston on UWGB Marinette campus' theatre with regards to assistive listening devices and overall accessibility of the theater.
- Recognize October is National Disability and Employment Awareness Month.
- Follow up with COVID-19 and concerns for returning to work for UWGB employees and/or students with the new restrictions.
- Review access to students with disability in alternative delivery methods.

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

Respectively submitted by:
Theresa Mullen and Lynn Niemi

University Assessment Council

Annual Report 2019-2020

Committee Members: Eric Arneson, Caroline Boswell, Mathew Dornbush, Susan Gallagher-Lepak, Clif Ganyard (chair), Paula Ganyard, Alison Gates, Pam Gilson, Pieter deHart, David Helpap, John Katers, Tim Kaufmann, Vince Lowery, Kayla Probst, Charles Rybak, Joy Ruzek, Samantha Surowiec, Mussie Teclezion, Kris Vespia

Summary:

Following on decisions made during the 2018-2019 academic year, the UAAC decided to meet less frequently during the 2019-2020 academic year. Two meetings were held: 9/3/2019 and 4/29/2020. The committee focused on one primary project during the year – assessment – though it did also review reports on the syllabi checklist and template.

At the end of the year, the committee voted to disband itself. It was deemed cumbersome due to the number of people on the committee and duplicative of other committees (such as the Provost's Administrative Council, almost all of whose members also served on the UAAC).

The UAAC did recommend that a new committee be formed specifically to address assessment issues and that that committee's composition better reflect the people engaged in assessment activities.

Selected Activities and Accomplishments:

- Reviewed Syllabi Reports (attached)
- Developed detailed recommendations for assessment procedures (attached)
- Elected to disband (attached)

Institutional Biosafety Committee

Annual Report 2019-2020

Committee Members: Georgette Heyrman (HUB), Paul Mueller (HUB), Jill Fermanich (Health and Safety), Amy Koffarnus (Community member), Cassandra Baumgart (Community member)

The Institutional Biosafety Committee (IBC) met five times during the 2019-2020 school year. As a relatively new committee on campus, the IBC has spent the year developing the committee.

Areas the committee addressed this year:

- The UW-Green Bay IBC registered with the NIH Office of Science Policy (OSP) in December 2019. The next annual membership report will be due to the OSP on or before December 6, 2020.
- The IBC welcomed and interfaced with the new members of the Office of Grants and Research Director Roger Wareham and Program Associate Liz Brinks.
- The Provost granted the request by the committee to add an additional faculty member to the IBC starting in fall of 2020 to ensure a quorum can be reached when faculty committee members have their own applications under review.
- The committee set the training modules for PIs, students, and committee member learner groups on the CITI Program website.
- The committee worked on developing the policies and expectations for research falling under UW-Green Bay IBC jurisdiction.
- The committee continued developing the forms associated with IBC protocol applications for faculty and instructors.
- The IBC continued to create the IBC website.

Respectfully submitted,
Georgette Heyrman
Chair, Institutional Biosafety Committee

Institutional Review Board

Meetings: During the 2019-2020 academic year, the IRB met in person nine times. The last meeting in May was held virtually using Microsoft Teams due to the campus shutdown during the Covid-19 crisis. Two scheduled meetings during the spring semester were cancelled due to no new business. Most meetings were held once per month, and they generally lasted from 1 - 2 hours.

Proposal Submissions: As of this writing, there were **sixty-eight** requests for reviews submitted to the IRB (see attached summary spreadsheet). There was a sharp drop in the number of protocols submitted during the Spring 2020 semester because the pandemic made certain types of research (i.e., those that require close contact with subjects) difficult to continue. The submissions for review include (mostly) new research proposals, but there was an increase in requests for approval of modifications and/or extensions of previously approved proposals (thirty-two). This too is an outcome of the Covid-19 crisis, and extensions were required in the hopes that research could be resumed past the expiration date or in-person interviews could be conducted via phone. The majority of the proposals were submitted as "expedited" or "exempt" status and reviewed by the IRB chair. Over the 2019-2020 academic year the Board considered two full board protocols and five submissions for outside institutional access.

The protocols came from three main sources: (1) UW-Green Bay faculty who frequently were doing research with students, (2) undergraduate and graduate students enrolled in the UW-Green Bay and (3) other members of the UW-Green Bay community, e.g., directors of programs, academic staff.

IRB Accomplishments during the 2019-2020 Academic Year

The following list represents the major accomplishments of the IRB 2019-2020 Board:

- The Chair of the IRB developed a close working relationship with the new Director of Office of Grants and Research, Roger Wareham and the University Services Program Associate in the Provost's office, Liz Brinks. They have been instrumental in the facilitating the work of the IRB and provided much needed support. Roger Wareham instituted the practice of weekly meetings with the IRB Chair (virtual after March, 2020). The liaison between the IRB and OGR has been strengthened as seen by the inclusion of IRB information on the OGR website. In addition, Roger Wareham and Liz Brinks attended all full Board meetings and gave significant guidance as well as recorded the minutes.
- With the help of Liz Brinks, University Services Program Associate, the IRB website is continually revised to be website compliant and user friendly. The application process now is clearer and the flow of the protocol application process proceeds more smoothly.
- I. Cupit and Liz Brinks finished the revision of the IRB Manual, which was presented to the Board for their input and approval during the Fall, 2019 semester. Procedures are clarified, new NIH changes are added in, and policies specific to UW- I Green Bay have been added in.
- The final part of the manual considered a revised, updated and expanded social media policy. This policy went through several iterations with the Board and was approved during the Fall, 2019 semester.
- The completed and revised manual is now available online, with corresponding relevant links throughout the document.
- During the last meeting of the IRB (held virtually on May 13, 2020), the Board approved a policy regarding the ethical treatment of participants and researchers during the Covid-19 pandemic. This policy will remain in effect until the CDC and UW-Green Bay declare the end of dangerous exposure to the virus.

- The IRB welcomed the new, incoming Chair of the IRB for the 2020-2021 academic year, Dr. Mark Kiehn.
- I. Cupit wrote a guide for the incoming Chair outlining the bookkeeping process for the IRB.

IRB Wish list for 2020-2021

- Smooth transition for Dr. Kiehn and the new membership on the Board.
- Creation of informational video for the IRB website.
- Continued exploration of a more user friendly and efficient system of logging, record keeping, and evaluating protocols.
 - Better organization of the files on the IRB drive.
- IRB GA: Train this individual to help with the bookkeeping and organization of the IRB files.
- Examination of how the QI questionnaire is functioning and if changes in procedure needs to be made.

IRB Committee Members: Overall, the members of this [2019-2020](#) IRB demonstrated professionalism, commitment, and competence in carrying out the important charge of this body in a very challenging year. Members included Illene Cupit (Chair), Gaurav Bansal, J.P.Leary, Myunghee Jun, John Luczaj, Christopher Paquet and Tetyana Malysheva. Dr. Diane Fenster was our community member. In addition, we are fortunate to have Roger Wareham, Director of the Office of Grants and Research, and Liz Brinks, Program Associate of the Provost’s Office, provide much needed support and encouragement.

As this was my last year as Chair of the UW-Bay IRB, I was lucky to work with a wonderful group of colleagues who took the charge of the IRB very seriously. Members approached the task of reviewing proposals in a spirit of problem solving and collegiality. I couldn’t have worked with a better group! They are to be commended for their efforts to facilitate the ethical treatment of human subjects participating in research conducted at UW-Green Bay! I wish the best of luck to Dr. Kiehn as he assumes the helm of this important committee.

Categories of Review

<u>Exempt</u>	<u>Expedited</u>	<u>Full</u>	<u>Modifications and Extensions</u>
<u>12</u>	<u>22</u>	<u>2</u>	<u>32</u>

Respectfully submitted, Illene Cupit, Chair of the 2019-2020 UW-Green Bay Institutional Review Board

Instructional Development Council

Annual Report 2019-2020

Members: Franklin Chen (Co-Chair), Jason Cowell, Doreen Higgins, Jeremy Intemann (Co-Chair), Michael Rector, Eric Morgan, Hye-Kyung Kim, Stephanie Shedrow, Kris Vespia (Interim CATL Director, ex officio), Caroline Boswell (CATL Director, ex officio), Jana Foaca (OPID Rep, ex officio), J. Vincent Lowery (Dir. Student Success and Engagement, ex officio), Ron Kottnitz (ATS Rep, ex officio)

The full IDC met 4 times during the 2019-2020 academic year to conduct the normal business of the council. The IDC continued to serve as a supportive and advisory council to CATL. Grants/programs which were offered included Teaching Enhancement Grants, Wisconsin Teaching Fellows and Scholars, UWGB Teaching Scholars, Faculty College, Student Nominated Teaching Awards, Online/Hybrid Program Development Grant, and the January Faculty Instructional Development Institute. Subcommittees met 2 times during 2019-2020 regarding Teaching Enhancement Grants. One IDC representative collaborated with CATL staff to administer the Online/Hybrid Program Development Grant. Sabbatical applications and Instructional Development Institute proposals were reviewed as a full council. Student nominated teaching awards and faculty college, which are normally reviewed by the full IDC, were handled differently, due to the closure of the campus during its Covid-19 response. These were reviewed either by CATL or the provost's office, with recommendations approved by the IDC chairs.

January Instructional Development Institute

Similar to past years, a January institute was facilitated by CATL. The IDC worked with CATL to develop the conference format. In addition, the IDC reviewed 28 applications for the Instructional Development Institute, including 12 workshops and 16 presentations. The committee selected 9 workshops and 9 presentations for the IDI.

Teaching Enhancement Grants

In 2019-2020 academic year, CATL ran two award cycles (Fall and Spring) for the TEG. Across the entire academic year there were 10 TEG applications requesting \$9306.10 in funding. All of the applications were awarded full funding. These awards represent a substantially lower funding amount than previous years, owing to only 2 applications being made in the spring, which was likely a consequence of Covid-19, with many conferences being cancelled, coupled with a need for faculty to focus on transitioning to online courses.

Student Nominated Teaching Awards

The administration of the SNTA continues to pose challenges for the IDC and CATL. Last spring, the IDC had to scramble at the last minute to review the awards after the Student Government (which had previously indicated wanted to handle the SNTA) voted to keep administration the award in the hands of CATL and the IDC. Since the process of reviewing such a high volume of nominations (200-300) would have been extremely time consuming at a time when the faculty members on the IDC were trying to transition to online courses in response to the Covid-19 pandemic, it was decided that all nominated faculty would win the award and all nominations would be forwarded to the nominated faculty. Mary Kate Ontaneda in the provost's office worked with CIT to automate the task of notifying faculty of their nominations. The IDC felt this would be a good way to recognize our outstanding faculty

members at a time of stress and uncertainty and let them know that their efforts in transitioning to online teaching were being appreciated by their students. The IDC unanimously approved this temporary change to the SNTA for this year.

Wisconsin Teaching Scholars and Fellows

Due to an issue with call for applications, the deadline for proposals for the WTSF was extended to the end of January, requiring very short turn around on application reviews. In order to expedite the process, Kris Vespia and Jana Fogaca (our CATL and OPID reps, respectively) performed the review of the 3 applications, with the IDC co-chairs approving their recommendations.

Faculty College

The call for the 2020 Faculty College (May 26-29, 2020 in Elkhart Lake) went out in November. There were 8 applications, which CATL reviewed and nominated 5 faculty members, which were approved by the IDC co-chairs.

Faculty Sabbatical Recommendations

The voting members of the IDC reviewed and made recommendations regarding the applications for faculty sabbatical releases. In total, there were 10 applicants. As always, we determined whether each application was appropriate for funding given the criteria and length of sabbatical requested. The IDC reviewed each of the proposals and unanimously recommended to accept all 10 proposals for sabbatical leave; one proposal was recommended as acceptable, but with reservations.

Institutional Animal Care and Use Committee

No report submitted

International Education Council

No report submitted

Research Council

Annual Report, 2019-2020

This report summarizes the activities and considerations of the University of Wisconsin-Green Bay's Research Council in the 2019-2020 academic year.

The University's Select and Core Missions emphasize the importance of and commitment towards excellence in scholarship and research in the Faculty. In order to demonstrate this commitment, the Research Council has three primary charges:

- a. Providing recommendations regarding UW-Green Bay and UW System funded grant programs to support the research and other scholarly activities of the faculty.
- b. Organizing and supporting activities related to the dissemination of research results and other scholarly activities conducted by the faculty.
- c. Advising the Provost and Vice Chancellor for Academic Affairs or his/her designee on issues related to the promotion and support of research and other scholarly activities of the faculty.

For the 2019-2020 year, the Research Council consisted of Jason Cowell (Chair), Michael Rector, Stephanie Rhee, Christine Vandenhouten, Mandeep Bakshi, and the Director of Grants and Research, Roger Wareham (ex-officio). The council met in person (or on video-conference) five times.

The Research Council is primarily responsible for recommending funding for Grants in Aid of Research, which are awarded in the Fall, Winter, and Spring each year, and the yearly Summer Research Scholar Award. Thus, most meetings consisted of deliberation over whom to recommend awarding funds towards. However, given the unique circumstances, due to the COVID-19 restrictions and considerations in the Spring of 2020, the Council had to decide the best options for temporarily modifying recipient awards to reflect travel restrictions and conference cancellations.

The Council supported 11 funding proposals in the Fall 2019 call, 12 proposals in the Winter 2020 call, and 7 proposals in the Spring 2020 call. We also recommended the Summer Research Scholar proposal of Dr. Karen Stahlheber.

In addition to our meetings regarding funding recommendations, Research Council discussed methods for increasing the awareness of funding opportunities amongst our faculty, as well as investigating the primary reasons for a lack of submitted proposals in many calls. Our inquiries across campus suggested that one potential reason for the limited proposals is the current budget model for awards. In light of this, and in future years, Research Council may want to consider alternative distribution models for funds, including options for larger seed grants, smaller travel grants, international travel grants, or other alternatives. The Council will likely re-approach these options in the next academic year.

One final note for future consideration is the makeup of Research Council. The traditional council has had five voting faculty members, including one from the Arts and Humanities, one from the Social Sciences, one from the Professional Studies, one from the Natural Sciences, and one at-large member. As funding decisions become increasingly competitive and our university opens additional programs, the need for a consideration of different representation in RC may be necessary. Many of the proposals are arriving from units on campus that do not have explicit representation on the Council (e.g., the College of Business) and either an expansion or retooling of the membership may be necessary to adequately represent the diverse scholarly and creative endeavors of the faculty.

Submitted by, Jason Cowell, RC Chair 2019-2020

COMMITTEE APPOINTED BY THE DEAN OF STUDENTS

University Student Leadership Awards Committee

No report submitted

COMMITTEE APPOINTED BY VICE CHANCELLOR FOR BUSINESS AND FINANCE

Health and Safety Committee

No report submitted

Wellness Committee

2019-20 Annual Summary Report

Committee Members include:

- Amy DePeau, Student Health Nurse, Counseling & Health Center Representative
- Alex Wandersee, Fitness Coordinator, Kress Center Representative
- Lynn Rotter, Manager of University Ticketing, Academic Staff Representative 2018-2020
- Sherry Warren, Instructor, Social Work, Faculty Representative 2020-2022
- Lisa Schmelzer, University Services Program Associate, University Staff Representative 2019 – 2021
- Jolene Dorn, Registered Dietitian, Chartwells Representative
- Jolene Truckenbrod, HR Business Partner & Benefits Specialist, Human Resources Representative & Chair

Committee Charge:

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

Events/Activities:

- Applied for and received a \$3,800 **grant** from the Department of Employee Trust Funds for wellness initiatives for employees.
- Helped to improve the **Contemplative Practices room** (WH 441) with wall art, yoga supplies, a lamp, and manual overhead light control.
- Helped coordinate **Fitness 120 Faculty & Staff Challenge** 4/6/20-5/3/20, and purchased T-shirts for over 80 participants.
- Promoted **online fitness classes** from Kress during COVID quarantine on HR Connect blog/email and the LOG.
- Coordinated **9/11 stair climb** with Public Safety and provided snacks for over 50 participants.
- Coordinated **Phoenix Rise virtual walk/run** for employees, students, & alumni on June 26-28, 2020 and will provide incentives to participants.
- Coordinated **Summer Wellness Challenge** with prizes for participants.
- Sponsored **Suicide Awareness Training** for employees and students at no cost to them on 11/7/19 & 11/8/19.
- Maintained HR Connect **Wellness blog** with articles, recipes, events and activities (<https://blog.uwgb.edu/hr/category/wellness/>).
- Coordinated annual **Benefits & Wellness Fair** in fall with over 30 vendors and over 150 employees attending.
- Coordinated **onsite health screening events** for employees, and promoted \$150 wellness incentive.
- Coordinated **flu shot clinics** so employees enrolled in UW health insurance could receive free flu shots.

- **Run/Walk Club** – Continued run/walk club, providing running hats to new team members and group training opportunities.
- Promoted Well Wisconsin **webinars**, EAP webinars, America Saves Week webinars, and Community Shared Agriculture and Co-Op programs.
- Two members attended annual Wellness Council of Wisconsin Employee Wellbeing **Conference**.

Why is wellness important to UWGB employees?

- Employees who are healthy physically and mentally are happier, more productive, have better attendance, more engaged, and are enjoyable to work with!
- Wellness challenges, incentives, events, and activities promote community among employees, improving morale and reducing turnover.

CHANCELLOR APPOINTIVE COMMITTEES

Council on Diversity and Inclusive Excellence

No report submitted

Committee on Student Misconduct

No report submitted

UNIVERSITY STAFF ELECTIVE AND APPOINTIVE COMMITTEES

University Staff Committee

Annual Report 2019-2020

University Staff Governance Committee Membership 2019-20	
University Staff Committee Lisa Francl Holly Keener (Vice Chair) Jayne Kluge Sue Machuca Kim Mezger (Chair) Theresa Mullen (Secretary) Kaitlyn O’Claire Teri Ternes Tracy Van Erem (Treasurer) Julie Flenz (non-voting HR Liaison)	Personnel Committee Denise Baeten Sarah Locke John McMillion (Chair) TBD TBD Christopher Paquet (Human Resources Liaison)
Election Committee Holly Keener (Chair) John McMillion TBD	Professional Development Committee Dolly Jackson Kate LaCount Lisa Schmelzer Barb Tomashek-Ditter Teri Ternes (Chair)
UWS University Staff Representative Teri Ternes	

The University Staff Committee meets the third Thursday of every month from 10:00-11:30, with occasional special meetings for discussions requiring timely decisions. In addition to the 9 elected members and 1 non-voting, HR liaison, the chairs of each of the 3 subcommittees typically attend the meetings or send a committee representative.

Monthly UWS University Staff Representative meetings in Madison facilitate discussions of issues common to all UW University Staff employees. Our representative reports on these discussions at the monthly USC meetings.

The annual University Staff Assembly was on January 28, 2020 at the Green Bay campus. Provost Mike Alexander opened the meeting with a welcome and update on the current state of campus affairs. Other presentations included university staff opportunities for shared governance and campus committee involvement; reports from each of the committees on their activities for the current year and HR news and updates.

A survey generated by the Election Committee in February determined interest in open governance positions. Due to the Covid 19 pandemic, and the ensuing furloughs, a vote was taken to hold the election in the early fall 2020.

Reflecting on the 2019-20 activities of the USC during the first half of the year, we accomplished the following:

1. The annual University Staff Fall Conference on Friday, October 18, 2019. There were 123 attendees from across the UW System and NWTC. For the first time the conference was held at the Hyatt Regency in downtown Green Bay.
2. Held open forums for Facilities to inform on the Total Title Compensation Project
3. Held a Winter Social for US members on March 11, 2020.

As the implications of the Covid 19 pandemic became clear, we made the following decisions:

1. Passed the *University Staff Committee Statement on Adjusting Goals for Staff on Performance Reviews and Recording Time and Effort*
2. Cancelled annual University Staff Fall Conference for 2020.
3. Delayed University Staff election until Fall 2020
4. Began sending weekly newsletters to all University Staff with information on furloughs, free webinars, and University trivia, to keep engagement high. We feel the result was higher attendance at the monthly meeting.

Once staff is back on campus, we will hold our election, and at that time, a transition meeting will be held to select USC officer positions and committee chairs for the other 3 committees. The USC will retain its meeting schedule of the 3rd Thursday morning of each month for the 2020-19 fiscal year beginning in August, and the other committees will determine their meeting schedules in early fall. USC meetings will include remote access for the campus locations.

Respectfully submitted,
Kim Mezger, Chair
University Staff Committee

University Staff Election Committee

Annual Report 2019-2020

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

Following the delay in our 2019-2020 election year due to COVID, the USC decided to delay the “normal” spring 2020 election cycle to Fall of 2020. There was considerable uncertainty surrounding

The University Staff Elections Committee will have met twice this year by the end of the Spring semester. During these meetings we discussed University Staff committee vacancies, the distribution of the annual committee Interest Survey and the make-up and distribution of the elective committee ballots.

We distributed our annual Interest Survey at the end of January and had assembly of the Elective Committee ballot and the nominees for the various appointive committees. We worked closely with the Secretary of the Faculty and Staff (SOFAS) to make sure all eligibility requirements were met and proper balloting procedures were followed.

Of particular concern this year:

The Interest Survey participation was severely lacking again this year. We had 55 / 189 university staff complete the survey (29% return rate). We also had a very small percentage of members actually complete an election ballot during our Spring Elections (61/189 = 32%). With the addition of the three branch campuses, we added 3 voting positions to the USC. Our new by-laws were written to continue the branch campus voting positions into the future, but we end the year with the Manitowoc rep position vacant. We hope to have all of these vacancies filled as we start the 2019-2020 Academic Year.

Following Jan Snyder’s retirement, we rearranged officer positions slightly to make up for the rather large hole her departure created in our organization. Kim Mezger (our Vice-Chair) agreed to step into the Chair position for the remainder of 2018-19, Holly Keener moved from the Secretary position to the Vice-Chair position through the remainder of her term (2019-20), and Teri Ternes agreed to take on the role of Secretary through the end of the current year.

Respectfully submitted by:

Holly Keener, Chair, University Staff Elections Committee

University Staff Personnel Committee

Annual Report for 2019-2020

Members:

Denise Baeten

John McMillion (Chair)

Sarah Locke

Christopher Paquet (HR Liaison)

The Personnel Committee met once during the 2019-20 term.

During this term we were notified that the Personnel Committee would be tasked with hearing second level appeals to Total Title and Compensation decisions. This however was pushed to the back burner with the advent of Covid-19.

In June we were notified that the Personnel Committee would also be a sounding party for grievances filed over the University Layoff Policy.

Last year it was decided that we should have a handbook of guidelines for the Personnel Committee that can be handed down from chair to chair detailing the Committees' responsibilities and procedures. The task for compiling this handbook was assigned to Human Resources. There was set deadline for the completion of this handbook and nothing has been seen from Human Resources. The USC and I are working on a solution that may include writing this handbook ourselves before we need to hear grievances.

Due to Covid-19 and the number of open positions on the committee I was asked to remain in the Chair position after my term expired until further notice, which I accepted.

Respectfully submitted,

John McMillion, Chair

University Staff Personnel Committee

University Staff Professional Development Committee

Annual Report 2019-2020 Academic Year

Committee Members:

Dolly Jackson [2018-20], Kate LaCount [2019-20 finish term for Crystal Williams],
Lisa Schmelzer [2018-21], Barb Tomashek-Ditter [2019-22]

Terms: Committee terms begin on July 1, coinciding with the start of the campus fiscal year. Effective with the bylaws changes, terms are 3-years. Terms are staggered for continuity.

The University Staff Professional Development Committee [USPDC] had a busy and successful year. The committee met monthly, the 2nd Monday of the month, TH-335H, setting plans for our fall conference; more often when necessary. In addition, they met regularly with the Academic Staff Professional Development Programming Committee to plan joint workshops throughout the academic year. The USPDC is also responsible for planning our winter after-hours social. Here is a recap of events this committee is responsible to address:

University Staff Fall Conference [USFC]: The USPDC sponsored a successful 2019 fall conference, “Your Professional Toolbox”, on October 18 at Hyatt Regency/KI Center. The conference agenda is included at end of this report. Plans for USFC20 were well underway until COVID19 put up a ‘road block’. “You Are More Than Work”, scheduled at Hyatt Regency for October 16, was cancelled. Contracts with Hyatt and keynote speakers Dr. Marijuana VanDyke and Rob Bell were cancelled. VanDyke & Bell have expressed interest to present in 2021. All parties were notified of the cancellation.

Professional Development Joint Workshops: The USPDC joined with the Academic Staff Professional Development Program Committee and has sponsored several workshops during the ‘19-20 academic year that included three Public Safety sessions entitled: “Crisis 1st Aid”, “Active Shooter”, “Self Defense”. Each session presented twice. A certificate of participation and a tactical device was awarded to staff who attended all three workshops. The workshop scheduled for May 21 with presenter Nurse Jesse, cancelled due to the pandemic.

Social: The USPDC schedules a winter after-work social and encourages university staff to attend. It is a great opportunity to enjoy good food, have a few laughs, and rekindle old and new friendships with co-workers. Snacks provided. We held our winter social on March 11, 2020 at The Bar East.

Our summer university staff networking farewell/welcome potluck recognizes outgoing officers for their service and welcomes newly elected officers. Normally held at Lambeau Cottage, this event cancelled due to the pandemic.

Professional Development Funding: The USPDC reviews the procedure and funding request amount yearly. The 2019-20 maximum allotment was 50% of the registration fee at a maximum of \$300. The funding request form is on our website under the Professional Development tab. This year we approved 18 requests, 14 paid for a total of \$525.33. One reimbursement for \$300 is pending. Three requests cancelled due to the pandemic. They were not paid. The committee continues to look for professional development opportunities for University Staff; we are always open to suggestions.

**University of Wisconsin – Green Bay
University Staff Fall Conference Agenda
Friday, October 18, 2019
Hyatt Regency Green Bay
333 Main Street, Green Bay, Wisconsin**

<https://www.hyatt.com/en-US/hotel/wisconsin/hyatt-regency-green-bay/grbrg>

7:30am – 8:15am	Registration	Grand Ballroom E, 2 nd Floor
8:15am – 9:00am	Hot Breakfast	Grand Ballroom E [Included in conference fee]
8:15am – 9:00am	Introductions	Teri Ternes, Conference Chair [Grand Ballroom E]
9:00am – 9:15am	Break	
9:15am – 10:30am	Session I	<p>Paul Braatz WRS – Benefits for New and Mid-Career Employees</p> <p>Paul Decker The Advantages of Maintaining a Positive Disposition</p> <p>Terra Fletcher Communicating Across Generations</p>
10:30am – 10:45am	Break	
10:45am – 12:00pm	Session II	<p>Paul Braatz WRS - Benefits for Employees Nearing Retirement</p> <p>Terra Fletcher Time Management: Reduce Stress & Reach Goals</p> <p>Dave Kieper Information Security and You</p>
12:00pm – 1:15pm	Lunch	Grand Ballroom E [Included in conference fee]
1:15pm – 2:30pm	Session III	<p>Jim Beversdorf Life Through Movement</p> <p>Chas Hartl Protecting Your Identity</p> <p>Ann Kerian Overcoming Overload</p>
2:30pm – 2:45pm	Break	
2:45pm – 4:00pm	Session IV	<p>Ann Kerian Keynote</p> <p style="padding-left: 40px;">Managing Change [Grand Ballroom E]</p>
4:00pm – 4:30pm	Closing	UWGB, USPDC [Grand Ballroom E]



*Thanks for coming!
Hope to see you next year ☺*

<https://www.uwgb.edu/university-staff-governance/>

JOINT GOVERNANCE COMMITTEES

Awards & Recognition Committee

No report submitted

Committee on Workload and Compensation

No report submitted