

Annual Reports of University Elective and Appointive Committees 2008-2009 University of Wisconsin—Green Bay

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FACULTY ELECTIVE COMMITTEES

University Committee

The University Committee (UC) members, Steve Meyer (chair), Illene Noppe, Laura Riddle, Meir Russ, Brian Sutton, and Dean Von Dras met weekly. Lisa DeLeeuw was the Academic Staff Committee representative. Jamie Froh and Joel Diny represented the Student Government Association during the Fall and Spring semesters, respectively. Almost every week the UC had the pleasure of meeting with Interim Provost William Laatsch for an information exchange. Professor Cliff Abbott, in his position as Secretary of the Faculty and Academic Staff, regularly met with the committee. The activities of the Faculty Senate and the University Committee are listed below and are sorted by category and topic.

Faculty Senate Passed the following:

Resolutions:

- Resolution to Develop Faculty Senate Caucuses
- Resolutions for the Granting of Degrees (December and May graduates)
- Resolution to Support UW – Oshkosh’s Request of the Legislative Fiscal Bureau
- Resolution to Create an Interdisciplinary Task Force
- Resolution to Endorse the SGA’s New Campus Smoking Policy
- Reaffirmation of a Resolution in Support of Domestic Partner Benefits
- Amended Resolution in Support of an On-Campus Child Care Facility
- Resolution Regarding the Right to Collectively Bargain
- Resolution of Thanks to Interim Chancellor David Ward, Interim Provost William Laatsch, and University Services Program Associate Patricia Przybelski
- Memorial Resolution for Bruce LaPlante
- Memorial Resolution for Edward W. Weidner
- Memorial Resolution for Susan Kline-Keim
- Memorial Resolution for Lorraine M. Noll

Code Changes:

- Code change to “Section UWGB Chapter 3 – Faculty Appointments.” There was significant overlap between Chapters 3 and 51. This code change essentially combines Chapter 3 and Chapter 51 by adding the non-redundant parts of Chapter 51 to Chapter 3. Chapter 51 is now eliminated.

Other:

- Approved slate of nominees for faculty elective committees

Presented to Senate, action to be taken in 2009-2010

- Furlough leave resulting from budget cuts

- Surcharges on course repeats
- Residency requirements for All-University Honors
- Decoupling the UW – Green Bay Faculty Representative and UC Chair positions
- The lack of an Ombudsperson
- Workload issues as addressed in the HLC Report
- Textbook affordability
- Continued work of the Interdisciplinary Task Force
- Creation of a University Honors Program

Senate Discussion Items – action not required

- Open Forum on methods of empowering the Senate
- Open Forum on developing caucuses at Faculty Senate meetings
- Open Form on eliminating the graduation requirement of an interdisciplinary major or minor
- Discussion of the work presented by the Branding Committee to create an institutional identity (“Innovation – Engagement – Sustainability”)
- Open Form on the Higher Learning Commission Report
- Caucus on the Higher Learning Commission Report
- Discussion of the hazards posed at a near-campus intersection (East Shore Dr. and Nicolet Dr.)
- Open Forum dialogue with the SGA – discussion included general education, textbook affordability, and the budget

University Committee Discussion and Actions

Committee and Personnel Issues

- Provided names of faculty to serve on the Provost Search and Screen Committee
- A replacement for Prof. Teri Johnson was found for the Senate Legislative Affairs Committee
- Replacements for Dean Rodeheaver and Prof. John Katers were found for the Campus Sustainability Council
- Provided nominations for the Committee on Rights and Responsibilities and the Senate Appointed committees
- Most UC members participated in the Chancellor interview process
- Most UC members participated in the Provost interview process
- The UC recommended faculty status be granted to Karen Jick, Joan Groessl, Danielle Bina, and Nicole Schneider
- Discussed the possibly decoupling the faculty representative and UC Chair responsibilities

Salary, Workload, Campus Climate Issues

- Discussed summer salary inequities due to certain non-paying students; the Deans decided to spread those across the summer enrollment so as not to disadvantage any one faculty member

- Administrator Evaluation Committee was absolved of its charge after it was learned that Chancellor Shepard, Provost Hammersmith, and Dean Erickson were leaving UWGB for positions at other universities
- Discussed faculty input to the Growth Agenda, until learning of the suspension of the Growth Agenda due to budget shortfalls
- Discussed the charge of the Faculty Senate Planning and Budget Committee
- Discussed the issue of faculty teaching loads (and workloads in general) at UW-Green Bay as a result of comments made in the Higher Learning Commission Report; to this end, we invited Debbie Furlong in to discuss the National Faculty Survey conducted by the Higher Education Research Institute
- Discussed the legislative bill that would provide UW faculty the right to vote for collective bargaining
- Discussed combining the Faculty Senate and Academic Staff Committee for a joint meeting; it was proposed that the January Faculty Senate meeting would be a good time for such a joint meeting
- Discussed the lack of an Ombudsperson and the possible legal ramifications this might have

Governance and Curricular Issues

- Discussed the number of in-residence credits required to be eligible for degree honors (brought forth by an academic program); discussion will continue in the Fall
- Discussed a proposal to eliminate the graduation requirement of either an interdisciplinary major or minor
- Discussed, and subsequently endorsed, the revisions made to the Academic Program Review Guidelines
- Discussed the development of a pilot program for a 3-year baccalaureate degree that will be tried at four UW System institutions (UW – Eau Claire, UW – La Crosse, UW – Stout, and UW – Stevens Point)
- Discussed the UW System Program Realignment Effort (a data collection effort that will analyze the programs offered by the institution, enrollments in those programs, number of students matriculating from those programs, etc.), the timeline of this effort, and the need for faculty representation on this committee
- Discussed the possibility of establishing an Honors Program at UWGB – some UC members looked at Honors Program models at other institutions
- Discussed a policy on class absence due to military service
- Discussed the possibility of assessing a surcharge on students who repeat courses
- Discussed the University System of Maryland’s policy on textbook affordability

Campus-Wide Issues

- Discussed the resignation and/or retirement procedures for faculty, academic staff, and limited appointees that was drafted by Assoc. Provost Sewall
- Discussed the establishment of a new award through the FOCUS Program entitled the “Certificate of Recognition for Contribution to Students;” the award looks to

recognize those faculty and staff who made a significant contribution to a student's experience during their first year at UWGB

I gratefully acknowledge the work of my fellow UC Committee members this year and the collegial nature in which our meetings were conducted. While differences in opinion are expected, everyone respected the right of each individual to have and to voice their opinion. It is encouraging to see the level of commitment that our colleagues have for our institution. I would like to thank SOFAS Cliff Abbott for his wealth of knowledge on all things UWGB, on more than one occasion we turned to Cliff for guidance and he always had the answer. Without the support of Pat Przybelski I'm convinced little would get done. Her knowledge of the "ins and outs" of the SOFAS Office is overwhelming and her gentle reminders kept us on task. Cliff's and Pat's support was extremely important for us as a committee. Lastly, I thank the members of the Faculty Senate for their diligent efforts throughout the year.

Respectfully submitted by Steven J. Meyer, Chair

Committee of Six

The Committee of Six for the 2008-2009 academic year consisted of Gregory Davis, Jeffrey Entwistle, Robert Howe (chair), Judith Martin, Lloyd Noppe, and Laura Riddle. Two recommendations for appointment at the rank of full professor were received by the Committee from appropriate faculty units. After review and discussion, the Chair forwarded recommendations from the Committee to the Dean of Professional Studies and Dean of Liberal Arts and Sciences, respectively.

The Committee also discussed its role in the hiring process for administrative positions that typically include full professor status. This issue had been addressed by the Committee of Six in 2006-07, but a formal system still does not exist to insure that the Committee is able to advise search and screen committees early during the selection process. No formal action was proposed by the 2008-09 Committee of Six, but members unanimously supported the development of a process that fosters ongoing communication with administrative search and screen committees. This topic deserves to be considered further by the Committee of Six and other faculty governance bodies during 2009-10.

Robert W. Howe, Chair
Committee of Six

Academic Affairs Council

The 2008-09 Academic Affairs Council members are Dennis Lorenz, Patricia Ragan, John Lyon, Lloyd Noppe, Christine Style, and Tim Sewall. The AAC had a highly productive year.

Summary

This academic year was used to catch up on Program Reviews that were missing. Of the reviews that are missing, three Program Reviews were completed by the AAC. Beginning in Fall 2009 a new Program Review process is being implemented that should reduce the program review workload for both the Program and the AAC. Hopefully this will make program reviews into an informative self-study report the Programs will find beneficial and help target areas of need and change.

The AAC Form Z was used this year to offer feedback to Form proposals that were declined or notes to those that were passed and to have a Form record of the action date and chair. This should help communicate AAC thoughts and concerns in a timely manner.

The AAC also received many program and course additions and changes.

Program reviews completed:

1. **Nursing Program Review:** The Nursing self-study report was discussed with Dr. Derryl Block, Chair of Nursing. Dr. Block stated that the general health of the program is good and, although small, it is effective and well respected. There has been a steady increase in the number of students in the National Internet-based Program but, like the national trend, decreasing numbers of students in the Campus Program. Since the last review, a strong marketing component is now in operation, and a synthesis project in the Capstone course is now a part of their assessment process. The most significant problems addressed by Dr. Block were the heavy administrative responsibilities of the Chair (90% of her time), and the limited time available to nursing faculty for scholarship or the opportunity to keep up their clinical skills. Both issues will make it difficult to reach their goals of starting an Internet-based Master's Program and, eventually a Clinical Doctorate.
2. **Biology Program Review:** The AAC met with Brian Merkel, Chair of Biology to discuss the review, which was submitted by the previous chair. The Biology Program is a disciplinary program with four emphases as well a minor. The AAC agreed that the Biology Program needed a proactive approach to establish department goals, a mission statement, and an assessment program that should include a timely, ideally annual process for evaluating the effectiveness of their program. The AAC chair made some errors in the AAC review, which were discussed with Brian Merkel with apologies from the AAC chair and noted by Dean Furlong in his follow-up report.
3. **Philosophy Program Review:** Philosophy is a disciplinary program at UW-Green Bay with a major and a minor track and currently has two and a half FTE teaching and facilitating this program. In recent years the philosophy program has been through some staffing changes that have now been stabilized. The program offers courses with

range and depth for general education, environmental ethics, and business as well as for its own few majors and minors. Some new courses have been developed and there are plans to de-activate some others, which the AAC agrees is needed. While there are relatively few philosophy majors, those who do select this major tend to do very well in gaining entrance to highly regarded graduate schools. The philosophy major and minor attracts students who are interested in law school and those who want to advance their critical thinking skills. The assessment plan is strong and needs to be re-implemented. Course substitutions have been offered to students so that they can continue in the program that has had a series of retirements and staffing changes that are now stabilized.

AAC ACTIONS List Fall 2008 – Spring 2009

Sept. 19 2008 AAC approved the following

- CMF Add a new course: Social Work 734 Field Research Consultation a new course bridging 2 existing courses and deemed appropriate for graduate credit work already being done.
- CMF Add a New Course: HD 400 Advanced Developmental Research in Human Development
- CMF Add a New Course: HUD 198 How We Live: American Cities and Suburbs (new Freshman Seminar) in Human Development

Sept. 26 2008 AAC approved the following – all were unanimously approved:

- Form B Rename an Existing Major: Change Earth Science title for major to Geoscience.
- Form C Rename an Existing Minor: Change Earth Science title for minor to Geoscience.

Oct. 3 2008 No Actions

Oct. 10 2008 AAC approved the following:

- CMF for a new course: SPAN 465 was approved

Oct. 17 2008 No Actions

Oct. 24 2008 AAC had one motion to approve Interdisciplinary Study request for a new minor in Interdisciplinary Studies. The motion failed: 1:2:2. The AAC included in the Form Z the discussion items to help IST understand why.

Oct. 31 2008 AAC approved the following – all were unanimously approved:

- Form D for HUS Western Culture emphasis modification of an area of emphasis
- CMF DESIGN 431
- Form B Design Arts modification of existing minor

Nov. 7 2008 AAC approved the following – all were unanimously approved:

- Form C Establish and new minor: Design Arts
- Form C Discontinue an existing minor: Communication and the Arts

- Form C Establish a new minor: Arts Management
- CMF FNS 360
- CMF PHILOS 401
- CMF HUM DEV 443
- CMF SOC WORK 737
- Form B modification of Major requirements: Social Work add SCD 251 to list

Nov. 14 2008 AAC approved the following – all were unanimously approved::

- Form C – Psychology program to modify existing minor requirements by adding one course to the Psychology minor supporting courses: choice of PSYCH 300 or COMM SCI 301.
- Form B – Human Biology program for a limited modification of existing major requirements to require HUB 204 Anatomy and Physiology: lecture and lab for all Human Biology majors and minors.
- Form B submitted by the Social Work program for a limited modification of existing major requirements adding HUM DEV 331 and 332 to Human Behavior options list.
- Form B submitted by the Social Work program for a limited modification of existing major requirements to add ANTRO 304 to Family options list.
- Approved by AAC on 12 December 2008
- Form C to modify existing minor requirements —adding ENG 290: Introduction to Literary Studies as a lower-level requirement and reducing the number of lower-level electives from 6 to 3
- Form B to modify existing major requirements in English on 12 December 2008. This included : Adding ENG 290: Introduction to Literary Studies as a lower-level requirement; Eliminating ENG 304: Advance Nonfiction Writing and ENG 323: Approaches to Literature, as upper-level requirements in the English Literature and English Education tracks; Reducing the number of lower-level elective in Literature track from 9 to 6 and in the Creative Writing track from 6 to 3; and Eliminating the requirement of ENG 101: Introduction to Film, ENG 206: Women in Literature, or ENG 224: Practicum in Literary Publishing, in the Education track
- Form D to modify existing requirements of an Area of Emphasis in Ancient and Medieval Studies in the Humanistic Studies Major on 12 December 2008. This included: Changing the name of one of the upper-level courses subcategories from “Ancient/Medieval Philosophy” to “Ancient/Medieval Religion and Philosophy”; Adding PHIL 401: Plato and Aristotle to the list of courses which satisfy the “Ancient/Medieval Religion and Philosophy” subcategory; Adding HUM STUD 323: The Hebrew Bible (the Old Testament) to the list of courses which satisfy the “Ancient/Medieval Religion and Philosophy” subcategory; Adding HUM STUD 324: The Writings of the New Testament to the list of courses which satisfy the “Ancient/Medieval Religion and Philosophy” subcategory; Changing the upper-level requirements so that students have to take

either HUM STUD 334 or HUM STUD 335, but not both; Increasing the number of required upper-level elective from 6 to 9 credits.

- Form D to modify existing requirements in the Public Management Emphasis in Public Administration Major on 12 December 2008. This included adding the following two courses to the Public Administration list of course students can select from: 1) POL SCI 370: Foreign and Defense Policies to be listed as an elective under Public Policy set; and 2) PU EN AF 350: Geographic Information Systems to be listed as an elective under Analytic Methods.
- Form D to modify existing requirements in the Public Policy Emphasis in Environmental Policy and Planning Major on 12 December 2008. This adds PU EN AF 321 Coastal Resources: Their Use and Management as an elective in the Public Policy emphasis.
- AAC approved as a package the following new courses and course changes in Chemistry on 12 December 2008:
 - Form CMF: Establish a new course, CHEM 109 General Chemistry Laboratory
 - Form CMF: Change Credit Hours CHEM 108 General Chemistry
 - Form CMF: Establish a New Course, Principles of Chemistry 1 Laboratory
 - Form CMF: Change Credit Hours Principles of Chemistry 1
 - Form CMF: Establish a new course, CHEM 214 Chemistry II Laboratory
 - Form CMF: Change Credit Hours Principles of Chemistry II

February 13, 2009 the AAC unanimously approved:

- Form B, Limited Modification to Existing Major Requirement for English Education. This included the following: 1) English Education majors will take one of the three World Literature courses: ENG 218, ENG 219, or ENG 338 instead of only ENG 338; and 2) An additional 3 upper-level elective credits will be required for those who take ENG 218 or ENG 219 to fulfill their World Literature requirement.
- Form C to Rename the Existing Women's Studies Minor to Women's and Gender Studies. The council agreed that Tim Sewall would work with the program and the registrar to address any questions that might arise from changing the course prefix of Women's Studies courses.
- Form D to Modify Existing Requirements of Urban and Regional Studies Area of Emphasis. The council agreed that most of this was a matter of house keeping and clarifying requirements. This included: 1) Deleting GEOG 102 from the required supporting courses for the following areas of emphasis A) Community Development, B) Urban and Regional Planning, and C) Urban and Regional Studies – General program; and 2) GEOG 102 will be listed at the beginning in the required supporting course list for the Major in Urban and Regional Studies.
- Form D to Modify the Existing Requirements of Urban and Regional Studies Area of Emphasis. The council agreed that most of this was a matter of house keeping and clarifying requirements. This included removing ECON 202: Macro Economic Theory from the list of supporting courses for the Community Development area of emphasis.

March 6, 2009 the AAC unanimously approved:

- CMF to establish a new course, PSYCH 425 – Psychology of Emotion. Please note that on the CMF under ‘Repeatable for Credit?’ that the AAC thought No should be checked instead of Yes.
- Form B: Limited Modification Existing Major Requirements in Interdisciplinary Studies (Bachelor of Applied Studies). This includes three minor changes to Interdisciplinary Studies major requirements: 1) Add IST 106 Adult Learning Seminar 2 cr; 2) Add BUS ADM 215 & MATH 260 as courses that may be used to satisfy the core Math requirement for IST major; and 3) Add ECON 307, PHILOS 301, and PHILOS 401 as courses that may be used to satisfy the core Critical Thinking requirement for IST major.
- Form B: Limited Modification Existing Major Requirements in Interdisciplinary Studies (Bachelor of Arts), 5-0-0 on 6 March 2009. This includes four minor changes to Interdisciplinary Studies major requirements: 1) Add IST 106 Adult Learning Seminar 2 cr; 2) Change IST 400 (Capstone: Synthesis and Assessment of Learning) from 2 credits to 3 credits; 3) Add BUS ADM 215 & MATH 260 as courses that may be used to satisfy the core Math requirement for IST major; 4) Add ECON 307, PHILOS 301, and PHILOS 401 as courses that may be used to satisfy the core Critical Thinking requirement for IST major.
- CMF from Human Development to change the course number for Developmental Research Methods from HUM DEV 400 to HUM DEV 302. Developmental Research Methods is best taken after the required statistics course and before students enroll in upper-level course. HUM DEV 302 would position the course to fit with order the course should be taken.
- Form B from Human Development to require Human Development Majors to take HUM DEV 400. HUM DEV 400 Developmental Research Methods number will change to HUM DEV 302 (AAC approval for this is above).
- Form B from Political Science to remove COMM SCI 301 Foundation for Social Research Methods as a requirement for Political Science majors. Other courses already required by majors deliver research components relevant to Political Science majors.
- Form B from Environmental Policy and Planning to remove COMM SCI 301 Foundation for Social Research Methods as a requirement for EPP majors. Other courses already required by majors deliver research components relevant to EPP majors.
- Form B from Public Administration to remove COMM SCI 301 Foundation for Social Research Methods as a requirement for PA majors. Other courses already required by majors deliver research components relevant to PA majors.
- On March 13 the AAC Unanimously approved:
- Form E to establish a new Certificate Program: Spanish In the Professions and the seven new course CMFs listed below on 13 March 2009. The new courses that were approved to be part of the new certificate program are:
 1. Form CMF: Establish a New Course (HUS). SPAN 110 Intro SIP I
 2. Form CMF: Establish a New Course (HUS). SPAN 111 Intro SIP II
 3. Form CMF: Establish a New Course (HUS). SPAN 112 Intro SIP III
 4. Form CMF: Establish a New Course (HUS). SPAN 114 Intro SIP IV
 5. Form CMF: Establish a New Course (HUS). SPAN 210 Intermediate SIP I

- 6. Form CMF: Establish a New Course (HUS). SPAN 211 Intermediate SIP II
- 7. Form CMF: Establish a New Course (HUS). SPAN 212 Intermediate SIP III
- Form D from Social Change and Development to change name of emphasis from Women's Studies Emphasis to Women's and Gender Studies Emphasis.

April 3, 2009 the AAC approved the following:

- CMF from Social Change and Development to establish a new course SCD/POL SCI 349 American Political Thought. A question came up as to if this course, which is cross-listed needed to carry a different prefix depending on where it is listed? The AAC approved the course either way, however keeping to one prefix might make the course listing appear more interdisciplinary and make for a clearer sense of ownership for staffing.
- Form B & C from Political Science for Limited Modification of Existing Major and Minor Requirements to add SOC C D/POL SCI 349 American Political Thought to pick from list in major and minor. A question came up as to if this course, which is cross-listed, needed to carry a different prefix depending on where it is listed? The AAC approved the course either way, however keeping to one prefix might make the course listing appear more interdisciplinary and make for a clearer sense of ownership for staffing.

April 10, 2009 the AAC approved the following:

- CMF from Humanistic Studies to establish a new course: History 330 Topics in Early Modern European History.
- CMF from Humanistic Studies to establish a new course: History 421 Topics in Medieval History.
- CMF from Humanistic Studies to establish a new course: History 470 Studies in Comparative History.
- CMF from Humanistic Studies to establish a new course: History 422 Topics in Early Modern European History.
- Form B from Humanistic Studies to add History 422 Topics in Early Modern European History to European History pick from list in the History Major.
- Form B from Humanistic Studies to add History 470 Studies in Comparative History to electives pick from list in the History Major.
- Form B from Humanistic Studies to deactivate History 306 Problems in European Thought from History Major.
- Form B from Humanistic Studies to deactivate History 350 Social History of Europe from History Major.
- Form B from Humanistic Studies to deactivate History 381 Women in Ancient and Medieval History.
- Form C from Women's and Gender Studies to remove HIS/WOST 381 Women in Ancient and Medieval History from Women's and Gender Studies minor.
- Form C from Humanistic Studies to deactivate HIS 382 Women in Modern European History from History major.
- Form C from Women's and Gender Studies to remove HIS/WOST 382 Women in Modern European History from Women's and Gender Studies minor.
- Form B from Humanistic Studies to deactivate HIS 410 The History of Christianity from History Major.

- Form B from Humanistic Studies to change course number from HISORY 460 to HISTORY 420 in History Major, European History category.
- Form B from Humanistic Studies to change course number from HISORY 316 to HISTORY 423 in History Major, European History category.
- Form B from Humanistic Studies to add HIS 421 to pick from list in History Major, European History category.
- Form B from Humanistic Studies to add HIS 330 Early Modern Europe to pick from list in History Major, European History category.
- Form B from Psychology to add PSYCH 424 Psychology of Emotion to list of electives in Psychology major.
- Form C from Psychology to add PSYCH 424 Psychology of Emotion to list of electives in Psychology minor.
- CMF from Human Development to establish a new course: PSYCH 305 Psychology of Stereotyping and Prejudice.
- Form B from Human Development - Limited Modification of Existing Major Requirements: add PSYCH 305 Psychology of Stereotyping and Prejudice to list of electives in the Psychology major.
- Form C from Human Development - Limited Modification of Existing Minor Requirements: add PSYCH 305 Psychology of Stereotyping and Prejudice to list of electives in the Psychology minor.
- CMF to establish a new course from Public and Environmental Affairs: PUENAF 324 Transitioning to Sustainable Communities.
- Form B Limited Modifications of Existing Major Requirements from Public and Environmental Affairs to replace PUENAF 356 Environmental Impact Analysis with PUENAF 324 Transitioning to Sustainable Communities.

April 17, 2009 the AAC approved the following:

- Form D to establish a new area of emphasis in Human Development in Interdisciplinary Studies (BA and BAS).
- CMF to establish a new course: PSYCH 350 Psychology and Culture from Human Development.
- Form B & C limited modification of existing Major and Minor requirements from Human Development to add PSYCH 350 Psychology and Culture to Psychology list of electives.
- CMF to establish a new course from NAS: ENV SCI 301 Radioactivity – Past, Present, & Future.
- Form E to establish a new Certificate Program: Environmental Sustainability and Business. The AAC appreciates that this certificate program aims to keep high standards and the program will be meaningful to students.

New minor not approved:

Interdisciplinary Studies Minor proposal from Interdisciplinary Studies was not approved by a vote of. 1 yes; 2 no; 2 abstain on Oct 24, 2008. The discussion raised questions regarding the definition of. Interdisciplinary minors and courses in general. The AAC noted that the proposed Gen Ed Minor overlaps with the Gen Ed requirements. Because students are required to take several Gen Ed courses, a small number of additional courses would result in a minor. This could

easily create a “quick and easy” minor for many students following the path of least resistance/effort. Some committee members argued that the rush to an easy minor would detract from other minors currently offering a more meaningful and narrowly defined program of study related to the respective major. Also there is a paucity of minors already available to off-campus students. The AAC included in the form Z the following to help IST understand why it was not approved: The IST new minor is similar in unique credit count (after double counting) with other programs on campus but it doesn’t have the same focus and building of expertise as other interdisciplinary minors even with the added sentence; It would undermine all other interdisciplinary minors on campus as it: 1) carries interdisciplinary in its name increasing its visibility to students who need to have an interdisciplinary minor; 2) would be attractive to students because of the economy; 3) is not a minor that would impact only Business Administration students; It would need to be made clear that this minor is not part of the Adult Degree Program, that it is part of the traditional UWGB education structure; The IST minor is a way for Adult Degree to market their program to Business Administration students; The IST minor is a minor of convenience and accessibility. Could they do this another way?; The IST new minor would make it easier for adults to complete their degree; The IST new minor further erodes interdisciplinarity at UWGB

Other academic issues:

1. The Academic Affairs Council reviewed the adopted the revised draft of the Program Review Procedures document supplied by T. Sewall and supports the piloting of this approach in forthcoming reviews. Academic Program Review Procedures and
2. The new Form Z-AAC, Curriculum consultation Form that was designed to respond to recent changes in code and support an organized process for all governance bodies to provide feedback. All future proposals that come to the AAC must now have this attached to the original proposal and a copy is sent to the UC.
3. Discussion on the “proposed policy on maximum length of time specific catalog year requirements remain in effect”. The ACC received comments from Adult Education the General Education Council regarding the time limit of seven years and neither had reasons for it going beyond the seven years. Seven years is an arbitrary choice, but this is typical of most universities. The time limit that starts the year a student starts as a UWGB matriculated student (defined as a student attending each fall and spring semester regardless of full-time or part-time status and for transfer students it begins when they start at UWGB). Intention of policy is to eliminate students staying through several substantial changes in degree requirements.
4. The committee pre-approved future submissions related to adjusting course descriptions and modifying major/minor requirements brought about by the approvals described in the AAC minutes from Dec 12, 2009. All programs affected by recent changes are still required to file the appropriate forms.
5. Information Science requested advice regarding the use of a Technical Writing course that has the COMM prefix. The AAC recommended that IS add the COMM course to their requirements (Form B) and then arrange for the budgetary unit that schedules COMM courses to return the course to the schedule with an instructor from IS.
6. On 24 April 2009, the AAC discussed and approved a new Graduate Degree Residency.

7. Policies Regarding Internship Credit and Credit for Prior Learning were brought forward by Tim Sewall and the AAC decided that this will be discussed in the 09-10 Academic year.

Personnel Council

Personnel Council members for the 2008/2009 academic year were Patricia Terry (chair, Natural and Applied Science/Engineering), Allison Gates (Arts and Visual Design), Linda Tabers-Kwak (Education), Thomas Nesslein (Urban and Regional Studies/Economics), and Andrew Kersten (Social Change and Development/History). The committee reviewed twelve colleagues for tenure and promotion including new Chancellor Thomas Harden and new Provost Julia Wallace.

Tenure and promotion hearings were held for the following colleagues with the respective Personnel Council vote and recommendation.

The Council voted unanimously (5-0-0) to recommend promotion and tenure for Clif Ganyard (Humanistic studies/History), Daniel Meinhardt (Human Biology), Sarah Detweiler (Arts and Visual Design/Photography), Ryan Martin (Human Development/Psychology), Jolanda Sallman (Social Work), David Voelker (Humanistic Studies/History), Amy Wolf (Natural and Applied Sciences/Biology), and Vladimir Kurenok (Natural and Applied Sciences/Mathematics and Statistics). The Council also voted unanimously (5-0-0) to recommend tenure for Provost Julia Wallace and Chancellor Thomas Harden.

The Personnel Council also reviewed Steven Kimball (Education) and with conscientious consideration voted 0-4-1 to not recommend tenure. With equal consideration, the Council voted 0-5-0 to not recommend Pao Lor (Education) for tenure. Both colleagues chose to be reviewed prior to official completion of the probationary period and, hence, are eligible for reconsideration.

The Council selected names of colleagues from a supplied list to be placed on the ballot for the Committee on Committees and nominations, which had two openings.

General Education Council

I. Actions on Individual Courses

During 2008-09 the GEC approved the following courses:

Courses approved for Writing Emphasis (WE) categorization:

HUMBIOL 283x: Introductory Human Biology Lab

HUMBIOL 483x: Human Evolution Lab

PHILOS 483x: Issues in Modern Thought

POL SCI 198: Shifting Grounds: Russia and Eastern Europe Yesterday, Today, and Tomorrow

HIS 483X: Witchcraft in Europe

MUSIC 483x: Music History I

MUSIC 483x: Music History II

HUB 483x: Endocrinology Lab

PSYC 305: Psychology of Stereotyping and Prejudice

HIST 421: Topics in Medieval History

HIST 422: Topics in Early Modern European History

Courses approved for Fine Arts (FA) categorization:

MUSIC 483x: Music History I

MUSIC 483x: Music History II

Courses approved for Social Sciences 2 (SS2) categorization:

SCD 198: Sex and the Supreme Court

Courses approved for Humanities 3 (H3) categorization:

PHILOS 483x: Issues in Modern Thought

HUM STUD 323: Writings of the Old Testament

HUM STUD 324: Writings of the New Testament

PHILOS 483x: Plato and Aristotle: Soul and Immortality

Courses approved for Natural and Physical Sciences 1 (NPS1) categorization:

CHEM 211: Prin Chem 1

CHEM 213: Chem I Lab

CHEM 108: General Chemistry

CHEM 109: Gen Chem Lab

Courses approved for Natural and Physical Sciences 2 (NPS2) categorization:

ENV SCI 301: Radioactivity Past, Present & Future as NS II

Courses approved for Human Biology 1 (HB1) categorization:

HUMBIOL 283x: Introductory Human Biology Lab

Courses approved for World Culture (WC) categorization:

PSYC 350: Psychology and Culture
GEOG 283x: Introduction to Human Geography
ECON 483x: Economy of the European Union (GEC approval unnecessary; taught outside US.)
BUS ADM 483x: International Business (GEC approval unnecessary; taught outside US.)
POL SCI 198: Shifting Grounds: Russia and Eastern Europe Yesterday, Today, and Tomorrow

Courses approved for Ethnic Studies (ES) categorization:

SPAN 483x: Cultura Latina
PSYC 305: Psychology of Stereotyping and Prejudice

II. Actions with Relatively Wide Applications

A. Domain Subcommittee Work

The Domain Subcommittees, led by the GEC, worked diligently during both semesters to ensure complete and effective communication in all gen ed classes regarding general education learning outcomes. Since the Domain Subcommittees were “up and running” from 2007-08, they were able to quickly get to work. Their charge, detailed in Appendix A, was as follows:

Develop and implement a specific plan for informing new, existing, and ad-hoc instructors that they are teaching a General Education course, including the relevant learning outcomes.

Encourage each instructor to make clear to students the role of the course in fulfilling the learning outcomes as part of the students’ general education.

The GEC was able to assist the Domain Subcommittees by providing a list of all of the courses and faculty members in each particular domain. As is evident from the reports (in Appendixes B, for Fall and C, for Spring), substantive progress was made toward this goal in all of the domains.

B. Embedded Assessment Involvement

For 2008-09, the GEC decided that our role in Embedded Assessment would be one of support. Accordingly, we identified all of the faculty members whose courses were assessed, and sent them letters with suggestions for completing the assessment process, offering our personal support for the project. We followed up with personal contact. Overall, we believe that our involvement in this process was helpful.

C. Base Assessment Discussion

The GEC was not involved with the Base Assessment project this year. However, in the spring, we met with Tim Sewall and Pam Gilson regarding campus-wide assessment projects, and decided that we would like to become more involved for 2009-10.

D. Work with General Education Task Force

During 2007-08, the General Education Task Force was formed. At the end of 2008, both groups clarified their respective roles, as detailed in the 2007-08 GEC Year-end Report. In summary, the GEC was to be involved with day-to-day management of the General Education program, and the Task Force was to explore possible large-scale, long-term changes. Together, we would make sure that we stayed in close communication, which we did in 2008-09. In addition to sharing two members, we had one joint meeting in the fall, and regularly communicated with each other, formally and informally. We look forward to working together in the upcoming years.

III. General Observations

The GEC met every other week last year, and worked quite well together, evenly sharing the work, based on our particular talents—from providing statistical tables, to writing documents, to working with faculty members regarding individual courses. Our primary focus was twofold: 1) rigorously upholding the specifications of the general education categories, and 2) ensuring the communication of general education goals to all students in every single one of the gen ed classes, primarily through the Domain Subcommittees.

Our “bread and butter” work was reviewing general education status for courses. In record numbers this year, we tabled courses – not because we necessarily thought that they did not meet the gen ed outcomes, but because those methods, and, more importantly, methods for meeting them were not clearly articulated on the respective syllabus—if at all. We worked closely and swiftly with course instructors, via e-mail and personal contact, and in almost all instances were able to subsequently approve the categorization requested. (In only one instance was a course denied, and that was because the instructor, after one round of revisions, was unwilling to continue the process.) In response to the needs of departments and the Registrar, “rapid response” was our implicit goal—leading to numerous Revised Agendas to accommodate courses that arrived just prior to a scheduled meeting. The positive communication back from course instructors provided incentive for us to continue this time-intensive practice.

Secondly, we focused on the Domain Subcommittees, as detailed above. In addition, as also detailed above, we provided substantial support for the Embedded Assessment process, and stayed in close contact with the General Education Task Force. One of the highlights of the year was our GEC Instructors’ social, sponsored by CATL with assistance from the LAS Dean’s Office, which was held on January 21st, following the Convocation. This proved to be an invaluable venue for communication.

IV. Recommendations for 2009-10

Pending agreement of the new members guided by the new chair, the GEC decided that next year, the focus will be assessment, both the Base Assessment Program and Embedded Course Assessment.

For the Domain Subcommittees, again, pending approval of next year's GEC, we suggest that the Subcommittees be charged with evaluating their learning outcomes and the lists of courses that go with them, while they continue the charge from 2008-09 of communication of general education learning outcomes in every single general education class.

Respectfully submitted,

Catherine Henze
Chair, General Education Council

Committee on Committees and Nominations

1. The Committee on Committees (CCN) met for a total of 6 times during academic year 2008-09.
2. The CCN prepared the Committee Preference Survey, which was distributed electronically to faculty for their 2009-10 committee preferences.
3. The CCN submitted a slate of candidates for elected committees to the Faculty Senate and a slate of candidates for appointed committees to the Provost.
4. The CCN continued work on the proposal written by former SOFAS Ken Fleurant regarding the organization and reorganization of UW-Green Bay Committees. In tackling this proposal, the CCN accomplished the following:

Two different committee structure lists were distributed and discussed. A number of committees were agreed upon to be operating as joint governance committees, rather than as faculty committees. There was also discussion regarding two committees that are currently Provost appointed committees that relate specifically to curriculum the CCN felt should be faculty committees.

The chair of the CCN attended a meeting of the University Committee asking for their input and guidance on changing the status of committees from Faculty or Provost appointed or elected to joint governance and Provost appointed to Faculty appointed.

5. The Institutional Review Board requested an additional non-scientist member in order to be compliant with federal guidelines. The CCN sent a memo in support of the change to the chair of the IRB.

The members of the CCN, Profs. Heidi Fencl, Jennifer Mokren (chair), Rebecca Meacham, Judy Martin, and Laurel Phoenix had a productive year and will continue work on joint governance and committee structure in the 2009-10 academic year.

Respectfully submitted,

Jennifer Mokren, Chair

Committee on Rights and Responsibilities

The Committee on Rights and Responsibilities (CRR) did not have any business to attend to this past year. When a committee does not have any business to attend to for a year it is usually a sign that the committee is superfluous and should be discontinued. This is not the case with the CRR. The CRR has a number of duties that are specifically outlined in the Faculty Handbook. Most of these duties involve helping to resolve problems involving faculty members of the university. When the CRR does not have business to attend to it is a good year. I would like to thank the members of the committee, Kaoime Malloy, Kim Nielsen, Marilyn Sagrillo, and Christina Ortiz for their willingness to serve on this committee this past year.

Library and Instructional Technology Committee

Committee membership: Sarah Detweiler (chair), Mark Keihn, Ekaterina Levintova, Julie Lukesh, Kathy Pletcher (ex-officio), Todd Sanders and Andrew Speth.

This year we advised and discussed a variety of ideas and initiatives. First, we met with Bill Hubbard and Gary Huebner from Telecommunications, Engineering and Media Services (TEAM) and were given an overview of TEAM. The committee then had questions and feedback for Telecommunications, Engineering and Media Services on tech, media and classroom issues. The LITC also met with Marlys Brunsting and gave feedback concerning research support for faculty as the Cofrin Library Directors gather information about how to improve research support and discovery for faculty. The committee discussed catalog search options, rating systems, translation services, Google-like features, interlibrary loans, human filters and tagging. Finally, we gave feedback on results of the Technology Survey and brought forth by Kathy Pletcher for future Tech Planning.

The LITC has also been discussing other library and technology initiatives including: faculty feelings about Wireless, Cofrin Library Learning Commons, streaming server options available through Madison, a Digital Storytelling event held in Madison, survey about Digital Repositories, Podcasting, Qualtrics survey software, and Quality Matters, an online learning standards rubric designed to make online learning better.

Submitted by:
Sarah Detweiler, Chair

FACULTY APPOINTIVE STANDING COMMITTEES

Academic Actions Committee

The Academic Actions Committee for 2007-2008 was comprised of: Atife Caglar (NS), H. Kim (HS), Randall Meder (AH, Chair), J. Sallmann (SW), Darrel Renier (*ex officio* and therefore not voting), Michael Herrity (*ex officio*, and therefore not voting), J. Vandebusch (Student rep.)

The Committee met four times during the 2008-09 academic year: August 27, 2008, January 21, 2009, February 4, 2009 and June 22, 2009.

At the August 27, 2008 meeting one student appeal was considered.

At the January 21, 2009 meeting thirteen student appeals were considered, and Professor Meder was elected chair of the committee.

At the February 4, 2009 meeting the academic calendar for 2010-11 was discussed and approved, and the 2011-12 academic calendar was discussed.

At the June 22, 2009 meeting the academic calendar for 2010-11 was amended to allow for a January interim term, and ten student appeals were considered.

Respectfully submitted,
Randall Meder, Chair for 2008-09

Awards & Recognition Committee

Submitted by: Michael Hencheck (chair), Sandra Bohman, Marlys Brunsting, Cheryl Grosso, Woo Jeon, Emily Rogers, Linda Toonen, Jill White

- The committee reviewed the credentials of three potential commencement speakers, making positive recommendations in each case.
- The committee reviewed the online Founders Award nomination form and suggested several minor changes.
- The committee solicited nominations for the 2009 Founders Association Awards and eventually selected recipients from among those nominations.

Throughout the year, the committee was indescribably effective. The Awards & Recognition Committee's usefulness is tied intimately to the Founders Awards. As long as we have Founders Awards, the tasks carried out by this committee will need to be done.

Honorary Doctorate Committee

Submitted by: Michael Hencheck (chair), Cheryl Grosso, Woo Jeon, Linda Toonen, Jill White

At the time of the creation of this report, the 2008-2009 Honorary Doctorate Committee has received no nominations suggesting recipients of honorary doctorate degrees.

This committee will be more useful those years in which at least one person is nominated to receive an honorary degree.

Intercollegiate Athletics Committee

Committee Member for 2008-2009 included: Ken Bothof, Director of Athletics (ex off.); Jeanne Stangel, Associate Director of Athletics (ex.off.); Profs. Kevin Fermanich, Ryan Martin, Bill Shay, Tim Meyer (Chair); Academic Staff – Karen Swan, Rick Warpinski; NCAA Faculty Rep. Donna Ritch; Student Rep. Jeff Sonntag; Community Rep. Wayne Resch (a new and welcomed addition to the IAC).

1. The IAC conducted its regular business consistent with previous years, including review of athletics procedures and budget; approval of post-season play for all sports; discussion and recommendations on fund-raising.
2. One big item that consumed a great deal of time was the policy on student athletes wishing to transfer to another Division One college or university. We had a request to waive the normal transfer policy which includes sitting out one year before competing at the institution to which the student athlete has transferred. The Committee went back and forth on whether to add a great many details to the Student Athlete Handbook (given to all student athletes each year) or to keep it simple and provide details only to those few cases where an exemption was requested. The Committee opted for the latter.
3. Another item of concern centered on the conditioning protocols for student athletes, including those whose sport was not in season and those student athletes sidelined by injuries. The Committee met with two of the trainers who explained their role and how they deal with student athletes under varying conditions. The Committee's concern was largely assuaged as a result of this discussion.
4. The IAC functioned very well as a group, carrying out important business for a key component of our university.

Submitted by,
Tim Meyer, Chair

Faculty Senate Committee on Planning and Budget

Our Committee met early in the fall semester and talked about how to best go about fulfilling the charge from the University Committee. After meeting with the University Committee, it was clear that our Committee's mission needed to center on what the most appropriate role was for the Committee and how to carry out that role. We also agreed that it would be useful to meet with Interim Provost Bill Laatsch and Interim Chancellor David Ward.

In November of 2008 the FSPBC met with Professor Laatsch and asked for his input on how our Committee could be of value in the planning and budget process. We had a very productive discussion and agreed that one key area of planning and budgeting that was not adequately represented under the current system was programs and initiatives that were spread across program and/or budgetary lines, including newly created centers or institutes. This gap could be filled by having the FSPBC represent these cross-program initiatives at various stages of the planning and budget process and at various levels involved in the process. We also agreed that the present system seemed adequate for faculty and staff to make their needs known through established channels, working their way through the budget process as it currently stands. The current process, however, lacks key components that are essential to effective planning and budgeting for the future. These needed components served as the focus for our meeting in the spring semester with Interim Chancellor Ward.

Professor Ward gave the Committee a real tour de force on what is needed for an effective, comprehensive budget and planning process. He pointed out that in addition to the budget itself, three components need to be present, operating effectively by themselves, and, most importantly, in concert with one another. These 3 components include: 1. An Academic Program Plan process which in turn feeds 2. The Strategic Plan (where UWGB will be going in the upcoming 5-7 years) which involves 3. The Enrollment Plan. Of the three, only the enrollment plan has emerged and that has occurred this spring semester under the leadership of Mike Stearney. UWGB will need to develop an academic program plan, link it to the subsequent development of the strategic plan, which will bring in essential elements of the enrollment plan. Once this framework is established, how key constituencies in the university are represented in these processes, by whom, and at what levels would all have to be determined. Given the above considerations, the University Committee and the Faculty Senate will have to make some decisions on how to best involve the FSPBC in the above described processes. Questions to be answered include:

1. At which level(s) will the Committee be involved in? Will the entire Committee participate, only the Chair, or 1-2 designated members for each of the components?
2. What role would Committee members play while participating – observing and reporting back to the UC and Senate or contributing to the planning processes?
3. If contributing, will the representation come from the specific units/programs for those members who are participating or should they be representing a much broader constituency?

4. If it's a broader constituency, how do Committee members gain the necessary knowledge and expertise to adequately represent those constituencies?

5. How can the FSPBC be assured of a "seat at the table" (any table) when relevant budget and planning processes occur (e.g., development of a strategic budget plan)?

6. Depending on the desired level of participation, will adjustments need to be made in teaching load to allow for major time commitments? Even the attendance at many, sometimes quite long, meetings can represent a major time commitment. Beyond attendance, the amount of work required meeting with program chairs, faculty, staff, etc. can add significant amounts of time; training in the budget and program planning processes is also necessary for a committee representative and, undoubtedly for budgetary unit chairs.

7. The current FSPBC structure includes six members serving limited terms. There is little continuity from one year to the next. Effective participation in planning by Committee members, therefore, could not be realistically expected with short terms and 50% turnover each year. Committee service would need a different, longer lasting structure which allowed for planning participation with varying amounts of experience. How will the Committee be restructured to align its structure with the demands of the tasks at hand?

The University Committee will need to think about and answer the above questions (and, undoubtedly, many others) before the FSPBC functions next year. It is highly likely that Chancellor-Select Harden and our new Provost and Vice Chancellor will bring valuable insights into the role of the FSPBC. These insights will help the UC refine the operating goals of the Committee and enable the Committee to more effectively fulfill the general objectives outlined in the original charge.

Prepared by Tim Meyer, Chair
Faculty Senate Planning & Budget Committee, 2008-09

Senate Legislative Affairs Committee

The Members of the Senate Legislative Committee were

- Peter Breznay, Senator, NS, 08-09 (Chair)
- Lucy Arendt, Senator, PS, 08-09
- Eric Hansen, AH, 08-09
- Dan Spielmann, Interim Assistant Chancellor for University Advancement (*ex officio*)

After receiving information that last year the Faculty and the Academic Staff Senate Legislative Affairs Committees agreed to develop close cooperation, we decided that we have our first meeting, and all subsequent meetings jointly with the Academic Staff Senate Legislative Affairs Committee. This makes our Committee double in size but allows direct and rapid information sharing between the Faculty and the Academic Staff Senates on legislative issues. Since legislative issues revolve mostly around shared concerns, working and meeting jointly makes eminent sense in the opinion of the members.

The dates, times, and members present during these meetings are recorded in the minutes for the committee, which are available in the Office of the Secretary of the Faculty and Academic Staff.

This year has been of heightened importance from a legislative point of view, as a result of Democratic majorities taking power in the State Assembly and Senate, together with a Democratic governor. At the same time, the current economic crisis affects all aspects of our work at the University very negatively, due to the severe budget cuts, furloughs and rescinding of agreed upon salary increases. On the positive side, the change in the balance of power in the State Capitol presents a unique opportunity to advance Faculty and Academic Staff interests. In particular, the Governor's State of the State Address and following Legislative discussions are indicative of the possibility that for the first time in Wisconsin's history, University of Wisconsin Faculty and Academic staff will obtain

- The right to vote on Collective Bargaining
- The recognition of domestic partnerships and the awarding of benefits for partners of state employees.

The above items, the development of the state budget and the possible impacts of the budget cuts formed the main topics of our meetings. Dan Spielmann provided regular updates both on issues before the State Legislature and on positions taken by the UWGB administration.

Topics of our meetings included:

- Collective Bargaining
- Advantages of forming a joint collective bargaining unit for Faculty and Academics Staff, once the enabling legislation is passed and both the Faculty and the Academic Staff vote affirmatively on Collective Bargaining

- Reviews of the State and campus budget numbers
- Discussions on deepening cooperation between Faculty and Academic Staff Senates
- Participation in TAWUP sponsored information sessions on Collective Bargaining.

The Senate Legislative Committee strives to keep the University community informed of developments in the Wisconsin State Legislature. The committee worked on processing the developments and keeping the University community informed.

Respectfully submitted,

Peter T. Breznay, Chair

COMMITTEES APPOINTED BY THE PROVOST

First Year Experience Committee

There are several other committees working throughout the year to support FOCUS initiatives on campus. Some of the groups include a Task Force focusing on First Year Seminars, a campus-wide FOCUS Logistics Planning Committee, and a Campus Welcome Committee. All of the groups work on the big picture and fine details related to “First-Year” programming and services. The following includes a summary of main initiatives this year.

1. Assessment Data from FOCUS R&R (Registration and Resources). FOCUS R&R provides incoming freshmen and their parents/guardians an introduction to the university including: 1) the academic requirements of the university, 2) the resources available to students, 3) the academic expectations of students, and 4) a list of items the students need to accomplish today. After this introduction, students get their ID photographs taken, learn the SIS computer system, meet with advisors, and plan their first semester course load. Parents learn the “nuts and bolts” of the university (bursar/financial aid, residence life/dining, health services, bookstore, etc.) through panel discussions. This past year we created a new “Student Experience Video” that presented parents with student’s thoughts on transitioning to college. This received positive reviews, and will be used again in the R&R 2009 program.

At the completion of R&R both students and parents complete a survey evaluating their R&R experience. During the First Year Experience Committee meeting, we discussed the 2008 survey results that indicated the students’ and parents’ level of satisfaction with the R&R program. The results were very positive and similar to previous years.

2. FOCUS Orientation. Students’ move-in day was the Thursday before classes started. On Thursday, Friday, and Saturday, FOCUS Orientation schedules a number of small group sessions, social activities, and one-hour seminars to assist the students’ transition to college life. Following these activities, the students completed a “bubble sheet” evaluation. During the First Year Experience Committee meeting, we discussed the 2008 evaluation results which provided information on which areas we were doing well and which areas need to improve. As a result of these discussions, the Campus Welcome Committee was formed.

3. Student Ambassador Program. There are 36 Student Ambassadors and 2 Student Ambassador Co-Directors. The Ambassadors work an average of 16 hours per month while the Ambassador Co-Directors work 10 hours per week during the academic year and 20 hours per week during the summer. The Student Ambassadors are vital to the success of the FOCUS program, but their role is not limited to FOCUS. They are also involved in Campus Preview Days, commencement, daily campus tours, and programs hosted by the Chancellor and Advancement Office. The number and types of activities in

which ambassadors are used is continually increasing; for example, they assist with Campus Life Programming Task Forces, College Fairs, Majors Fair, just to name a few. While ambassadors are required to participate in training activities, they also are involved in numerous service projects as well. The ambassador program is fully funded by FOCUS.

4. Majors Fair. We had all of the academic areas participate in Majors Fair again this year. Over 240 students attended the event in March 2009.

5. FOCUS Budget and Fees. The FOCUS budget is derived entirely by student fees. Freshmen students are charged \$200 each. This fee has not increased since the inception of the program in 2002.

6. First Year Seminars. 2008 was the third year of the First Year Seminar program. The initial offerings (in 2006) for First Year Seminars consisted of 6 sections of general education courses (normally high enrollment courses) that were limited to enrollment of 25 students. The second year (2007), the First Year Seminars expanded to a total of 13 sections, including: 2 sections of English Composition courses, 6 general education courses, and 5 interdisciplinary seminars (newly developed courses commonly referred to as “198” courses because that was the course number assigned to the new courses). In its third year (2008), First Year Seminars grew to 16 sections, including: one section of English Composition, 4 general education courses, and 12 interdisciplinary seminars. A new dimension to the First Year Seminars was added in 2008 with the development of a Peer Mentor Program created specifically for the seminar groups – 9 of the 16 seminars used peer mentors. A detailed evaluation was undertaken comparing three groups: First Year Seminar courses with peer mentors, First Year Seminar courses without peer mentors, and a “control group” of regular general education courses. These data are still being evaluated, however, the preliminary data show the First Year Seminars are increasing engagement, particularly those seminar groups that are using peer mentors.

7. Common Theme. It was decided that the university would have a Common Theme around which the students, faculty, staff, and the community to rally around in order to develop a sense of unity. A call for proposals was issued through the Office of LAS Dean Furlong. Prof. Kim Neilsen’s “Waging War, Waging Peace” theme was selected. The Committee was Co-Chaired by Donna Ritch, Associate Dean of Liberal Arts and Sciences and Brenda Amenson-Hill, Assistant Dean for Campus Life. The common reading in the Fall semester was Kevin Sites’ *In the Hot Zone: One Man, One Year, Twenty Wars*. Good Times Programming brought Mr. Sites to campus for two nights and one day of co-curricular activities. During the Spring semester *The Things They Carried* by Tim O’Brien was selected for the common reading. Several departments across the campus participated in the Common Theme.

Overall, this was another successful and productive year for FOCUS. We are fortunate to have great collaboration and participation across the campus on our “First-Year” initiatives.

Committee on Individuals with Disabilities

Members of the Committee on Individuals with Disabilities for the 2008-09 school year included Rebecca Meacham (faculty), Sherri Arendt (academic staff), Elaina Koltz (classified staff) and Kervin Blanke (fall student) & Katherine Koehne (spring student). Assistant Director for Diversity and Employment Services Sheryl Van Gruensven, Coordinator of Disability Services Lynn Niemi and Americans with Disabilities Act Compliance Coordinator Greg Smith served on this committee as ex-official members. Lynn Niemi and Greg Smith served as co-chairpersons.

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

Areas the committee addressed this year were as followed:

- Laboratory Sciences – The committee toured the LS labs and made a recommendation for a portable accessible lab station to be acquired to make the lab facilities more accessible.
- Other accessibility concerns and information brought to the committee's attention this year that were discussed include: emergency phones and access; human resources requests for accommodations procedures; update on ADA Amendment Act; and check on Rose Hall renovations for ADA compliance.
- The committee felt that we should have a Facilities Management Representative attending all future meetings.

The co-chairs of this committee feel that it has been doing valuable work and is worthwhile. We are ensuring individuals with disabilities have access to our campus and events held.

Minutes and memos from this year's full committee meeting are included with this report.

Lynn Niemi & Greg Smith

Individualized Learning Committee

The Individualized Learning Committee met three times during the 2008-09 academic year, once to elect a chair and twice to evaluate Individualized Major proposals.

During the first meeting, Prof. Arendt was elected to serve as chair and secretary for the committee.

The committee also discussed Kathryn Becker's proposal for an Individualized Major in International Affairs. The committee postponed voting on the proposal awaiting changes to the list of proposed courses. [Note: The student later withdrew her proposal for an Individualized Major.]

During the second meeting, the committee discussed Sean Luck's proposal for an Individualized Major in Physical and Chemical Sciences. The committee discussed a number of issues. The committee approved (5-0-0) the student's proposal contingent upon the student's successful pursuit of one of the following two courses of action:

- a. Incorporate an additional 12 credits of interdisciplinary coursework in the individualized major proposal. The committee recommended credits in Environmental Science.
- b. Add an existing interdisciplinary minor to the individualized major proposal.

[Note: The student later added 12 credits in Environment Science to his proposal.]

During the third meeting, the committee discussed Robin Wayne's proposal for an Individualized Major in Youth and Family Ministry. The committee voted in favor of her proposal, as submitted, 5-0-0.

The committee also discussed whether to require a minimum cumulative grade point average of all Individualized Major applicants. The committee decided that a cumulative grade point average of 2.5 would be "highly recommended," though not required. This language will be added to future catalog and other publications describing the Individualized Major.

Respectfully submitted,
Lucy A. Arendt

Institutional Animal Care and Use Committee

In September Professor Meinhardt met with Professor Wolf's Ecology class to review the ethical use of animals in research.

20 October, 2008

Meinhardt was re-elected chair. Three proposals were reviewed and approved with conditions. Another proposal not requiring full committee review was approved by acting chair Denis Lorenz. (Meinhardt recused himself because he is involved with the research involved.)

3 February, 2009

Two proposals were reviewed and approved with conditions. Mike Mentzel took the place of the retiring Jane Rank.

27 March, 2009

Two proposals were reviewed and approved with conditions. The committee conducted a tour of the animal facilities and found conditions acceptable.

29 May, 2009

Two proposals were reviewed and approved with conditions.

Respectfully submitted

Daniel Meinhardt
IACUC Chair
Assistant Professor
Human Biology

Institutional Assessment Committee

The following report is a summary of the activities conducted by the Institutional Assessment Committee (IAC) based on meetings held in September 2008, November 2008, and April 2009. The IAC conducted business in accordance to the posted committee charge: addressing matters pertaining to institutional assessment activities, policies, and procedures related to assessment efforts within the university.

The Voluntary System of Accountability initiative (VSA) was reviewed, and the IAC examined three student learning instruments (College Assessment of Academic Proficiency, Collegiate Learning Assessment, and the Measure of Academic Proficiency and Progress). The committee recommended utilizing the College Assessment of Academic Proficiency (CAAP) instrument for the UWGB campus. Subsequently; the CAAP will be administered to approximately 200 incoming freshmen in fall 2009.

The IAC has followed the development of the Assessing Mission Level Student Learning Objectives project (MLLO) in each meeting; offering ideas and feedback on assessment issues related to the project. It is understood that the UWGB Steering Committee of the MLLO project is presently collecting data from the units and organizing information for further analyses.

The IAC also acts in an advisory capacity to other UW-Green Bay programs involved with assessment projects. Dr. Heidi Fencl, Director of the Center for the Advancement of Teaching and Learning (CATL) sought out the committee to discuss the role she might play in searching for and/or providing supplementary course evaluation tools to faculty members for individual professional development purposes. Dr. Fencl provided the committee with an example of the type of instrument (IDEA Center form, 2002) she might provide and keep stocked in CATL. The committee was not asked to approve the IDEA instrument, but discussion included process issues related to how the CATL and the IAC would work together. Furthermore; the IAC supported the faculty development function of CATL, and recommends fostering the on-going articulation between the IAC and the Director of CATL.

cc: Institutional Assessment Committee members
Secretary of the Faculty and Academic Staff
Provost and Vice Chancellor for Academic Affairs
Associate Provost for Academic Affairs
Chair of the University Committee

Institutional Review Board

The Institutional Review Board (IRB) had a very positive year, efficiently reviewing many proposals. What follows is a summary of the 2008-2009 academic year's activities.

Proposals:

The IRB met eight times, approximately once per month, during the 2008-2009 academic year and reviewed 87 proposals.

Of these proposals, 16 were reviewed by the full board. The remaining 71 were reviewed by the Chairperson or a delegate of the Chairperson and fell into the following categories: 43 expedited proposals, 18 exempt proposals, 5 modifications to proposals already approved by the board, and 5 annual renewals. Those proposals that did not require full board review were reviewed, on average, within 3 days of being submitted.

Additional IRB Activities:

The IRB took on several other important tasks during the 2009-2009 academic year including (1) modifications to their website and their documentation, (2) modifications to their membership, and (3) improvements to the resources for IRB member training.

Website and Documentation Modifications: The website for the IRB was reorganized to increase usability and to help first-time submitters negotiate the process. There were two primary changes to the website. First, all forms were placed in a common location so they could more easily be found. Related to this, a sample consent form was also created to provide an idea to researchers of what is required. Second, a section was added to the website titled "Submission Assistance and Answers to Frequently Asked Questions" which included the following links:

- First Time Submission Assistance
- Determining if IRB Approval is Required for a Project
- Determining if a Classroom Research Project Requires IRB Approval
- Assistance with Scholarship of Teaching and Learning (SoTL) Projects
- Determining if a Project is Exempt, Expedited, or Requiring Full Board Review
- Obtaining an IRB Training Certificate
- Submission Instructions
- Submitting Project Completion and/or Annual Progress Reports
- Working with Animal Subjects (see the Institutional Animal Care and Use Committee)

In addition to the changes to the website, all forms were modified to improve usability. One additional form was created, the *Protocol Submission Checklist*, which helps researchers identify whether or not they have submitted all the required paperwork.

Although, it's difficult to assess the value of these changes, it seems that there have been fewer incomplete proposals during this academic year and the feedback from researchers regarding these changes has been positive.

IRB Membership: The IRB also took steps to address membership compliance issues in two areas. First, a new community member joined the committee who is more able to attend meetings regularly. Second, the charge for the IRB was modified to indicate that committee membership required at least one non-scientist and one scientist. This change was particularly important because federal guidelines require that a non-scientist be present at every meeting.

IRB Member Training: The IRB sought resources from the Provost for additional training opportunities for IRB members. The IRB received several books for the Chairperson and for each member. Additionally, IRB members had the opportunity to attend an interactive videoconference on the topic of IRB reviews.

Future Goals:

The IRB has three primary goals they would like to address in the near future. First, the IRB intends to make additional modifications to the website and documentation in order to further improve usability. Second, the IRB intends to continue providing training opportunities for its members. This is especially true for the Chairperson as the bulk of the committees review responsibilities fall on him or her. During the 2009-2010 academic year, the IRB intends to work on a IRB member handbook that can be used by new members to help familiarize themselves with IRB procedures. Finally, the IRB intends to explore the possibility of an on-line submission process in order to expedite the review process and to decrease paper usage.

Instructional Development Council

The Instructional Development Council (IDC) is the UW-Green Bay committee charged with supporting faculty development in the area of teaching, and it serves in an advisory role to the Center for the Advancement of Teaching and Learning (CATL) on campus. The eight appointed faculty members of the Council for 2008-09 were: Angela Bauer-Dantoin, Clifton Ganyard, Mimi Kubsch, Brian Merkel, Jolanda Sallmann, Kris Vespia, David Voelker, and Jennifer Zapf. As Director of CATL, Heidi Fencl also served in an ex-officio role. The IDC met six times during the academic year. The work of the Council focused on supporting and working with CATL in its inaugural year; evaluating applications for grant and award programs; supporting teaching-related professional development activities, including the 13th Annual Faculty Development Conference; and reviewing sabbatical proposals. Each of these domains will be discussed in further detail below.

The IDC and CATL

The IDC was thrilled to see the development of a teaching and learning center on campus, and the establishment of CATL did lead to some revisions to the composition, charge, and functioning of the IDC. The faculty OPID representative used to serve in an ex-officio role on the IDC but was removed given that the CATL Director now serves as the administrative OPID representative. In addition, many of the recommendations of the IDC (e.g., regarding Teaching Enhancement Grants) are now made to the CATL Director, rather than the Provost's Office. Finally, as noted above, the Council now serves as an advisory body to the Center for the Advancement of Teaching and Learning. A key in navigating these changes, but also in the successful operation of the IDC in relation to CATL, has been clear and open lines of communication between the CATL Director and the IDC Chair.

Given that this was the first year CATL operated on campus, there was much learning to do about the relationship between the two entities and how best to share responsibilities. An excellent example of the collaborative efforts of the IDC and CATL can be seen in the annual Faculty Development Conference. The IDC maintained its practice of a subcommittee for conference planning, but the CATL Director also served on that committee since the conference was now part of her administrative responsibilities. All committee members were involved and had input (e.g., in review of conference submissions, in review of scheduling for the day), but the CATL Director also took the lead in planning activities. Other shifts in operations also occurred this year, but with a collaborative emphasis. For example, the former IDC Newsletter became a CATL Newsletter with a regular contribution from the IDC Chair. The IDC also adjusted its web presence on campus to facilitate "one-stop shopping" for those seeking faculty development resources at the CATL website. Cooperation, flexibility, and sincere efforts by both the IDC and the CATL Director made for a successful year of professional development activities on campus. The IDC is very grateful to Heidi Fencl for her work and her presence on the IDC.

Grant and Award Programs

The IDC continued its role of evaluating applications and making recommendations (now to the Director of CATL) for grant and award programs and also worked to revise the calls and provide public rubrics regarding how the applications would be reviewed. Proposals for *Teaching Enhancement Grants*, which are designed to support faculty development efforts related to teaching and learning, were reviewed both in Fall and Spring. Seven *Teaching Enhancement Grants* were awarded in the Fall semester to: Denise Bartell, Angie Bauer-Dantoin, Kathleen Burns, Regan Gurung, Aeron Haynie, Kaomie Malloy, and Georjeanna Wilson-Doenges. In the Spring of 2009 the recipients included: Lucy Arendt, Catherine Henze, Warren Johnson, Sarah Meredith Livingston, Illene Noppe, Sampathkumar Ranganathan, and Ellen Rosewall. Many of these grants supported travel to major teaching conferences, including the annual meeting of the International Society for the Scholarship of Teaching and Learning. Others facilitated faculty members' efforts to develop significant, new, and innovative pedagogical techniques. CATL and the IDC were also fortunate to learn that Outreach and Extension generously offered funds to support a new grant in the Spring of 2009: the *Faculty Development in Online Learning* program. It will provide support for faculty members' professional development in the area of online education. The first grant was awarded to Sarah Meredith Livingston to attend the 25th Annual Conference on Distance Teaching and Learning.

The IDC also considered applications for award programs on campus. The Council continued to support a *SoTL Award* for the second year. The call was revised, however, to offer support for a SoTL project in the development stage. No applications were received, and the award will likely return to its original form of honoring excellence in a completed project, which attracted multiple applications in 2007-08. The Council also evaluated candidates for the UW System Teaching Fellows and Scholars program and supported the applications of Mark Kiehn (Teaching Scholar) and Lucy Arendt (Teaching Fellow). Finally, the IDC made recommendation regarding the *Instructional Development Award*. Recipients this year were: Doreen Higgins and Kaoime Malloy.

Professional Development Activities

One of the key roles of the IDC has been supporting professional development opportunities related to teaching and learning on campus. With the establishment of CATL, the IDC now serves a more advisory role to the CATL Director in the development and implementation of such activities. The IDC continues to be the co-sponsor of the Faculty Development Conference. This year's conference (with a theme of "Teaching Creative and Critical Thinking") was very well-received. A nationally and internationally recognized figure in the Scholarship of Teaching and Learning, Dr. Craig Nelson, was the keynote speaker. Registrations for the conference were likely at record levels, and feedback was quite positive, particularly with regard to featuring such a prominent individual in the keynote role. The campus and system-wide call for proposals also yielded many high-quality break-out sessions. Another highlight of year in terms of faculty development was the ongoing series on Online Education, which included panel discussions and an actual on-line course on the topic of on-line teaching. Some single-

session/stand-alone professional development opportunities were also offered (e.g., ethics in SoTL research, student bereavement, strategies for providing feedback on writing), and although the content of these presentations was excellent, they were generally not quite as well-attended as the ongoing series presentations, likely at least in part due to scheduling. The Council and CATL continue to search for the optimal day/time of day to provide such offerings.

Sabbatical Proposal Review

Consistent with its committee charge, the IDC reviewed 11 submitted sabbatical proposals for the 2010-2011 academic year. The Chair then composed and forwarded a document summarizing that review.

Summary and Recommendations

In sum, this has been a busy and successful year for the IDC and one that has been marked by changes. Some specific recommendations have evolved from that work. First, the Council strongly supports the presence of the Center for the Advancement of Teaching and Learning on campus, as well as the programs it funds (e.g., The Teaching Scholars Program, Teaching Enhancement Grants). It also appears that featuring a speaker of national stature was very helpful to the Faculty Development Conference, and we would encourage that practice to continue. Furthermore, the theme-based ongoing faculty development series on on-line education was well-received, and CATL and the IDC will be sponsoring another themed series next year as a result. The IDC would also like to continue to explore additional ways to recognize teaching excellence on this campus, and one possibility is the creation of a teaching award driven by student nominations. In addition, the Council looks forward to supporting CATL's efforts next year with regard to new faculty orientation and faculty mentoring on campus. Finally, on an administrative note, the Chair recommends the continuation in future years of ongoing, open communication among the IDC Chair, the Subcommittee Chairs, and the CATL Director, given how helpful that is to the effective functioning of the Council. In closing, the Chair would like to express appreciation to all of the Council members for their dedicated service and to single out CATL Director Heidi Fencl, as well as subcommittee chairs Angela Bauer-Dantoin and Clifton Ganyard, for special recognition.

International Education Council

Membership Included:

Kristin Aoki	Cliff Ganyard
Brent Blahnik (Chair)	Russell Leary
Fritz Erickson	James Meyer
Kevin Fermanich	Tim Sewall
Scott Furlong	Jill White

The International Education Council met regularly throughout the 2008-2009 academic year to provide guidance on numerous topics related to international education. Discussion items included:

1. The International Education Council Charge was revised to reflect the appointment of 10 individuals from the UW-Green Bay faculty, academic staff, and student community. The charge was also revised to reflect the council's primary role of advising the Provost and Director of International Education, rather than actively promote international initiatives. Lastly, the charge was revised to mandate that the International Education Council serve as the Scholar-in-Residence advisory board.
2. The International Education Council approved the following Mission Statement, Vision Statement and Strategic Objectives for the Office of International Education:

Mission Statement

Our mission is to enrich the UW-Green Bay student learning experience by providing international education opportunities both abroad and on campus.

Vision Statement

The Office of International Education will serve as a catalyst for international education at UW-Green Bay by:

- Coordinating with Admissions Office, efforts to recruit and retain international students
- Administering international educational travel programs, student exchanges, and other internal, University-sponsored activities.
- Facilitating student participation in the National Student Exchange program
- Facilitating student participation in international programs sponsored by other institutions and consortia.
- Collaborating with departments across the University to develop and deliver innovative programming that raises awareness and a better understanding of global and cultural issues
- Coordinating the invitation and hosting of international visiting scholars, artists, and other professionals

Strategic Initiatives

1. Assist Admissions Office to increase international student enrollment, as part of the UW-Green Bay Growth Initiative, to 2% (approximately 150 students) of the overall student population by 2013.
 2. Increase the student participation rate in study abroad programs to 15% of UWGB graduates by 2013.
 3. Enhance the reputation and visibility of the Office of International Education on campus.
 4. Expand international partnerships.
 5. Expand scholarship and teaching opportunities for UW-Green Bay faculty and staff.
 6. Expand community and civic engagement in international education.
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3. The International Education Council approved a plan for the active recruitment of international students. The plan articulated international travel to primarily Asian countries where the majority of students studying in the United States originate as well as working with agencies to develop a network of referrals.
 4. The International Education Council approved the development of a Scholar-in-Residence Program to support temporary international visitors engaged in guest teaching/lecturing, research collaboration, cultural exchange activities, administrative and/or organizational consultation, professional development, and/or community volunteering. The Scholar-in-Residence Program is funded by the Office of the Provost. Applicants complete an online questionnaire which is reviewed by the International Education Council.
 5. The International Education Council approved the following site-visit grants for faculty interested in developing new study abroad programs:
 - Pao Lor – Thailand
 - Heidi Sherman – Russia
 - Deborah Pearson – Tanzania
 6. The International Education Council recommended researching the Wisconsin in Scotland program as membership may provide our faculty and students an opportunity to spend a full semester in Edinburgh.

Submitted by: Brent Blahnik, Chair of the International Education Council and Director of International Education

Research Council

Denise Bartell (Fall 2008) and Carol Emmons (Spring 2009), Chairs

The UW-Green Bay Research Council met seven times during the 2008-2009 academic year. Members of the council were: Denise Bartell, Carol Emmons, Craig Hanke, Judy Martin, Tim Meyer, Mike Marinetti (ex-officio) and Lidia Nonn (ex-officio). The Research Council continued in its mission to support research and scholarly activity at UW-Green Bay. The primary responsibilities of this committee include solicitation and evaluation of institutional grant proposals including the Grants in Aid of Research (GIAR), Grants for Integrating Research and Teaching (GIRT) and the continued development of the Research Scholar program.

Grants in Aid of Research (GIAR)

The purpose of these grants is to support faculty scholarship by providing funds for data collection, supplies and equipment, or travel for the purpose of presenting research. The Research Council received 22 applications and awarded 18 grants during the fall term, and received 17 applications and awarded 14 grants during the spring term for a total of \$14,938. Grant awardees are listed on the Research Council web page (<http://www.uwgb.edu/rc/grantrecipients.htm>). While the dollars available to each individual through this program are not vast, the program does contribute to a culture of research on campus and supports diverse efforts across the entire spectrum of scholarly activity. The Council did discuss the possibility of increasing the maximum amount per grant in the future.

Grants for Integrating Research and Teaching (GIRT)

The goal of these grant awards, solicited in spring terms, is to provide funding for projects in which faculty and students work together on a scholarly project. Two applicants, Professors Greg Aldrete (HUS/History) and Julie Lukesh (NAS/Chemistry) were awarded grants for a total of \$2,801. This program is very important in encouraging collaborative work and involving students in scholarly activities in meaningful ways.

Research Scholar

The Research Scholar program provides a single course release--and thus the critical time necessary--for a faculty member to pursue more ambitious and time-intensive research projects, thus expanding the research opportunities on our campus. The Research Council continues to receive exceptional proposals for this program. Two proposals were funded in fall (one through the auspices of the Institute for Research): Professors Illene Noppe (Human Development) and Atife Caglar (NAS/Mathematics) were selected as Scholars for Fall 2009-2010. Three proposals were received in the spring term and Professor Clif Ganyard (HUS) was funded as the Spring 2009-2010 Scholar.

The Research Council feels strongly that these Research Scholar projects provide excellent opportunities for UW-Green Bay scholarly activity to have national (and international) impact. The potential contributions of these projects in terms of additional research funding, opportunities for community interactions and recognition for the

university make the continued development of this program very promising. In addition, the program suggests that the institution values research, thus aiding faculty morale, recruitment and retention.

Faculty Lecture Series/Faculty Research Exchange

The Council temporarily suspended these projects given low attendance. While they provided excellent means for publicizing scholarly endeavors, apparent workload issues have led to lower than desired turnout. The Council continues to discuss possible new forums for celebrating research.

Value of the Council

The Research Council remains an effective means of distributing small institutional grant awards and providing research support on the UW-Green Bay campus. The current set of grant opportunities appear to be popular and many faculty members make use of the available funding. With ongoing retirements and new faculty presence in the coming years, continued efforts should be made to maintain and expand these grants.

The Research Scholar program continues to build momentum and appears to be an excellent opportunity to make significant improvements in the research climate on our campus. It is encouraging that the Research Scholar program has been used to support scholarly activity in a number of different departments.

The 2008-09 Research Council members wish to thank the Offices of the Provost and Associate Provost for their continued support and guidance of the Research Scholar program. We also wish to thank the Institute for Research for their dedicated support of research opportunities across campus and for their great assistance to the Research Council.

Technology Council

Purpose & Membership. The Technology Council is advisory to the Provost and responsible for developing and monitoring the campus technology plan and recommending technology policies. The Council is chaired by the Associate Provost of Information Services. Membership consists of representatives from each of the divisions, three faculty members, and one student. Members for 2008/09 were:

Academic Affairs – Tim Sewall
Advancement – Scott Hildebrand & Lisa DeLeeuw
Athletics – Dan McIver
Business & Finance – Sharon Dimmer
Faculty Representatives - Kaoime Malloy, Uwe Pott, Kate Burns
Information Services – David Kieper, Paula Ganyard
Liberal Arts & Sciences – Scott Furlong
Outreach & Extension - Jan Thornton & Zach Voelz
Professional & Graduate Studies - Fritz Erickson
Student Affairs – Sue Keihn
Student Representative - Shaun Raganyi & Aaron Grutt
Chair – Kathy Pletcher

Activities for 2008/09

- Reviewed progress on the *IT 2010 Action* in October and March.
- Conducted a technology survey of student and faculty/staff interests/needs in November. Reviewed the results and communicated to students, faculty and staff the results of the survey and the changes undertaken by the IS Division to address concerns.
- Reviewed utilization data for all computer labs and in December approved *Academic Computer Lab Plan for 2009/10*. The 2009/10 plan includes support for 252 computers, including 41 Macintoshes, in 21 locations. The total cost for the 2009/10 plan is \$88,078, which is funded from the Lab Mod Fund.
- Sponsored *ECAR Undergraduate Survey of Computer Technology* in spring.
- Approved a timeline for developing the next 5 year technology plan to be called *UWGB Technology Plan 2015*: idea gathering in spring 2009; vetting with campus in fall 2009; approval January 2010; forward to Cabinet for approval Spring 2010.
- Review and approved a revision of the campus Web Policy.
- Supported Information Services decision to remain on the XP operating system rather than upgrade to the troubled Vista enterprise edition in February.
- Reviewed and revised the Technology Council charge and forwarded to Secretary of the Faculty and Academic Staff Office.

- Reviewed an analysis of the cost/benefit of outsourcing email to Google or Microsoft. Following a discussion of the pros and cons the Council concluded that UWGB has a very cost effective and reliable email system.
- Discussed three year replacement cycle for computer replacement and determined that the current model is working well.
- Received an update on the PeopleSoft upgrade, which was underway and scheduled for production the first week of July.
- Discussed the possibility of importing faculty teaching schedules into individual calendars in Outlook. There was no consensus on moving forward with a recommendation.

Value of the Council

The Technology Council members feel that the work of the Council is very important to the campus. The Council meets monthly during the fall and spring semesters and is very productive.

Respectfully submitted,

Kathy Pletcher, Chair, Technology Council

COMMITTEES APPOINTED BY THE CHANCELLOR

Chancellor's Advisory Council on Diversity

In 2008-09, the Chancellor's Advisory Council on Diversity focused its attention on two matters; the production and submission of a final report on *Diversity Plan 2008*, and the implementation of a networking event for multicultural students. Additionally, the Council discussed the emerging UWS initiative on Inclusive Excellence and the potential impact of the new initiative on campus diversity planning. The Council respectfully offers the following observations and recommendations.

Plan 2008 Final Report: The Council reviewed drafts of the final report on activities and outcomes related to the *Plan 2008* ten-year strategic diversity plan. The Council noted numerous areas of progress (precollege program growth, increases in admission and enrollment of students of color, and a narrowing of the achievement gap between white students and students of color). The Council also acknowledged areas of continuing concern (workforce diversity and a narrowing but still large gap in graduation rates). The Council submitted a final report to Interim Chancellor Ward which was subsequently submitted to UWS and shared with senior campus leadership.

Multicultural Student Networking Program: The Council conceptualized, planned and implemented a highly successful multicultural student networking program to connect UWGB students of color with community members of diverse backgrounds. The April 14, 2009 event was attended by 25+ community members representing many professions, and by 50+ students of color. A final assessment and report on the program is forthcoming. The Council strongly recommends the following with regard to the networking program:

- 1) The program should be continued and conducted again as soon as October of 2009.
- 2) The program should be expanded to increase the attendance of both students and community members.
- 3) The active support of the Chancellor's Office is critical to the program's success (both financially, and for credibility with students and community members).
- 4) Collaborative efforts should be explored to include students from St. Norbert College and perhaps NWTC in a future program, with the long term possibility of rotating the event to the different campuses.
- 5) The model of hiring a multicultural intern on an LTE basis should be continued, as this provides a place to vest program leadership, and simultaneously provides a multicultural student or recent graduate with a valuable professional development experience.

Inclusive Excellence: Council members reviewed the emerging literature about Inclusive Excellence (IE), and two members attended a UWS conference on the topic. A brief synopsis of IE is appended to this report. The Council’s preliminary observations and recommendations on IE are summarized below:

- 1) The Council embraces the new and expanded definition of diversity that is implicit in the Inclusive Excellence initiative.
- 2) The Council welcomes the opportunity to participate in an all-campus dialogue about how best to create a structure that will advance campus diversity and bring together currently disparate initiatives (LGBT, the Equality for Women Committee, the Committee on Individuals with Disabilities, as well as international students, American Intercultural Center, student organizations, etc). The Council would like to participate in the upcoming campus visit from the staff of the UWS Office of Equity and Diversity, and welcomes the opportunity to meet with Chancellor Harden and the new provost to discuss how the campus might be most effective in providing a welcoming, supportive and inclusive environment for everyone.
- 3) Under any new campus organization model for diversity planning, a committee or council that is expressly focused on race/ethnic diversity should be maintained. Despite twenty consecutive years of strategic planning, campus goals for race/ethnic diversity have not been fully achieved. In the absence of continuing and focused attention, not only will these goals remain unrealized but the risk of “backsliding” on the achievements made to date is a real one.
- 4) The Council recommends consideration of a structure for the future that brings the campus together around *common issues* rather than *group identity*. A structure that addresses issues such curriculum, climate, access and educational programming has much greater potential to unite individuals and groups as allies for a shared vision than does a structure in which each “group” is tasked with representing its own interests and agendas.

Recommendations of faculty, staff and students to fill Council vacancies are forthcoming, based on the assumption that Council will continue with its current mission and charge (also attached). In this time of leadership transition, however, a new chancellor may have a different vision for the Council. We welcome the opportunity to discuss the purpose, function and membership of the Chancellor’s Advisory Council on Diversity with Chancellor Harden.

Respectfully submitted,
Michael Stearney, Chair

**ACADEMIC STAFF ELECTIVE AND APPOINTIVE
COMMITTEES**

**Academic Staff Assembly Minutes and
Committee Reports for 2008-09 are available at:
<http://www.uwgb.edu/sofas/actions/academicstaff/assembly/>**

For Spring 2009