

Annual Reports of University Elective and Appointive Committees 2013-2014

University of Wisconsin—Green Bay

Table of Contents

FACULTY ELECTIVE COMMITTEES	2
UNIVERSITY COMMITTEE	2
COMMITTEE OF SIX	5
ACADEMIC AFFAIRS COUNCIL	6
PERSONNEL COUNCIL	32
GENERAL EDUCATION COUNCIL	33
GRADUATE STUDIES COUNCIL	36
COMMITTEE ON COMMITTEES AND NOMINATIONS	37
COMMITTEE ON RIGHTS AND RESPONSIBILITIES	38
FACULTY APPOINTIVE STANDING COMMITTEES	39
ACADEMIC ACTIONS COMMITTEE	39
INDIVIDUALIZED LEARNING COMMITTEE	40
INTERCOLLEGIATE ATHLETICS COMMITTEE	41
COMMITTEES APPOINTED BY THE PROVOST	42
COMMITTEE ON DISABILITY ISSUES	42
INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE	43
INSTITUTIONAL REVIEW BOARD	44
INSTRUCTIONAL DEVELOPMENT COUNCIL	52
INTERNATIONAL EDUCATION COUNCIL	54
RESEARCH COUNCIL	56
TECHNOLOGY COUNCIL	58
UNIVERSITY ASSESSMENT COUNCIL	59
ACADEMIC STAFF ELECTIVE AND APPOINTIVE COMMITTEES	61
ACADEMIC STAFF COMMITTEE	61
ACADEMIC STAFF PERSONNEL COMMITTEE	62
ACADEMIC STAFF PROFESSIONAL DEVELOPMENT ALLOCATIONS COMMITTEE	63
ACADEMIC STAFF PROFESSIONAL DEVELOPMENT PROGRAMMING COMMITTEE	65
LEADERSHIP & INVOLVEMENT COMMITTEE	67
HEALTH AND SAFETY COMMITTEE	69
JOINT GOVERNANCE COMMITTEES	71
LIBRARY AND INSTRUCTIONAL TECHNOLOGY COMMITTEE	71
AWARDS & RECOGNITION COMMITTEE	72
COMMITTEE ON WORKLOAD AND COMPENSATION	73
LEGISLATIVE AFFAIRS COMMITTEE	75

FACULTY ELECTIVE COMMITTEES

University Committee

During the 2013-14 academic year, the University Committee met every Wednesday from 3:00-5:00 PM, except during meetings of the Faculty Senate and on holidays. Members of the committee included Greg Davis (Speaker of the Faculty Senate), Mimi Kubsch, Ryan Martin, Steve Meyer, Cristina Ortiz, and Bryan Vescio (Chair). Kristi Aoki served as Academic Staff Representative, and Heba Mohammad served as Student Government Association Representative.

Our meetings were markedly collegial and efficient, and they benefitted greatly from the experience of two members who had served as Chair of the University Committee in the past. The committee's discussions of university business were always informed by larger discussions of the state and future of higher education. Assisting in these discussions were Provost Julia Wallace, who met with us at most meetings, and SOFAS Cliff Abbott, who joined us before each Senate meeting to help set the agenda and whom we frequently had occasion to consult on matters of policy and institutional memory. Chancellor Thomas Harden also provided some much needed guidance to the committee at various times throughout the year.

2013-14 was a year of change for our university, and managing these changes consumed much of the University Committee's time. Many of the initiatives the committee brought before the Senate involved implementing changes to policies and programs that had been endorsed by the previous Senate, but a number of new changes to the structure of the university were also introduced. One point of continuity between the previous University Committee and this year's committee was the effort to maintain open lines of communication among faculty, staff, administration, and students on our campus, and to this end, we invited a number of guest speakers to make informational presentations to the Senate on various issues pressing to our community. Because an unusually large amount of our business addressed needs that emerged from various quarters of campus during the course of the year, we did not meet some of the larger goals we set for ourselves this year. But we were guided by the idea that our committee's job is to respond to the needs of those who work and study on our campus, and even when we failed to meet those needs satisfactorily we believe we helped to advance conversations that are vital for our campus to pursue during this era of change.

Fall 2013

1. **Committee charges:** In the fall, the University Committee brought two changes to committee charges before the Senate. One involved clarifications in the role of the General Education Council in assessing the General Education Program—a change proposed in light of the inauguration of a new General Education Program on campus—and its reporting obligations. Another involved dividing the Library and Instructional Technology Committee into two separate committees, the Library Advisory Committee and the Learning Technology Collaborative Committee.
2. **Policy changes:** The committee also sought the Senate's advice on and endorsement of proposed changes in the university's policy on the admission of international students, changes aimed at ensuring that students for whom English is a second language are better prepared for their courses on our campus.

3. **Communication and Information:** The University Committee scheduled a number of presentations before the Senate to update faculty on a number of internal and external changes affecting our campus. Associate Provost Andrew Kersten and Registrar Amanda Hruska were invited to inform Senators about the transition to Courseleaf software for the management of catalogs, course changes, and advising. In the fall of 2013, Chancellor Harden had pledged to provide earlier and more frequent information about budget issues and plans for addressing them, and to that end he made a presentation to the Senate on the administration's progress in crafting a budget and further budget challenges that might arise in the next year. Much of our time at University Committee meetings in the fall was devoted to discussion of the crisis in enrollment that is upon us, and our many discussions with the Provost and Dean of Enrollment Services Mike Stearney led to an open forum at Senate in which Dean Stearney presented data and projections and discussed ways of addressing the problem with faculty.
4. **Resolutions:** At the end of the fall semester, the University Committee also introduced a resolution supporting the Scholarship of Teaching and Learning, which also produced a useful discussion of the role of this increasingly prominent form of scholarship on our campus.

Spring 2014

1. **Chancellor Search Committee:** Chancellor Harden's announcement that he would be stepping down and the timeline announced by the UW-System for the search for his successor created a flurry of activity on the part of the University Committee over winter break. The committee had to assemble a large committee at fairly short notice, but the committee was in place and began its work by the middle of January.
2. **Committee Charges/Code Changes:** In the spring, code changes were passed to alter slightly the composition of the Academic Actions committee and to clarify the ability of Graduate Faculty to serve as voting members of more than one graduate program.
3. **Programs:** Two important changes to academic programs were considered by the Senate, but only one was endorsed. Two of the newly-approved Engineering Technology programs were designated as Professional Programs, exempting them from the requirement of an interdisciplinary minor. The committee also brought to the Senate a proposal to eliminate the requirement of upper-level credits for a minor, but that proposal was rejected on the basis of concerns about maintaining the rigor of minors.
4. **Policies:** At the behest of various constituencies across campus, the committee presented a number of policy changes to the Senate, some of which were more successful than others. Associate Provost Andrew Kersten earned approval from the Senate for a proposal to alter the way the university grants posthumous degrees, and the Committee of Six Full Professors' proposed changes to guidelines for promotion to Full Professor were accepted after a protracted but useful debate about standards for scholarship. Two policies that did not fare so well, however, were a proposed policy on the teaching of self-authored texts that was brought to Senate at the request of Deans and unit chairs and a proposal for defining essential job functions that was suggested by some unit chairs and Human Resources. Both these proposals were perceived by many Senators as unwarranted efforts to curtail faculty rights, which is certainly understandable in a climate in which faculty rights are increasingly being called into question by those outside the university. Although the proposals did not pass, the University Committee maintains that a climate in which faculty rights are under assault by others is one in which it is especially important for faculty to discuss their responsibilities among themselves. If nothing else, the proposals allowed such discussions to take place. One more policy that was

introduced in the spring was a proposal to re-establish a process for Administrator Evaluation. Although the policy was modeled almost verbatim on one that had actually been implemented in 2007, the Senate perceived potential legal issues that will necessitate its reintroduction in 2014-15.

5. **Communication:** A major contribution to improving communication and transparency on campus was also achieved when the University Committee worked with Chancellor Harden to name members of a reconstituted Chancellor's Council on Planning and Budget. We hope this body will continue into the next administration in its present form.

In addition to other unfinished business mentioned above, this year's University Committee was unable to make much progress on one of its most significant aspirations: the establishment of a Center for Research on campus to parallel our Center for the Advancement of Teaching and Learning. Such a center was envisioned by the previous two University Committees, and we hope that it will finally be realized by the next one.

I want to thank personally the members of the committee for their diligence and collegiality, including the Academic Staff Representative Kristi Aoki and the Student Government Association Representative Heba Mohammad. I know that next year's committee, led by incoming Chair Steve Meyer and incoming Speaker of the Senate John Lyon, will be an effective one and will carry on the spirit of open communication and service to the university that I hope has marked our work this year. Thanks again are also due to Provost Wallace, SOFAS Abbott, and Chancellor Harden for making a difficult job somewhat easier.

Respectfully submitted,
Bryan Vescio, Chair

Committee of Six

During the 2013-2014 academic year, the following served on the Committee of Six Full Professors: Carol Emmons, Regan A. R. Gurung, Ray Hutchinson, Robert Howe, Meir Russ, and Jeff Entwistle.

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

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

Regan A. R. Gurung
Chair

Academic Affairs Council

Throughout the past year the Academic Affairs Council (AAC) met bi-weekly, discussing various curricular proposals, program reviews, and other related academic affairs matters. Members of the AAC included Dr. Franklin Chen, Dr. Adam Gaines, Dr. Steve Kimball, Dr. Sarah Meredith Livingston, and Dr. Dean VonDras. Serving the AAC as ex-officio members were Dr. Andrew Kersten, Associate Provost for Academic Affairs, and Dr. Greg Davis, Associate Provost for Academic Affairs – Elect. Serving the AAC as a consultant was Ms. Amanda Hruska, University Registrar, who was an invited guest to all meetings.

Throughout the year, the AAC reviewed and approved numerous curricular proposals. Of particular note are the many courses approved for inactivation, the creation of several new courses, and numerous curricular changes. A listing of all courses that have become inactive, and all approved new courses and curricular changes are found in Appendices A and B; respectively.

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

The AAC also participated in and completed program reviews for the areas of Arts Management, History, Human Development, Design Arts, and Urban and Regional Studies. The formal communiqués created by the AAC following from these program reviews are found in Appendix E.

The AAC also began discussion of a first draft of the program review for Theatre and Dance, and by consensus decided to request that revisions be made to the review that included much more in-depth description and discussion of key areas such as the Dance minor, procedures for assessment of learning outcomes, program characteristics that reflect interdisciplinarity, quality of students' general education performance, strategic plan for curriculum, etc., before accepting the review for further consideration. The communiqué to the Theatre and Dance program is also found in Appendix E.

Further, in serving in its role of overseeing the interrelationships between programs and their academic concerns, the AAC began a discussion with the Design Arts program involving issues of open communication, program governance, professional support, and program needs. The AAC has suggested that the Design Arts program leaders meet again next academic year with the AAC, so as to follow-up on and continue this discussion. It is the hope of the AAC that this follow-up discussion will further promote an open communication on a variety of issues, including program governance, professional support, program needs, etc.

The AAC wishes to thank Dr. Cliff Abbott, Dr. Andrew Kersten, Ms. Amanda Hruska, and Dr. Scott Furlong for their support and consultation throughout the academic year. I also wish to thank my colleagues on the AAC, Dr. Franklin Chen, Dr. Adam Gaines, Dr. Steve Kimball, and Dr. Sarah Meredith Livingston for their great effort and due diligence in reviewing all curricular proposals, and for their thoughtful discussion and coordination of report writing for all the program reviews.

Appendix A

Inactivated Courses 2013-2014

The Academic Affairs Council has approved the inactivation of the following courses that have not been offered in several years or were obsolete within a program's current curriculum:

- ANTRHO 215 (Introduction to Prehistoric Archeology).
- ANTRHO 299 (Travel Course in Anthropology).
- ANTRHO 497 (Internship in Anthropology).
- ANTRHO 498 (Independent Study in Anthropology).
- ANTHRO 499 (Travel Course in Anthropology).
- ANTHRO 370 (Internship in Museum Anthropology).
- ANTRHO 342 (Human Evolution).
- COMPSCI 241 (Discrete Mathematics).
- COMPSCI 242 (Discrete Mathematics).
- COMPSCI 370 (Linux System Programming).
- ENVSCI 142 (Exploration of the Universe).
- ENVSCI 188 (Issues of Biological Conservation).
- ENVSCI342 (Environmental Geology).
- ENVSCI 363 (Plant and Forest Pathology).
- ENVSCI 405 (Aquatic Ecology).
- ENVSCI 407 (Modeling of Environmental Systems).
- ENVSCI 454 (Remote Sensing and GIS).
- ENVSCI 468 (Ecological Applications).
- INFOSCI 220 (Controlling Bibliographic Information).
- INFOSCI 230 (Visual Information).
- MUSIC ENSEMBLE 148 and 348 (Collegium Musicum).
- MUSIC ENSEMBLE 154 and 354 (Guitar Ensemble).
- MUSIC153 (Materials & Values in Music: Intensive).
- MUSIC347 (Keyboard Accompanying II).
- MUSAPP449 (Advanced Accompanying).
- PHYSICS 317 and 517 (Optics).
- PHYSICS 318 and 518 (Optics Lab).
- PHYSICS 418 and 618 (Nuclear Physics and Radiochemistry Laboratory).
- SOCWORK 257 (Introduction to Counseling Skills and Techniques).
- SOCWORK 320 (Exploration of Fields of Practice).
- SCOWORK 360 (Social Service Systems and Cultural Differences).
- SOCWORK 490 (International Social Work in Guatemala).
- SPAN 325 (Advanced Composition and Conversation).

Appendix B

Approved Curricular Proposals 2013-2014

The Academic Affairs Council approved of the following licensures, new courses, reactivations, renaming of majors/minors and emphasis areas, program requirements, and other curricular modifications:

- A licensure for the Professional Program in Education that provides an Early Childhood through Middle Childhood license (ages 0-11). This licensure will better serve the needs of school districts as they incorporate 4k programs into their elementary schools. A license in this range (Ages 0-11) would also allow students to teach from birth to grade 6.
- Changes in the curriculum requirements for the Human Development major. These changes, (1) added a public policy course requirement, (2) reorganized and modified categories for the upper-level courses, and (3) eliminated the requirements for upper-level courses in Sociology, Anthropology, and Human Biology.
- Changes in the prerequisites for Math Statistics 260, such that students must complete Math 101 with at least a C grade or Math Placement of Math 101/260 or greater. Further, that credit would not be granted for both Math 260 and (Bus Adm 215, 216, or 217).
- Changes in prerequisites for Organic Chemistry Laboratory so that prerequisites are Chem 212 and 214 with at least a C grade; and Chem 302 with at least a C grade or concurrent enrollment; and Env Sci 207 with at least a C grade or concurrent enrollment or Human Biology 207 with at least a C grade or concurrent enrollment.
- Removal of the writing emphasis from Medical Nutrition Therapy II; there should be no impact on nutritional science students as there are already two additional upper-level writing emphasis courses that are required.
- Removal of the writing emphasis from Cell Biology; there should be minimal impact on students' course of study as there are other upper level writing emphasis courses in both Human Biology and Biology from which students can choose.
- Creation of a new course entitled "Gender and Economic Justice". This course serves as an introduction into the field of contemporary feminist approaches to economics.
- Reactivation of the course "Ichthyology".
- Creation of a course entitled, "Designing Communities and Neighborhoods". This course allows students to engage and critically assess design elements that create places that foster community identity and addresses problems of residential, commercial, recreation and public use of areas in small cities.
- Creation of a new course entitled, "Service Learning in Conflict Resolution" in the Communication program. This course is designed to meet the upper-level requirement of the Communication emphasis in Conflict Resolution or the Culminating Application Experience requirement of the Peace building and Conflict Resolution Certificate Program. The course integrates the students' prior learning in alternative dispute resolution to applied settings. Students will participate in applied experiences in selected public or private organizations in the community or in campus-related programs to make use of their conflict resolution training.
- Creation of a new course entitled, "Concert Attendance" in the Music program. This course is offered for no credit hours and as pass/fail. Students are expected to attend concerts to develop listening skills and an appreciation for and awareness of the breadth of musical genres and repertory through attendance at music concerts. Attendance encourages the development

of audience skills, aesthetic appreciation, and a sense of membership in a learning community of musicians.

- Creation of a new course entitled, “Junior Recital” in the Music program. This course is offered for no credit hours, but course listing will appear on student transcripts to meet accreditation agency requirements. Students will enroll in this course the same semester they plan to perform a junior recital. Students will be concurrently enrolled in 300-level applied lessons that have one contact hour per week with 14 hours per week of study outside of lesson time.
- Creation of a new course entitled, “Senior Recital” in the Music program. This course is offered for no credit hours, but course listing will appear on student transcripts to meet accreditation agency requirements. Students will enroll in this course the same semester they plan to perform a junior recital. Students will be concurrently enrolled in 300-level applied lessons that have one contact hour per week with 14 hours per week of study outside of lesson time.
- Change in the prerequisite hours for the Business Administration major with regard to credits assigned to statistics courses that are accepted from transferring students to 15 to 16. The existing "supporting requirements" in the Business Administration major add up to 16 credits. This change accepts the 3-credit hour transferred course in statistics.
- Change in prerequisite hours for the Business Administration minor with regard to credits assigned to statistics courses that are accepted from transferring students to 15 to 16. The existing "supporting requirements" in the Business Administration minor add up to 16 credits. This change accepts the 3-credit hour transferred course in statistics.
- Creation of new course entitled, “The U.S. and the World” in Democracy and Justice Studies. This course explores the United States’ interactions with the larger world, including its experiments with imperialism, interventionism, and multilateralism, from 1898 to the present. This course will examine both U.S. foreign policy and the engagement of American citizens with global and transnational issues such as the spread of democracy, free trade, peace, human rights, and climate change, we will gain critical insights into the democratic ideals of the United States and their implications for the global community.
- Change in the lower-level requirements for the Music major and minor, adding the new “Concert Attendance” course as a lower-level requirement for the Music major and minor.
- Change in the lower-level requirements for the Music major and minor, adding the new “Junior Recital” course as an upper-level requirements for the Music major.
- Change in the lower-level requirements for the Music major and minor, adding the new “Senior Recital” course as an upper-level requirement for the Music major.
- Change in the required hours for the Business Administration major with regard to credits in residence. This change coincides with the change in the transferred 3-credit hour for a statistics course.
- Changes in the cross-listing of HIST 353 (The United States and the World) as DJS 353 (The United States and the World), and the placing of HIST 353 in the History Major.
- The addition of PSYCH 350 (Psychology and Culture) to the list of Upper Division electives for the Global Studies minor (Global Human Security category “Basic Human Needs and Services”)
- The listing of PSYCH 390 (Environmental Psychology) as a General Education Course in the Category of Sustainability
- Creation of a new course HIST 220 (American Environmental History), This course offers an introduction to environmental history, and explores the historical relationship between humans and the natural world, with a focus on North America from before European contact up to contemporary times.
- Changes in the periodicity, General Education course listing, and prerequisites for ENVSCI 469/669 (Conservation Biology). The periodicity changes from spring to fall. The listing as a General Education course is in the category of Sustainability. The prerequisites change from Chem 212 with at least a C grade and Env Sci 302 with at least a C grade, to Env Sci 302 or consent of instructor.

- The listing of MUSIC 319 (Choral/Vocal Techniques) as an upper level elective course in the Individualized Studies emphasis of the major.
- The addition of MUSIC 301 (Basic MIDI and Recording Techniques) to the list of upper level elective courses in the Jazz Studies emphasis of the major.
- Changes in the prerequisite hours for the Human Development major with regard to credits assigned to statistics courses that are accepted from transferring students. The change accepts credits for the course taken (Comm Sci 205, Math 260, or Bus Admin 216 for business majors and minors only) rather than the number of credits taken for this requirement, and thus accepts the 3-credit hour transferred course in statistics.
- Modification of the existing Information Science Major so that many courses may be eliminated that cannot be taught due to lack of staffing, and the replacement of these with Communication and Computer Sciences courses.
- The removal of the existing Information Science Minor due to the elimination of courses that make the minor no longer feasible.
- The modification of the existing Disciplinary Major in Computer Science as an Interdisciplinary Major.
- The dropping the existing Disciplinary Major in Computer Science.
- The modification of the existing Computer Science Minor.
- Changes in the requirements for the Minor in Computer Science.
- Creation of a new introductory course in Data Base Design and Management (COMPSCI 221). This course focuses on how databases and database systems work and how they are used in various data-driven applications. The course covers relational databases, SQL, different ways of designing databases, and management of databases. The course provides hands-on experience with exercises using SQL Server and Microsoft Access and includes group discussions. The course also introduces some advanced topics, including database security, data privacy, data analytics, and big data. Working knowledge of Microsoft Office suite and Windows is required for this course.
- Creation of a new introductory course in Mobile Platforms and Apps (COMPSCI 232). This course is an introduction to and survey of the world of mobile computing. Each student will design, develop and produce their own app. Topics covered will include areas such as models of mobile information, GPS services, social networking, casual gaming, networked games, business apps, and information gathering-- all from the perspective of mobile platforms.
- Creation of a new introductory course in Discrete Mathematics (COMPSCI 240) to replace COMPSCI 241 and 242. This course involves the study of topics in mathematics that do not depend upon the limit process, including: number systems, set theory, logic, counting techniques, matrix manipulation, recursion, mathematical induction, graph theory, recurrence relations, and finite state machines. Techniques, computations, and data representations to facilitate problem-solving by hand and by computer.
- The modification of the existing Communications Major and Minor to align these to the new course numbers.
- The inactivation (later reactivated) of Myth, Ritual, Symbol and Religion (ANTRHO 214), and modification of existing HUD Major by deleting this course from its upper level electives.
- The inactivation of Medical Anthropology (ANTRHO 340), and modification of existing HUD Major by deleting this course from its upper level electives.
- The modification of existing support course offerings in Social Work. These changes add courses in First Nations Studies (225, 226, 360, 385, and 392), one in Urban and Regional Studies (342), and one in Democracy and Justice Studies (DJS 371) as supporting courses. Additionally, it inactivates an international travel course to Guatemala (SOCWORK 490) that is replaced with a travel course to Mexico (SOCWORK 499).
- The modification of the DJS Major catalogue listing by using different wording on the additional requirements section.

- The modification of the Spanish Major and Minor by including new courses in composition, conversation and culture.
- The removal of Intermediate Spanish II (SPAN 202) as a course that will count as a supporting course for the major and minor in Spanish and the Spanish teaching certification major and minor.
- The inactivation of Medical Anthropology (ANTRHO 340), and the modification of existing HUD and DJS Majors by deleting the course from its upper level electives, and modification of the Global Studies Minor by deleting this course from its upper level electives.
- The modification of the catalogue listing of the Democracy and Justice Studies minor curriculum to bring it in line with the fundamentals of its major.
- The replacement of Bus Adm 382 in the core requirements for Accounting Minor with Bus Adm 389. Bus Adm 382 to be phased out of curriculum.
- The replacement of Bus Adm 382 in the core requirements for Business Administration Minor with Bus Adm 389. Bus Adm 382 to be phased out of curriculum.
- The replacement of Bus Adm 382 in the core requirements for International Business Minor with Bus Adm 389. Bus Adm 382 to be phased out of curriculum.
- Changes that replaced Bus Adm 382 in the core requirements with Bus Adm 389, removed Econ 485 from Management electives in the Marketing and Finance Emphases, removed Bus Adm 452 from Management electives in the Marketing, Management, and Finance Emphases, and eliminated the mandatory minor requirements for Business Administration Majors. Students are free to take any courses in any subject as long as they satisfy the total number of credits requirement beyond the required courses for the major.
- Changes that replaced Bus Adm 382 in the core requirements with Bus Adm 389, removed Econ 485 from electives in the management area, removed upper level finance requirement of Bus Adm 347, and changed requirements to allow students to select one of the following courses: Bus Adm 347, 344, 345, 442, 445, 446, 447, 450.
- The creation of the PEUNAF Nonprofit Management Certificate; this is a new certificate program in PEUNAF.
- The acceptance of Foundations of Social Research (COMMSCI 301) as a General Education course in DSJ and Social Work curriculums.
- The creation of a new course entitled, Introduction to Cultural Studies in Spanish (SPAN 328); this course is designed to introduce students to the interdisciplinary study of a variety of topics related to the cultures of the Spanish-speaking world. It incorporates political, social, and cultural perspectives and provides students with academic writing, research, and critical thinking skills in the field of cultural studies.
- The changing of the title of MUSIC 272 to, Women in the Performing Arts; as well as cross-listing this course as Women and Gender Studies and deleting its cross-listing as Theatre, changing its repeatability to not repeatable, as well as modifying its catalog description.
- Changes in the prerequisites for Conservation of Natural Resources (ENVSCI 330) to include just ENVSCI 102, and changed catalogue description to reflect the mission of sustainability, and changed its GE designation to sustainability.
- Creation of a new course entitled, Topics in Creative Writing (ENGLISH 312). This is a small seminar course in creative writing.
- Creation of a new course entitled, Novel Writing Workshop (ENGLISH 305). This is a small seminar course in novel writing.
- Creation of a new course entitled Environmental Statistics (ENCSCI 336); this course will give hands on experience in the management and analysis of environmental data using advanced statistical software. Students will handle environmental data and apply relevant statistical tools to summarize the data, do tests of hypotheses concerning population means, variances, and proportions, and fit regression models for continuous and binary response variables.

- Creation of a new course entitled Environmental Modeling (ENVSCI 338); this course will involve students in the creation and analysis of mathematical models describing environmental systems. Students will understand how and where mathematical models are used in real life environmental applications, and create models and use them to analyze and interpret systems. This course will replace ENVSCI 407 which will be removed from the curriculum.
- Creation of a new course entitled Introduction to IT Operations (COMPSCI 231); this course covers the basic knowledge and skills needed to plan, design, control and monitor Information Technology services and infrastructure. Topics include the fundamentals of asset management, service provisioning, and functional operations. This course serves as an introduction to careers in the IT field. This course is part of a larger restructuring of Computer Science and Information Science programs.
- The establishment a new area of emphasis in INFO SCI and COMP SCI called Information Technology (, and the addition of the new course COMPSCI 231 to this area of emphasis.
- The request to drop the Anthropology Minor; the university currently does not have any tenured or tenure-track Anthropology faculty and no specific plans to hire any. As a result there is no faculty member that can provide the curriculum guidance necessary for the minor. The plan will be to continue to offer some Anthropology courses as part of general education.
- The discontinuation of the cross-listing of Air Photo Interpretation as ENVSCI 353; this course will not be included in the environmental science major or minor, so the cross-listing with ENV SCI can be eliminated. Remains as GEOL 353.
- The modification of the Environmental Science Major to include four new 2-credit courses that will replace two existing 4-credit courses in the required core courses section. Additional changes reflect increase in core credit hours required and the offering of only one capstone course instead of the current one of three option.
- Changes to the course curriculum of Intermediate Textiles (ART 355) and new designation as a Writing Emphasis course.
- The reactivation of Composition and Conversation II (SPAN 226), and added it to the supporting area for the Spanish major and minor. By adding this course to the supporting area, students will complete SPAN 225 Composition and Conversation I and SPAN 226 Composition and Conversation II before entering upper-level division courses in Spanish. The completion of the composition and conversation courses will ensure better preparation from the students entering the major and minor by further developing their conversational skills and their ability to write substantial essays in the target language.
- Extensive modification of the Arts Management curriculum.
- The changing of the Spanish major's name to Spanish and Latin American Studies. The "Spanish" program at UW-Green Bay structures its curriculum to provide students with knowledge of the language, literatures and cultures of the Spanish-speaking world. However, the current name of the program, "Spanish," gives the inaccurate impression that programmatic goals and learning outcomes are exclusively linked to linguistic acquisition and proficiency in the target language. This new name will make more explicit that linguistic as well as literary, artistic, cultural and historical competences are acquired.
- A variety of modifications in the Communications curriculum: Changes requirements from at least 15 credits of core supporting courses in Communication, to at least 15 credits of core supporting courses in Communication or at least 12 credits of core supporting courses in Communication with a declared major in IST with Applied Communication area of emphasis. A recent change in the prerequisite structure for upper level courses in Communication had the impact of nearly doubling the credit requirements for the Corporate Communication area of emphasis in IST. A revised area of emphasis, renamed Applied Communication can manage with a more reasonable number of credits provided access to the upper level courses in communication is slightly relaxed for IST students. The change in prerequisites will affect the

- following courses: COMM 302, 303, 306, 307, 308, 309, 333, 335, 336, 340, 353, 366, 380, 381, 382, 403, 430, 445, 453, 477, and 480.
- Changes in the International Business minor that adds Globalization and Cultural Conflict (HUM STUD 360) as part of the cultural emphasis of the international component of the minor. This change will allow students who are not majors or minors in the languages to complete the International Business minor.
 - Modification of the Public Relations area of emphasis in the Communication major by adding a new course entitled Social Media Strategies (COMM 477) that supplants the less essential Information Technologies (COMM 308).
 - Modification of the Mass Media area of emphasis in the Communication major by adding a new course entitled Social Media Strategies (COMM 477) that supplants the less essential Media Planning and Selling (COMM 366).
 - The renaming the French major and minor to “French and Francophone Studies”. The “French” program at UW-Green Bay structures its curriculum to provide students with a knowledge of the language, literatures and cultures of the French-speaking world. Its course array reflects this thoroughly interdisciplinary and multicultural approach. This new name reflects not only the linguistic approach, but also the literary, cultural, artistic, historical and service-learning knowledge of the francophone (French-speaking) world that extends far beyond the hexagon (France) and one discipline (language acquisition).
 - The renaming and changes to the course catalog for Ecological and Environmental Methods and Analysis (ENVSCI 467). These modifications include renaming the course Capstone in Environmental Science (ENVSCI 467), and changing catalogue description from: “Overview of current theory and practices of ecological sampling and analysis for terrestrial systems with field and laboratory experiences in these methods.” To, “A project-based course in which students address a practical application of scientific and mathematics skills in the environmental sciences. Topics vary.”
 - Creation of the new course Scientific Writing (ENVSCI 339): This course focuses on key elements of scientific writing, including grammar, attention to audience, and building a logical argument. Students will develop their writing skills through mock grant applications, reports, and journal articles.
 - Creation of the Senior Capstone Course (PSYCH 494) for Psychology: This Senior Capstone Course explores a particular topic pertaining to psychology from an interdisciplinary perspective. The topic will vary from semester to semester.
 - Changing Fundamentals of Physics (PHYS 104) to a writing emphasis course.
 - Creation of the new course Global Health, Ethics and Human Rights (NURS 492) in the Nursing program: This new course will provide an overview of the broad field of global health. It will explore the ethics and human rights issues related to disparities in financial, educational, technological, environmental, and political resources available to support healthy populations across the globe.
 - The re-activation of Myth, Ritual, Symbol, and Religion (ANTHRO 320), as this course in Anthropology will continue to be taught in Fall 2014.
 - The modification of the Design Arts Major curriculum: Changes include adding Introduction to Painting (ART 210), and Introduction to Printmaking (ART 270), Communication Skills: Language as a Metaphor (DESIGN 375), Women, Art and Image (ART 378), and History of Photography (ART 380) at the lower level, and adding Practicum in Literary Publishing (ENGLISH 324) at the upper level, while removing Communication Law (COMM 380), Information, Media and Society (COMM 430), Advanced Writing (COMM 303), and Communication Skills: Language as a Metaphor (DESIGN 375) from the upper level.
 - The renaming of the “Corporate Communication Emphasis”, to the “Applied Communication” area in the Interdisciplinary Studies Program, as well as other course modifications for this area of emphasis.

- The renaming of the “Interdisciplinary Studies” major, to the “Integrative Leadership Studies” major, offered as a Bachelor of Arts degree and as a Bachelor of Applied Studies degree.
- The removal of Science and Religion: Spirit of Inquiry (HUM BIO 331) from the list of upper-level electives in General Human Biology.
- The replacement of Area Studies in Democracy and Justice (DJS 333), with Topics in Democracy and Justice (DJS 363) in Category III of the History major curriculum.
- The re-designation of Introduction to Human Biology (HUM BIOL 102) to the supporting courses area of the Social Work major curriculum, as well as the addition of Anatomy and Physiology (HUM BIOL 204) as a possible course choice for this area of the curriculum.

Appendix C

A current listing of all interdisciplinary units include the following:

- Art & Design
- Democracy & Justice Studies
- Human Biology
- Human Development
- Humanistic Studies
- Information and Computing Sciences
- Music
- Natural & Applied Sciences
- Public & Environmental Affairs
- Theatre & Dance
- Urban & Regional Studies

Appendix D

A current listing of all major/minor programs include the following:

- Art
- Arts Management
- Biology
- Chemistry
- Communication
- Computer Science
- Design Arts
- Economics
- English
- English Composition
- Environmental Policy and Planning
- Environmental Science & Policy (Graduate)
- Environmental Sciences
- First Nation Studies
- French and Francophone Studies
- Geography
- Geoscience
- German
- Global Studies
- History
- Information Sciences
- Integrated Leadership Studies
- Mathematics
- Modern Languages
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Public Administration
- Sociology
- Spanish and Latin American Studies.
- Theatre
- Women's Studies

Appendix E

The formal communiqués created by the AAC following program reviews are found below:



To: Scott R. Furlong, Dean
College of Liberal Arts and Sciences

From: Dean D. VonDras, Chair
Academic Affairs Council

Date: 11/27/2013

Subject: Recommendations following from the Arts Management Program Review

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

Strengths and Accomplishments:

- The Arts Management program adopts a community-based, not-for-profit curricular approach as a foundation in discussing audience, management, funding, and financial issues. This orientation is directed at serving regional communities and markets and compliments the select UWGB mission of encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.
- The growing number of Arts Management majors suggests strong student interest. Further, the report mentions a growth trend for employment in the arts. Thus, students' combining the Arts Management major or minor with other majors (e.g., Art, English, History, Theatre, etc.) is noted as a very practical complement and a broadening of skill-set that may assist students in finding employment after graduation.
- The AAC notes that there are excellent opportunities for students to find very high quality internships and practica in local communities and beyond. The AAC recognizes the access to these out-of-the-classroom learning activities as outstanding. The AAC also acknowledges the very exceptional and ongoing community relationships that have been built between the Arts Management program, UWGB, and community arts organizations and institutions.
- The AAC recognizes the instruction within the Arts Management program to be of very high quality, and Professor Rosewall as a noted national contributor and leader in Arts Management education. The AAC also recognizes the great dedication of Professor Rosewall in founding the Arts Management major, and in her many roles as instructor, advisor, coordinator of program and curricular assessment, and facilitator of internships.

- While not designated as a professional program, the Arts Management curriculum embraces the suggested pre-professional standards put forth by the Association of Arts Administration Educators. Further, there has been an increase in the number of Arts Management majors since the program's inception.

Limitations and Challenges:

- The Arts Management program does not provide an international or for-profit emphasis within the curriculum, and thus excludes instruction concerning international and for-profit audiences and markets, and their respective management and funding concerns. Without master-planning, these exclusions may limit student opportunities to go beyond regional concerns and gain understanding of entrepreneurial practices found within for-profit markets.
- One full-time Professor serves the Arts Management program, and thus the curriculum is limited in its breadth of offerings and exposure to different teaching styles and professional orientations. Further, the heavy reliance on one individual to direct an entire program raises the question of program sustainability. Again, without long-term planning, the program's sustainability and its high quality curriculum is seemingly at risk.
- There is a strong dependence on courses from other programs to meet many of the lower-level electives in Arts Management. Thus it is noted that student access to required courses is inconsistent, and at times students must meet new pre-requisites of courses in other programs before enrolling in those courses, and these factors may slow students' progress in completing the major. Further, advisement and assessment activities seem to be very constricted due to only one Professor serving the major. Certainly these issues suggest need to review curriculum and program goals, and highlight the necessity of providing students consistent access to required lower-level courses, conducting essential assessment of student learning, and providing thoughtful advisement.
- There is no indication that the curriculum is mapped to or aligned with assessment of learning outcomes. Again, this issue suggests need to review curriculum goals as well as course design to update and maintain quality of the program.

Recommendations:

The AAC recognizes the excellent work of Dr. Ellen Rosewall in creating and leading the Arts Management program, and her tireless efforts in maintaining an outstanding program that affords both a wonderful educational experience for students and a great resource for the community. Following in-line with these efforts, and with emphasis on continuing to offer educational experiences that contribute to the select UWGB mission goals of interdisciplinarity, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource, the following recommendations are offered:

1. It is recognized that with only one full-time faculty member, a fundamental challenge faced by Arts Management is program sustainability. Thus it is recommended that a master-plan be developed that would address long term goals and objectives. The process of creating a master-plan would help to clarify potential strategies to continue to offer either the major and/or minor curricula. The master-planning may also allow a detailing of the potential for expanding the curriculum to include an international or for-profit emphasis, and in a related manner, possible opportunities for collaboration with other UW System campuses that offer a similar major (e.g., UW-Stephens Point) or allied UWGB programs (e.g., Adult Degree Program, Office of International Education, Business Administration). The consideration of an international or for-profit expansion of the curriculum, and collaboration between other system campuses or allied programs may enhance student

learning, augment student access to courses, and provide additional teaching resources. Indeed, a collaborative arrangement with the Adult Degree program or Office of International Education may provide additional teaching resources and offer students broader educational opportunities.

2. It is also recognized that a central challenge for the Arts Management program involves assessment of student learning outcomes. Following in-line with the outstanding work of Dr. Rosewall in developing and refining an Arts Management curriculum so as to embody the standards put forth by the Association of Arts Administration Educators, it is recommended that a strategic plan for assessing program learning outcomes be created and implemented. Ideally, this plan will illustrate a mapping or aligning of the Arts Management educational objectives with assessment of learning outcomes, and how the assessment data is used to refine and revise the curriculum.
3. Beyond assessment of learning outcomes, it is recommended that additional alumni employment information be regularly gathered and used in addressing the regional-market need for the program, as well as advertising the program to prospective students. With regard to this latter concern, collection of alumni information will provide opportunity to show that program graduates develop an array of skills that may be applied in diverse fields beyond Arts Managements, and in career areas such as business management, fundraising, advertisement and marketing, event planning, and human resources.
4. Given the demands of the job and the very high standards Arts Management has attained to date, program quality may likely decline without additional faculty resources for student advisement, internship and practica coordination, and teaching, as well as assessment of program educational objectives and student learning. Thus a final recommendation is to improve faculty resources to support the major, either through a collaborative arrangement with other campuses or programs, reassignment of faculty from other programs, or through the hiring of additional full-time faculty. It is also recommended that funding be made available to hire graduate assistants to help in coordinating internships, assessment practices, and meeting other program needs. This recommendation is directed at assuring the continued offering of the Arts Management program, as well as its very high quality of student learning experiences, outstanding internships and practica, and exceptional community relationships.

Cc: Dr. Andrew Kersten, Associate Provost for Academic Affairs
Dr. Ellen Rosewall, Chair of Arts Management
Secretary of the Faculty



To: Scott R. Furlong, Dean
College of Liberal Arts and Sciences

From: Dean D. VonDras, Chair
Academic Affairs Council

Date: 4/8/2014

Subject: Recommendations following from the History Program Review

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

Strengths and Accomplishments:

The History program is recognized for its excellence in scholarship and strong model of intellectual discourse offered to students through its curriculum. Further, in review of its self-report the following strengths and accomplishments are also noted:

- The History program's Mission Statement is clearly stated and aligned well with UWGB's Mission.
- The recent changes in the program's Learning Outcomes are recognized to better reflect an emphasis on history skills versus content, and are noted to enhance students' intellectual development.
- The program's Center for History and Social Justice is highly effective and provides the greater community with opportunities such as sponsoring lectures, seminars and other events conducted by visiting historical scholars.
- The scholarship of the History faculty is remarkably productive. The list of accomplishments, publications and awards is very impressive, and the History faculty is acknowledged for their strong scholarship and intellectual voice within the University community.
- The program's American and European oriented history courses offer a strong foundation within the program. Further, the program's involvement in the *Voyageur Magazine*, the *Linothorax Project*, and the *Flax Project* provide excellent learning opportunities for students. Additionally, many opportunities are given to provide students with quality and meaningful internships.
- Moreover, the *Voyageur Magazine*, *Linothorax Project*, and other involvements of the History program provide many connections to and collaborative opportunities for the broader community within the University and broader community.

Limitations and Challenges:

There are recognized challenges suggested in the self-report.

- The History Department recognizes declining enrollments; especially a decline in females majoring/minoring in history.
- Although not mentioned directly, there may be an imbalance in faculty gender ratio that restricts the curriculum; a healthy gender balance would help to provide a broader perspective and offering of courses beyond the current curriculum.
- Recognizing the trend toward globalization and gaining of international perspectives, there is a desperate need for a faculty member with a field of specialization in world history and/or Africa, Asia, or Middle Eastern history.
- Student Assessment has primarily been limited to the capstone course. Some embedded assessment does occur, but skepticism about the value of within the program assessment exists. The program does not yet seem to have a viable assessment model in place.
- History courses for students who plan to teach at the secondary need to go beyond the western cultural perspective, and should reflect more the global character of the world.
- Many lower level courses are taught by ad-hoc instructors, and this may indirectly suggest a lack of involvement of tenured faculty with students early on that limit student interest and, by extension, perhaps limit recruitment of new majors and minors.

Recommendations:

The AAC recognizes the excellent work of the History faculty, and with an emphasis on the program continuing to offer outstanding learning experiences that contribute to the select UWGB mission goals of interdisciplinarity, engaged citizenship, and serving as an intellectual and cultural resource, the following recommendations are offered:

- The AAC recommends the creation of a plan to develop and implement a model of assessment that is inclusive of all students of history, and that especially focuses on student development during their participation in lower-level courses, and that will follow students throughout the curriculum. Moreover, the AAC recommends the use of embedded assessment throughout each year of the curricular program. Further, the AAC also recommends that alumni data continue to be collected and tracked as part of the program's assessment plan.
- When feasible, the AAC recommends the hiring of a non-western history faculty person so as to provide this unique perspective within the program.
- The AAC also recommends the program continue to pursue gender and ethnic diversity in its recruitment of students, development of curriculum, and hiring of faculty.
- The AAC recommends the program consider a stronger world history perspective within its curriculum, perhaps through new course offerings.
- The AAC recommends continued interdisciplinary involvement and connections (e.g., as noted by the offering of new course in history of environmental sciences), and that the program consider possible ways of broadening learning opportunities for students through a visiting professor program.
- The AAC recommends considering a balance of "process" and "content" in the program's proposed learning outcomes; currently the learning goals are described primarily in ways of "process" (e.g., critical analysis, reflection, etc), and omits concerns for "content" (e.g., specified knowledge foundations). The suggestion here is to reconsider the programs learning outcomes as assessment data is analyzed and interpreted, so as to re-evaluate the sufficiency of the current learning goals, refine teaching processes, and enhance student learning.

- The AAC recommends considering various ways (e.g., special recruitment presentations, departmental correspondences, etc.) in which faculty may interact with students that would enhance the recruitment of majors and minors, as well as providing students information about possible jobs and careers (other than graduate school) in which they can use their degree.

Cc: Dr. Clif Ganyard, Chair of History
Dr. Andrew Kersten, Associate Provost for Academic Affairs
Secretary of the Faculty



To: Scott R. Furlong, Dean
College of Liberal Arts and Sciences

From: Dean D. VonDras, Chair
Academic Affairs Council

Date: 4/25/2014

Subject: Recommendations following from the Design Arts Program Review

The Academic Affairs Council has read and discussed the Design Arts Program Review, and has conferred with Associate Professors Jeff Benzow and Jeni Mokren from Arts and Visual Design. The Academic Affairs Council notes many strengths and accomplishments of this program. The Council also recognizes some areas of concern and specific challenges to Design Arts, and we offer the following suggestions and questions in hopes that they facilitate an even stronger Design Arts Program in the years to come.

Strengths and Accomplishments:

Since emerging from the Arts and Visual Design (AVD) unit as part of Art and becoming a separate program, the Design Arts program has continued to grow in size and scope. The program focuses on preparing students to “adapt to an expanding gamut of media used in communication, interactive media, print design and human scale interaction and sustainable design practices.” This problem-focused approach is directed at serving the ever-growing needs of businesses that require everything from brochures and websites to urban design. Students from the program have won many regional honors and are integral to the success of the Voyageur magazine and Sheepshead Review.

The AAC recognizes the instruction within the Design Arts program to be of high quality, and Professors Jeff Benzow and Toni Damkoehler show great expertise in the areas of graphic and environmental design, the two traditional divisions within the interdisciplinary degree. They have produced a very strong vision statement that is obviously centered around student needs, and they support their overall philosophy with a strong assessment model. The steady growth of enrollment in recent years underscores the popularity and relevance of Design Arts instruction. Professors Benzow and Damkoehler go to great lengths to stay current on new technologies and trends in their fields, and the creation of two new gateway courses is one of the many ways they have developed a robust and thoughtful curriculum. Their focus on interactive technologies is also notable and laudable.

Design Arts' use of student internships and a clear focus on community engagement connects activities on-campus with real world experiences off-campus in a way that supports UWGB's Select Mission of serving as an intellectual, cultural, and economic resource. Likewise, cooperating projects with Oneida

leaders and the Neville museum have strengthened the University's standing in the community. Additionally, the involvement of Design Art students in projects such as the plaza between the University Union and Theatre Hall underscores the program's dedication to promoting environmental sustainability as per the Select Mission. Design Arts continues to do admirable work and is a growing program.

Limitations and Challenges:

Continued growth in the number of Design Arts majors has put a substantial strain on Professors Damkoehler and Benzow, especially their ability to properly advise students and oversee them in increasing internships in the community. A re-assessment of loads and possible additional faculty may be needed. Similarly, a re-assessment of the chain of command system within AVD might be necessary, as the distinction between Art and Design is becoming more pronounced, and Design might need to therefore have more self-governmental autonomy.

While the courses that are offered by Design Arts, especially at the upper levels, address the needs of the majors, a remnant division between Graphic and Environmental design from earlier in the program's history may need to be revised to reflect an increasing convergence of these areas. While the program's emphasis on increasing student understanding of technology is commendable, current facilities and equipment may be lacking. Finally, placement rates of Design Major graduates lag behind the average for the university and may be a point on which to focus as courses and internship opportunities continue to improve.

Recommendations:

- The AAC recommends development of a clear plan for dealing with the removal of traditional tracks of Graphic Design and Environmental Design is needed. Consultation with URS for the Environmental portion of curriculum design will help in this regard.
- The AAC recommends that new courses and curricular design should be based on feedback from AVD's recent NASAD recommendations. The assessment and/or creation of courses that can fulfill multiple roles within AVD are necessary.
- The AAC recommends that Design Arts looks for potential crossover courses with other Units, especially from Communications, digital Humanities courses, and courses in Computer Science. Some work with Adult Degree might also be possible and desirable.
- The AAC notes that the continued growth of this program is straining resources. We therefore note a clear need for an additional faculty member and more space for the program, as well as technical resources such as CAD hardware and software, and various licenses for online work with Adobe software.
- The continually growing distance between the Design major and the Art major may call for more autonomy for the Design program to chart its own course. The AAC recommends a clear-eyed assessment of program leadership, with the possibility of offering more autonomy to Design Arts within the Unit.

Cc: Dr. Jeff Benzow, Design Arts Program
Dr. Jeni Mokren, Chair of Arts and Visual Design
Dr. Andrew Kersten, Associate Provost for Academic Affairs
Dr. Greg Davis, Associate Provost for Academic Affairs - Elect
Dr. Cliff Abbott, Secretary of the Faculty



To: Jennifer Mokren, Chair of Art and Design
Scott Furlong, Dean of Liberal Arts and Sciences

From: Dean D. VonDras, Chair
Academic Affairs Council

Date: 4/30/2014

Subject: Further clarification of a recommendation in the recent AAC report on the Design Arts Program Review.

In response to your query about the recommendation: "The continually growing distance between the Design major and the Art major may call for more autonomy for the Design program to chart its own course. The AAC recommends a clear-eyed assessment of program leadership, with the possibility of offering more autonomy to Design Arts within the Unit." Please note this recommendation follows from the AAC's understanding that due to technological advancements, the curricula and career orientations of Art and Design have become increasingly disparate. Thus to provide further clarification of this recommendation, the AAC suggests a series of practical discussions with the Dean of Liberal Arts and Sciences, key program Chairs, as well as other stake-holders to explore ways that would provide Design Arts the greatest support and flexibility in offering their major. These discussions may consider a variety of approaches (e.g., autonomy in use of the Design Arts discretionary money, liaison with the Communication major, etc.) to strengthen support for the Design Arts major.

Cc: Dr. Jeff Benzow, Chair of Design Arts
Dr. Andrew Kersten, Associate Provost for Academic Affairs
Dr. Greg Davis, Associate Provost for Academic Affairs – Elect
Secretary of the Faculty



To: Scott R. Furlong, Dean
College of Liberal Arts and Sciences

From: Dean D. VonDras, Chair
Academic Affairs Council

Date: 5/19/2014

Subject: Recommendations following from the Human Development Program Review

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

Strengths and Accomplishments:

The Human Development program is a robust program serving many areas of undergraduate education, and is to be commended for its arduous work in revising its curriculum since its last review. Further, in review of its self-report the following strengths and accomplishments are also noted:

- The broad scope of activities and disciplines covered under Human Development is very much in line with the University's focus on interdisciplinarity.
- Students in the Human Development program learn a great deal about statistics and methods, and get to apply those skills on real research projects (as can be seen in the high number of co-authored papers and Academic Excellence Symposium presentations) and through internships.
- The Human Development program has very clearly outlined both their learning outcomes and their assessment of these outcomes, and is dedicated to changing their curriculum and educational approach as needed based on what they learn from their assessment.
- The program provides a solid undergraduate foundation in Human Development as a science, and has had many students accepted to masters-level and doctoral programs.
- The Human Development faculty has been very active in scholarship, and the AAC notes numerous publications and presentations in the program's self-report. Moreover, the Human Development faculty has often included students as collaborators and co-authors in presentations and publications.
- Human Development is a growing unit, with many new hires and faculty promotions. The program continues to attract many new majors and minors and produces a very high number of graduates

each year.

- Many faculty members of the Human Development program are leaders at local, state, and national levels in both professional and civic organizations, which reflects well on the University and offer inroads into these organizations for our students.
- Other noted accomplishments of the Human Development program include, (a) a curriculum that outlines three areas of multidisciplinary coursework; and (b) the creation of three new courses, Personal Relationships, Spirituality and Development, and Development Research Methods.

Challenges:

There are areas of challenge also indicated in the self-review. Of particular note are the following:

- There is a need for close examination of assessment and learning outcome data so as to more effectively “close the loop”, and thereby use assessment information to improve courses and curriculum. An annual department meeting specifically dedicated to assessment has strong merit in this area.
- It appears that the Human Development faculty does an excellent job at preparing students for graduate school. The alumni survey, however, shows that former students often work at jobs somewhat distant from the area of Human Development. This may suggest a gap between what the job-market is asking for and what the Human Development program is preparing students for, especially students who will enter the job-market directly after graduation and not to go on to graduate school.
- There are many majors and minors in the program and this may affect access to advising. Moreover, the type, quality, and frequency of advising may need to be re-adjusted to meet student needs.

Recommendations:

The AAC recognizes the excellent work of the Human Development faculty, and with an emphasis on the program continuing to offer outstanding learning experiences that contribute to the select UWGB mission goals of interdisciplinarity, engaged citizenship, and serving as an intellectual and cultural resource, the following recommendations are offered:

- The AAC recommends an annual faculty meeting or retreat dedicated to the discussion of assessment issues and procedures.
- The AAC recommends close examination of how the program’s learning outcomes prepare students to enter the job market after graduation. In addition, the AAC recommends that special activities or informational exchanges that focus on job preparation and career outlook be created for students who do not plan to attend graduate school after graduation.
- The AAC further recommends that the Human Development program offer more applied courses to assist students seeking jobs in related fields after graduation. For example, offering a course on contemporary ethical/moral issues for students who after graduation hope to work in the areas of child/adult day-care, family services, education paraprofessional, social work, etc.
- To further develop and strengthen student mastery of the scientific approach, the AAC suggests

considering and experimenting with alternative approaches to teaching research methods; for example, a sequence of 2-credit courses, where research method courses are offered at the lower- and upper-levels in the curriculum.

- The AAC recommends that the Human Development program continue its very strong student-centered approach to learning, but to be proactive in identifying areas and in implementing ethical guidelines where the potential for conflict-of-interest may exist (e.g., in using students as subjects in student or faculty research).
- The AAC recommends that the Human Development program collaborate with other programs to develop a model of advisement that makes clear student and faculty responsibilities for advising. Further the AAC strongly recommends that advising be a collective, team-effort of the programs' faculty.

Cc: Dr. Kate Burns, Chair of Human Development
Dr. Andrew Kersten, Associate Provost for Academic Affairs
Dr. Greg Davis, Associate Provost for Academic Affairs - Elect
Dr. Cliff Abbott, Secretary of the Faculty



To: Scott R. Furlong, Dean
College of Liberal Arts and Sciences

From: Dean D. VonDras, Chair
Academic Affairs Council

Date: 5/19/2014

Subject: Recommendations following from the Urban and Regional Studies Program Review.

The Academic Affairs Council (AAC) has read and discussed the Urban and Regional Studies Program Review, and has conferred with Dr. Tom Nesslein, Chair of Urban and Regional Studies, as well as Dr. Kumar Kangayappan and Dr. Ray Hutchison, both members of the Urban and Regional Studies Faculty. The Academic Affairs Council notes many accomplishments, as well as challenges for the Urban and Regional Studies program, and offers recommendations that we hope will be useful in sustaining this program and in increasing student interest in its major.

Strengths and Accomplishments:

The UW-Green Bay Urban and Regional Studies (URS) is an established and exceptional academic program. Among its accomplishments are the following:

- The Urban and Regional Studies program offers students excellent internships with area agencies and planning bodies that include Bay-Lake Regional Planning Commission, Brown County Extension, Brown County Services, and the City of Manitowoc Planning Department. The URS faculty members have supervised more than 25 internships since 2006.
- The Urban and Regional Studies program is active in international outreach led by URS faculty members. This includes a travel course offered every year by Professor Cruz, as well as a month visit to Tena, Ecuador for URS students led by Professors Cruz and Parrillo in each of the last 3 semesters. Further, Professor Cruz was awarded an EU Grant in 2008 to do a three-year comparative study of intermediate and small size cities; while Professor Hutchison organized a planning committee of 6 persons from Italy, Germany, Brazil, and Serbia (2000, 2015), and has been an invited speaker at the University of Florence and the University of Bologna (2013).
- Along with this international involvement, there has been strong Wisconsin Community outreach led by the URS faculty. This includes Professor Cruz's state award for his neighborhood Master Plan for the Broadway District of Green Bay (2007), and a recently completed update of the neighborhood Master Plan for the Broadway District of Green Bay (2014); Professors Parrillo and Cruz's consultation for the city of Oconto regarding their housing problem (2012); Professor Nesslein's representative role in two Wisconsin Economic Summits

(2010); and, Professor Hutchison direction of the Hmong Studies Center. Further, and again showing very strong community involvement, the URS faculty and students have been very active in working with neighboring communities and towns in developing research reports on economic development and land use planning, and have used these reports to apply for various government grants.

- The URS faculty has also demonstrated strong scholarship. This includes the following: A book publication by Prof. Cruz entitled, "*Comparative Study of urban morphologies between Green Bay, WI, Albacete, Spain, and Llomza, Poland* (2013). Works by Prof. Hutchison: *The Ghetto* (2012) and *The New Urban Sociology* (at press); and, election of Prof. Hutchison as Chair-Elect of the Community and Urban Sociology Section of the American Sociological Association (2014-2016).
- Since the last review, the URS program has hired an urban geographer with skills in Geographic Information System (GIS); the URS will use this newly acquired expertise to pursue links to the Business School.
- The URS program has shown strong educational outcomes as demonstrated by the UW-Green Bay Alumni Survey (2008-2012). The survey indicates that URS students feel they are significantly better prepared relative to UWGB students in all the following areas: (a) understanding social, political, geographic, and economic structures; (b) understanding of the impact of social institutions and values; (c) understanding the significance of major events in Western civilization; (d) understanding contemporary global issues; (e) understanding the causes and effects of stereotyping and racism; and, (f) leadership and management skills.

Challenges:

There are areas of challenge also indicated in the self-review. Of particular note are the following:

- Over the 21 year period since 1993, the number of URS majors completed has declined sharply, from 17 per year for the first 7-year period (1993-1999), to 11 per year for the second 7-year period (2000-2007), and finally to 9 per year for the third 7-year period (2007-2014).
- The URS program has fallen behind Public and Environmental Affairs (PEA) in offering lower level courses and attracting students to their major. The PEA faculty offers 5 popular lower-level courses while the URS faculty can only offer two 100-level courses. In 2003, the URS offered 7 sections of lower-level courses enrolling 178 students. In contrast, the PEA offered 35 sections enrolling 1,222 students.
- Many of the accepted transferring students from 2-year colleges to the major have already fulfilled general education requirements, and thus have no need to enroll in the lower level courses offered by URS. The expansion of online general education courses has also been seen to decrease the URS lower-level course enrollments. Both of these developments have made it more difficult for URS faculty to meet students early in their educational experience and to recruit them to the URS major.

Recommendations:

The Urban and Regional Studies program offers outstanding learning experiences that contribute to the select UWGB mission goals of interdisciplinarity, engaged citizenship and connection with the

community, and serving as an intellectual and cultural resource. Thus with an emphasis on sustaining the program and increasing student interest in the major the following recommendations are offered.

- The AAC recommends that faculty losses encountered by retirements and leaves over the past decade be restored so as to sustain this very important community-oriented program of our university. Thus, the AAC recommends new hires in the areas of urban government/demography and ethnic studies/urban history, and re-assignment of current faculty to instruct in the areas of urban/environmental design. This recommendation to hire new faculty offers the University an opportunity to add further cultural-diversity to our faculty, as well as provide an expanded cultural-perspective that is critical in attracting students interested in ethnicity and urban studies.
- The AAC also recommends that the URS program continue in its efforts to build procedures of assessing learning outcomes and tracking alumni success in finding jobs.
- Further, and especially with regard to meeting the learning outcome of mastery in research methods appropriate for Urban and Regional Studies, the AAC recommends re-instituting a course in research methods as a requirement of the major.
- As a way of increasing student interest in the major, the AAC recommends considering various ways of marketing the major/minor to students. For example, through advertisement flyers that emphasize the "hands-on" orientation of the major and types of jobs students may attain after graduation, as well as the program's novel focus on ethnicity and urban issues. This marketing may conceivably also emphasize URS as a minor area of study that would complement students' majors in PEA or Design Arts or Business or Human Development, etc. Similarly, various URS courses may potentially be considered for incorporation as an area of emphasis in the Integrated Leadership Major offered through the Adult Degree Program.
- Further, in seeking ways to revitalize the major so as to compliment current course offerings and to potentially expand the current curriculum, the AAC recommends exploring possible linkages and affiliations with the Business School faculty as well as with the environmental design faculty in the Design Arts program.

Respectfully submitted,
Dean D. VonDras, Chair

Personnel Council

Members of the Personnel Council 2013-14 were Scott Ashmann, Adolfo Garcia, David Voelker, Michael Zorn, and Georjeanna Wilson-Doenges (Chair).

The members of the Personnel Council believe the Council to be effective and useful in the role of evaluating tenure candidates from the broader perspective of the university faculty as a whole. The members of the Council also feel that the evaluation of tenure candidates by this group is an important recognition of the candidates' career accomplishments and serves to reinforce that their efforts are noticed and appreciated.

This year we discussed and made suggestions for revision to the SoTL proposal that went to the Faculty Senate and endorsed the revised motion (with one abstention) in the fall.

The Chair of the Personnel Council also represented the Council at the first Shared Governance Conference in the spring.

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

Gaurav Bansal
Caroline Boswell
Michael Knight
J. Vincent Lowery
James Loebel
Sampath Ranganathan
Gabriel Saxton-Ruiz
Christine Vandenhouten
Lora Warner

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

Kimberly Baker

3. The Council recommended two candidates each from the Social Sciences, Arts and Humanities, and At-Large for election to the Committee on Committees and Nominations.

Georjeanna Wilson-Doenges, Chair, Personnel Council
Personnel Council – 2013-14 Annual Report

General Education Council

Council Members: Jeff Entwistle (Chair), Heidi Fencl, Woo Jeon, Hye-Kyung Kim, William Lepley, Christine Smith, Donna Ritch (Associate Dean LAS/General Education), Andrew Kersten (Associate Provost for Academic Affairs)

This was perhaps one of the busiest years the GEC has had in quite some time given our transition to a new General Education Program beginning in Fall 2014. What is most unique for our campus is not simply the transition into a new General Education model but the fact that General Education will now undergo regular program Assessment just as all other academic programs on campus.

2013/2014 GEC

- The GEC reviewed 38 various course proposals that included 15 new Freshman Seminars. (A complete list of course proposals is listed below)
- Reviewed General Education Transition forms for approximately 298 courses
- Developed and edited Measureable Learning Outcomes in conjunction with Provost's Special Assistant for Assessment Jeni Mokren.
- Advised Jeni Mokren regarding the Development of the future General Education Assessment plan

Every general education course that had been offered previously that programs were interested in continuing to offer as a General Education course had to be reviewed under the new lens of general education measurable outcomes and for the inclusion of embedded skills development. Essentially all of the approximately 298 general education courses that are now listed in the undergraduate catalog had to undergo a transition form review by the GEC this past year. It should be noted that all Travel Courses and areas of Applied Music Study are listed only once and also that number only includes one listing per program in the area of Freshman Seminars and yet many programs offer more than one. Additionally it should be noted that since the Capstone Experience was not going to be needed for students right away in this new development that the GEC expects most of those proposals during the 2014/2015 academic year as only six Capstone Courses were included in that list of 298 courses mentioned previously. A mapping form was used simply to keep track of those 298 plus courses. Every course transition form would request which category the course should be listed under and which of the various skills students would develop in taking that course. The skills include: Interdisciplinarity, Communication, Problem Focused study, Information Literacy, Quantitative Thinking, and Writing Emphasis. It should be noted that the Writing Emphasis component remains essentially unchanged. Current courses that wanted to continue as Writing Emphasis courses were able to continue without review although reminders will be sent as the GEC did discover some syllabi that do not comply with the First Writing Assignment and a required faculty response sometime within the first four weeks of the semester. The Writing Emphasis courses were not included in the 298 general education courses mentioned previously. One are3a that may occasionally offer some confusion is the area of Quantitative Thinking and Quantitative Literacy. In the initial proposal brought to the Faculty Senate Quantitative Thinking was listed solely as an area of skills development. The Senate felt it was important enough that this skill should be included in a specific one-course requirement as well. So it is possible that some courses may include Quantitative Thinking as one of the embedded skills but it may not be listed as meeting the Quantitative Literacy Competency.

Given the fact that the General Education Program will indeed function a lot more like a program with regular assessment and program review it has been recommended that the Dean of LAS recognize and support the Chair of future GEC's with a reassignment as chair just like chairs of other academic programs. The GEC developed the measurable outcomes that would be used for assessment of the

program for all of the various areas of the General Education Program (Breadth – Sustainability – Ethnic Studies – Global Culture – Freshman Seminars – Capstone Experience). In conjunction with the Provost’s Special Assistant for Assessment Jeni Mokren and a selected member of the GEC there was ongoing work taking place with the General Education Measureable Learning Outcomes. Based on National Data and enlightenment at some national conferences the GEC’s version of the outcomes were simplified (Most had multiple points collapsed into one which will better streamline the Assessment process based on current national trends.)

I must say this was one of the most collegial and enjoyable committees to serve on in my thirty years at UW-Green Bay. I worked with extraordinary colleagues who were always in good spirits and were both willing and ready to work hard and we were always quite thorough even if sometimes we were forced to work a little faster than we are accustomed to. I would be remiss if I did not also mention the support and guidance we received from the Dean and Associate Dean of LAS. Dean Furlong also saw to it that each member of the GEC received some overload compensation due to the sheer scale of the work the GEC had undertaken during this process. It was an incredibly busy and yet very rewarding process.

List of Course Proposals for 2013/2014

Prefix	NO.	Title	Action	Budget UNIT	Interdisp Chair	CLAS DEAN	GEC
HUM DEV	198	Fingernails on the Chalkboard? How Education Shapes Us	FYS	HUD	Vespia	10/03/13	10/01/13
NUT SCI	485	Medical Nutrition Therapy II	Modify GE	HUB	Johnson	10/03/13	10/01/13
COMM	440	Service Learning in Conflict Resolution	New Course	ICS	Abbott	10/07/13	10/01/13
BIOL	307	Cell Biology	Remove WE	HUB	Johnson	10/03/13	10/01/13
HUMSTUD	198	Wild: Nature and Modern Culture	FYS	HUS	Coury	12/04/13	10/31/13
UR RE ST	198	FYS City Life n Sitcoms	FYS	URS	Nesslein	12/04/13	10/31/13
PSYCH	390	Environmental Psych	GenEd Designation	HUD	Burns	12/04/13	10/31/13
HISTORY	220	American Environmental History	New Course	HUS	Coury	12/04/13	11/26/13
CHEM	102	Exploring Chemistry	Experimental	NAS	Katers	12/04/13	11/26/13
ENGLISH	305	Novel Writing Workshop	New Course	HUS	Coury	02/03/14	11/26/13
ENGLISH	312	Topics in Creative Writing	New Course	HUS	Coury	01/31/14	11/26/13
ENVSCI	469/ 669	Conservation Biology	Periodicity, Prereq, GenEd	NAS	Katers	12/05/13	11/27/13
ENVSCI	303	Conservation of Natural Resoures	Title, Catalog Descrip, prereq, GenEd	NAS	Katers	02/03/14	12/20/13
COMM	477	Social Media Strategies	New Course	ICS	Abbott	02/03/14	01/28/14
COMM SCI	301	Foundations for Social Research	GenEd Designation	SOC WORK & DJS	Sallmann & Austin	01/30/14	01/28/14
ART	355	Intermediate Textiles	GenEd Designation	AND	Mokren	01/31/14	01/28/14
SPANISH	328	Intro to Cultural Studies in Spanish	New Course	HUS	Coury	01/30/14	01/28/14
GEOSCI	198	Nature and American History	FYS	NAS	Katers	01/30/14	01/28/14

PHYSICS	198	Introduction to the Physics of Space Programs	FYS	NAS	Katers	01/30/14	01/28/14
FNS	198	From Disney's Pocahontas to the NFL: Stereotypes and Realities of First Nations People	FYS	HUS	Coury	01/30/14	01/28/14
NUT SCI	198	Food for The Health and Sustainability	FYS	HUB	Johnson	02/17/14	02/13/14
INFO SCI	198	Working at Play: Survey of Video Game Theory and Design	FYS	ICS	Abbott	02/17/14	02/13/14
ENV SCI	339	Science Writing	New Course	NAS	Katers	03/11/14	03/06/14
PSYCH	494	Senior Capstone in Psychology	New Course	HUD	Burns	03/11/14	03/06/14
UR RE ST	198	Economics of Sustainability	FYS	URS	Nesslein	03/11/14	03/06/14
PHYSICS	104	Fundamentals of Physics II	GenEd Designation	NAS	Katers	03/13/14	03/06/14
DJS	198	We Don't Need No Education! Or Do We? The Problem of the American Edu System Past and Present	FYS	DJS	Austin	03/11/14	03/06/14
NURS	492	Global Health:Ethics & Human Rights	GenEd Designation	NRSG	Gallagher Lepak	3/4/14 SM; 3/11/14 SF	03/06/14
MUSIC	198	Music in Film	FYS	MUSIC	Grosso	3/11 SF 4/28/14	04/01/14
PHILOS	198	Calvin and Hobbes Explore the Philosophical World	FYS	HUS	Coury	3/26 SF 4/28/14	04/01/14
HUS	198	The Madman in the Blue Box: Doctor Who?	FYS	HUS	Coury	3/26 SF 4/28/14	04/01/14
FNS	283X	First Nations Youth Project: A service Learning Experience	Experimental	HUS	Coury	3/11SF 4/10/14	04/10/14
ENV SCI	198	Let's Go Native: Conservation Biology in Practice	FYS	NAS	Katers	4/18 SF 5/2/14	05/01/14
HUM STUD	198	FYS Brush Up Your Shakespeare: Originals and Adaptations	New Course	HUS	Coury	5/13 SF 5/15/14	05/15/14
ART	198	FYS Asian Art	New Course	AND	Mokren	06/14/14	06/14/14
SPANISH	226	Composition and Conversation II	Status & GenEd Designation	HUS	Coury	02/24/14	2/13/2014 w/modifications
UR RE ST	198	Literature and the Urban Experience	FYS	URS	Nesslein	02/17/14	2/13/2014 w/modifications
ENV SCI	467/667	Ecological and Enviro Methods and Analysis	Title, Description, x-Listing, Field	NAS	Katers	03/13/14	3/6/2014 w/modifications

Graduate Studies Council

Members: Mathew Dornbush (Chair); Kevin Fermanich, Scott Furlong; Doreen Higgins; John Katers; Tim Kaufman; Sue Mattison; Matt Peter (graduate student); David Radosevich; Janet Reilly

Regularly Invited Guests: Amanda Hruska; Mary Valitchka

In its second year, the Graduate Studies Council met seven times. The council regularly invited two additional people to its meetings: Amanda Hruska and Mary Valitchka. Over the academic year, it discussed the following:

- Reviewed guidelines for international student admissions.
- Discussed the need for courses to be searchable by graduate program, not course prefix within the Schedule of Classes.
- Conducted ImageNow training for the graduate admission process.
- Discussed structure of Graduate Studies Campus Visit Day.
- Discussed need for developing program specific enrollment strategies and targets.
- Discussed need to develop Graduate Student Alumni surveys.
- Discussed need for structural changes to the GSC (one versus two committees to better mimic undergraduate AAC and Chairs model).

The GSC also completed the following:

- Adopted a Continuation Policy and fee for graduate students who have completed all coursework, but not their thesis or final projects.
- Approved curricular changes, including CPS 96, CPS 97, a Z-GSC form for the ES&P program, CLAS 436, CLAS 546, CLAS 551, CLAS 553, CLAS 554, CLAS 556, CLAS 559, CLAS 564, CLAS 565, CLAS 567, CLAS 568, CLAS 589, and CLAS 596.
- Developed Dual Level Course guidelines.
- Established a graduate program/certificate growth sub-committee.
- Adopted e-forms for GR1-GR4 forms, and instructor approved course forms.
- Ushered a code change for section 53.12 through faculty senate allowing for faculty voting within more than one graduate program.
- Completed a Graduate Studies promotional video.
- Developed limited funds to support graduate student conference attendance.

Respectfully submitted,

Mathew Dornbush
Chair Graduate Studies Council

Committee on Committees and Nominations

Members of the CCN 2013-14 were Kim Baker (Fall semester), Adolfo Garcia (Chair), Katia Levintova, Pao Lor, Steve Meyer (Spring semester replacement), and Ellen Rosewall.

The members of the CCN believe the committee continues to be an important component to ensure that faculty time is used wisely and efficiently, and takes into account faculty preferences to serve on university-level committees and councils. The periodic review of charges and mandates of each committee is also necessary. This past year was not different as we made revisions and changes to several committees. The interaction between the CCN and various other groups, including the SOFAS Office, University Committee and Faculty Senate, ensures an open and transparent review of decision-making.

1. The CCN made changes and administered the faculty preference survey.
2. The CCN created ballots based on the preference survey for all elective committees.
3. The CCN created eligible candidates for appointive committees.
4. The CCN reviewed and successfully made necessary changes to the Academic Actions Committee charge.
5. The CCN reviewed, made revisions, and helped the now defunct Library Instructional Council to be separated into two new standing committees: Learning Technology Collaborative Committee and the Library Advisory Committee.
6. The CCN worked closely with the SOFAS office to resolve ongoing and unforeseen changes in eligible faculty members on committees. For example, as Greg Davis made the transition to his new position as Associate Provost of Academic Affairs.

Respectfully Submitted by

Adolfo J. Garcia, Chair, Committee on Committees on Nominations
CCN 2013-14 Annual Report

Committee on Rights and Responsibilities

Committee Members: Profs. Kate Burns, Mike Draney, Tim Kaufman, and Jennifer Mokren

The Committee on Rights and Responsibilities met once during the fall 2013 semester to review its charge and elect a Chair (K. Vespia).

The Committee had questions at that time about a legal interpretation issue related to Chapter 6 hearing procedures based on work and the report of the CRR from 2012-13 (see that report for detail). The Chair contacted Dan Spielmann, who did some brief consultation with UW System Legal. Their response was that a code change was probably not necessary based on a single attorney's opinion/interpretation from last year.

The Committee also discussed whether clarification on what constitutes a faculty member's duties would be helpful when hearing cases. Although not initiated or pursued by the CRR itself, the issue and a list of potential duties came before Faculty Senate this year and appears to be scheduled for further discussion/work for 2014-15. Next year's CRR may wish to weigh in on that proposal.

There were no hearings before the Committee this year and no additional business. The Chair thanks the committee members for their efforts and their willingness to serve on what is an important committee that often faces very daunting and time-consuming work.

Kristin Vespia, Chair
Committee on Rights and Responsibilities

FACULTY APPOINTIVE STANDING COMMITTEES

Academic Actions Committee

The Academic Actions Committee for 2013-2014 was comprised of: Yunsun Huh (chair, DJS), Michael McIntire (NAS), Alison Stehlik (ART), Linda Toonen (ENG COMP), Darrel Renier (ex officio and therefore not voting) and Amanda Hruska (ex officio, and therefore not voting).

The Committee met three times during the 2013-14 academic year: December 5, 2013, January 13, 2014 and June 2, 2014. An August 27, 2013 meeting was scheduled but no appeals were brought forward so the meeting was not held.

At the December 5, 2013 meeting minor changes to academic policy were discussed, but no changes were recommended for implementation. Also, a change regarding the charge of committee was discussed and recommended for change. The change in the charge was presented at the Faculty Senate Meetings held February 19 and March 14 by Yunsun Huh, chair of the Academic Actions Committee. The change of the charge was approved by the Committee on Committees and Nominations, the University Committee and the Faculty Senate meeting on March 14.

The charge of the Academic Actions Committee was changed in 2013-14 as follows: First, the structure of voting membership changed; the number of student members was reduced from three to one and two staff members from student services were added. The student representative is appointed per meeting by the Student Government Association President, and when possible, continuity is encouraged. The staff members are appointed by the unanimous agreement of both ex officio board members for a term of one year. Second, faculty appointment terms are extended from two to three years and the Chair's term is extended from one to two years.

At the January 13, 2014 meeting, 6 student appeals were considered. 5 were approved, 1 was denied. At the June 2, 2014 meeting 5 student appeals were considered. All 5 were approved. 3 students were initially considered in the meeting. After June 2, two additional students appealed after the deadline for consideration had passed. The committee considered their appeals, although the deadline had passed. Email and telephone correspondence regarding the students' appeals facilitated the discussion and both students were approved.

No other actionable items were considered in 2013-2014.

Approved calendar for 15-16 academic year.

Respectfully submitted,
Yunsun Huh, Chair
Academic Actions Committee

Individualized Learning Committee

Members: Gaurav Bansal; James Coates; Carol Emmons; Clifton Ganyard; Pamela Gilson; Uwe Pott, Donna Ritch

The Individualized Learning Committee met two times during the 2013-2014 school year.

At the first meeting (Nov 7, 2013) in the fall semester, Gaurav Bansal was elected chair and reviewed the charge.

At the second meeting (Dec 10, 2013) the committee approved the Matthew Nichols proposal for an Individualized Major in Environmental Engineering.

There was only one proposal for review this year.

Gaurav Bansal, Chair
Individualized Learning Committee

Intercollegiate Athletics Committee

The IAC meet 4 times during the Fall 2013 through Spring 2014 academic year. Committee members were Patricia Terry (chair), Jennifer Lanter, Patrick Sorelle, James Coates, Jeff Willems, Wayne Resch, Gabriel Ruiz-Saxton. Donna Ritch, Dan McIver, Debbie Kirch, and Mary Ellen Gillespie represented athletics.

The committee received reports from the Director of Athletics summarizing the AD search, a new Statement of Expectations for coaches, Title IX and other NCAA compliance issues, the annual academic report for student athletes, Phoenix Fund campaigns, addition of schools to the Horizon League, and new hires and open position in the UWGB athletics department.

Of greatest note, a new athletic director, Mary Ellen Gillespie, started at UWGB. At the end of the year, the Assistant Athletics Director position became available with the departure of Debbie Kirch.

Report submitted by Patricia Terry

COMMITTEES APPOINTED BY THE PROVOST

Committee on Disability Issues

Members of the Committee on Disability Issues for the 2013-14 school year included Heidi Sherman (faculty), Brenda Tyczkowski (academic staff), Jayne Kluge (classified staff) and Mike Crum student representative. Ex-official members – Dana Daggs, Human Resources and Affirmative Action Representative; Paul Pinkston, Director of Facilities Management; Lynn Niemi, Coordinator of Disability Services; and Greg Smith, Americans with Disabilities Act Compliance Coordinator served on this committee as ex-official members. Lynn Niemi and Greg Smith served as co-chairpersons.

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

Areas the committee addressed this year were as followed:

- **Student Services Entrance** – The Co-Chairs met with the Admissions Office, Public Safety and Facilities Management to determine how to make sure our guests who come for a tour are able to get to the Student Services Building with the closest entrance since the path in front entrance is not accessible due to the sloop. It was determined to put an Admission's Visitor Sign in the Student Union Service Lot on one of the 15 minute parking stalls. When Admission's needs the accessible parking spot they can use it, otherwise it is a 15 minute parking spot. A sign to direct individuals to the Admission's Office was painted at the Student Services Building entrance.
- **Wood Hall Signage** – The path outside of Wood Hall had signage put up to direct individuals to the accessible path.

The areas the committee would like to further evaluate for the 2014-15 year are as followed:

- ADA Assessment of our campus policies
- Review the accessibility of the Shorewood Golf Course

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

Institutional Animal Care and Use Committee

The 2013-14 season for the UWGB -IACUC has been completed.

A number of proposals involving fishes, birds, frogs, and small wild mammals were submitted for renewal and approved.

Our committee (Patrick Forsythe- GB faculty, Le Zhu- GB faculty, Dennis Lorenz- GB faculty/Chair, Jill Fermanich- GB Safety Inspector, Thomas Baye- Green Bay naturalist, and Patrick Warpinski- Green Bay veterinarian), convened and conversed mostly by email this year with excellent results.

Finally, the animal laboratory in LS was inspected July, 2014 and found to be reasonably clean and well equipped.

Sincerely,

Dennis Lorenz Ph.D.
Chair of the IACUC
Associate Professor of Psychology
UWGB

Institutional Review Board

Meetings: During the 2013-2014 academic year, the IRB met 8 times. Not all scheduled meetings were held as there were months when there were no proposals requiring committee approval, i.e., requiring full IRB board review. The meetings were held on Tuesday (early) afternoon, and they generally lasted around 1.5 hours.

Proposal Submissions:

As of this writing, there were 85 requests for reviews submitted to the IRB (see attached summary). Seven were submitted in the summer (2013-14), Thirty eight were submitted in the Fall (2013) and 40 in the Spring (2014). The submissions for review include (mostly) new research proposals, but there were several requests for approval of modifications and/or extensions of previously approved proposals. The majority of the proposals were submitted as "expedited" or "exempt" status and reviewed by the IRB chair. One submitted proposals was deemed "non-research" and was not reviewed. As of this writing, 6 proposals await final approval contingent on the PI providing follow-up information as requested by the IRB.

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

In addition to reviewing proposals, a number of requests to conduct research using UW-Green Bay students/facilities were made. While these requests come under the jurisdiction of Dan McCollum, he and James Marker worked together to facilitate providing the needed affiliation agreement required (by their IRBs). The records of such are within the IRB e-mails.

New Proposal Submission Document

The IRB approved a new proposal submission document. Finalizing the contents of this document was clearly the most significant effort of the chair and committee, and it is the result of a 2-3 year effort to make the submission document clear, complete and efficient. Use of the document will be instituted for the 204-15 academic year.

At one point, the IRB considered looking at different submission mechanisms, including an electronic submission option that would involve a web form and/or the use of Qualtrics. It was decided that a first step would be to redesign the document and look at e-submissions options in the future.

IRB e-mail account:

A designated e-mail account for the IRB was setup (Chair has access). This will help clarify communications and also be important as a record keeping tool, e.g., checking on a proposal approved by a former chair.

Tracking New Policies: Chair Marker continues to track any IRB policy changes by adding them to the UW_Green Bay IRB POLICIES AND PROCEDURES MANUAL. Specifically, any changes or updates to IRB policies would be added to that document along with the date of approval. New policies from this year have been added.

IRB Web Page revision:

Several changes were made to the IRB web site. These included additional of samples documents and/or language to be used in proposals, and descriptions/links to new IRB policies.

- Examples of Informed Consents
- Examples of using the first question in Qualtrics as informed consent (and a “forced answer” question)
- Examples of Qualtrics use of navigating to a second survey to obtain personal information needed for “rewards”

Proposal Reviews – sharing the wealth:

Reviewing proposals falls mostly on the shoulders of the IRB chair. Even with a very systematic (e-mail merge) mechanism to handle this responsibility, it continue to be time consuming. This year each person on the committee reviewed 2-3 proposals. This not only reduced the workload for the chair, but it gave opportunity to committee members to better understand their role and the review process.

IRB members:

Overall, the members of this [2013-2014](#) IRB demonstrated extreme professionalism, commitment, and competence in carrying out the important charge of this body. Members included Atife Caglar, Adam Gaines, James Marker (Chair), Robert Nagy, Mark Kiehn, Adam Warpinski (community member), and Jill Fermanich (Ex Officio, Safety Officer). They came to meetings prepared, and they approached the task of reviewing proposals in a spirit of problem-solving and collegiality. They were also willing to review several expedited proposals (per previous description). They are to be commended for their efforts to facilitate the ethical treatment of human subjects participating in research conducted at UW-Green Bay! In addition, Associate Vice-Chancellor, Dan McCollom was a strong advocate and involved administrator for the IRB. He was in attendance for most of the meetings.

It should be noted that J. Marker and Dan McCollum had several discussions on the make-up of the IRB with respect to alternate members (and the need to have a full quorum). Additionally, the presence of Chris Paquet proved to be valuable in many of the ethical/legal issues that came up in discussion during the meeting, and J. Marker would recommend his presence on the IRB. Mr. Adam Warpinski was one time quite active on the committee, but has not been an active participant over the past two years. It is recommended that another “community member” be selected.

Human Subjects Training:

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

What “Research” should be reviewed by the IRB at UW-Green Bay?

Proposals from Masters in Social Work. Per federal guidelines, the thesis projects undertaken by students in the combined UW-Green Bay- UW-Oshkosh Masters in Social Work program do not need to be reviewed by the IRB. The recent tradition of UW-Green Bay faculty involved in this program has to request that these student-projects have IRB approval. Because the workload to do these reviews is considerable, and because the proposals do not (technically) require IRB approval, it was decided (with an approved motion) to review these project-proposals on a “review only” basis. The “review-only” review involves a one-time review with (if needed) subsequent suggestions for making the research acceptable per IRB standards. Once the review is done, there is no further communication and/or follow up regarding the research. A faculty member within this program was concerned that full/official IRB approval was needed for these research projects. However, based on information presented at a meeting with Doreen Higgins to review the Green Bay - Oshkosh requirements for these student-projects, it was mutually agreed that the “review-only” policy is satisfactory (and probably not even necessary) for these student research projects. These proposals are designated with a code of “RO” and are listed (see below) as “not approved”.

The formation of the new UW-Green Bay graduate program in social work will likely be a factor in if/how such proposals are reviewed in the future.

All Proposals submitted for IRB review July 1, 2013 to July 31, 2014

Note – most proposals that indicate “not approved” were from Masters in Social work students for whom official approval was not needed. Others, are still in the review process.

"Emotional Intelligence (EI) and Nursing Leadership Styles Among Nurse Managers", (Sm-1-13) - Dr. Brenda Tyczkowski and co-investigator(s) Sylvia Kubsch PhD, Christine Vandenhouten PhD, Janet Reilly DNP & Raelynn Jakkola BSN. Submitted on Jun-27-2013 for expedited review. Reviewed by J. Marker. Approved on Jul-02-2013 as expedited.

"Program Evaluation Impact survey", (Sp_13-48) - Dr. Lora Warner. Submitted on May-03-2013 for expedited review. Reviewed by J. Marker. Approved on May-17-2013 as expedited.

"Exploring Jordanian Parental Ethnotheories: Online Research", (Sp_13-42) - Dr. Jill White and co-investigator(s) Kate Darnell. Submitted on Apr-16-2013 for expedited board review. Currently NOT approved.

"Exploring Divergent Developmental Pathways in Jordan: Student Observations", (Sp_13-43) - Dr. Jill White and co-investigator(s) Page Beyersdorf, Bonnie Calow, Kate Darnell, Cherie Elm, Karlie Francour, Tiffany Hein, Vicki LaPorte, Ashley Rieth. Submitted on Apr-16-2013 for exempt board review. Currently NOT approved.

"Data mining as a method to assess the success of asynchronous online discussions.", (F_13-1) - Vicki Medland. Submitted on Aug-09-2013 for exempt review. Reviewed by J. Marker. Approved on Sep-06-2013 as expedited.

"Information literacy instruction in First Year Seminar Courses.", (F_13-2) - Mitchell Scott and co-investigator(s) Joe Hardenbrook, Paula Ganyard, Debbie Furlong. Submitted on Aug-28-2013 for expedited review. Reviewed by J. Marker. Approved on Sep-16-2013 as expedited.

"The Phoenix GPS Program", (F_13-3) - Dr. Denise Bartell. Submitted on Sep-24-2013 for expedited review. Reviewed by J. Marker. Approved on Oct-09-2013 as expedited.

"University of Green Bay Residential Organics Recycling Survey", (F_13-4) - Dr. Patricia Terry and co-investigator(s) Whitney Passint, Curt Rollman, Kyle Sandmire, Jonathan Logan, Alexis Heim. Submitted on Sep-26-2013 for expedited board review. Currently NOT approved.

"Impression Formation", (F_13-5) - Dr. Kate Burns and co-investigator(s) Brianna Bartoszewski, Kayla Engelhardt, Tiffany Groshek, Kaelee Heideman. Submitted on Sep-27-2013 for expedited review. Reviewed by J. Marker. Approved on Oct-10-2013 as expedited.

"Nature pictures and stress reduction", (F_13-6) - Georjeanna Wilson-Doenges and co-investigator(s) Amarra Bricco. Submitted on Oct-07-2013 for expedited review. Reviewed by Dr. Nagy. Approved on Oct-22-2013 as expedited.

"NSSE 2014 (“Nessie” is the acronym for the National Survey of Student Engagement)", (F_13-7) - Debbie Furlong. Submitted on Oct-03-2013 for exempt review. Reviewed by J. Marker. Approved on Oct-31-2013 as exempt.

"Assessing Blogs", (F_13-8) - Dr. Regan Gurung and co-investigator(s) Kayla Klemm. Submitted on Oct-09-2013 for expedited review. Reviewed by J. Marker. Approved on Oct-21-2013 as expedited.

"Rating the News", (F_13-9) - Dr. Regan Gurung and co-investigator(s) Megan DeKeyser. Submitted on Oct-09-2013 for expedited review. Reviewed by J. Marker. Approved on Oct-21-2013 as expedited.

"Learning Techniques and Academic Performance", (F_13-10) - Dr. Regan Gurung and co-investigator(s) Brianna Bartoszewski. Submitted on Oct-09-2013 for expedited review. Reviewed by J. Marker. Approved on Oct-19-2013 as expedited.

"Kewaunee County Transportation Needs Assessment", (F_13-11) - Dr. Gail L Trimberger and co-investigator(s) Social Work students in SW 461-Program Evaluation I course. Submitted on Oct-10-2013 for expedited review. Reviewed by Dr. Kiehn. Approved on Oct-31-2013 as expedited.

"The influence of both family and sex education on first sexual intercourse.", (F_13-12) - Dr. Christine Smith and co-investigator(s) Becky Senn. Submitted on Oct-10-2013 for full review. Reviewed by com. Approved on Nov-21-2013 as full.
"Ethics and Boundaries: Regional Concerns", (F_13-13) - Dr. Gail L Trimberger and co-investigator(s) Joan M. Groessl. Submitted on Oct-14-2013 for expedited review. Reviewed by Dr. Gaines. Approved on Oct-31-2013 as expedited.
"Emotional Contagion", (F_13-14) - Dr. Ryan Martin and co-investigator(s) Timothy Zietz, Amarra Bricco, Elisabeth Gehrke, Kate Darnell, Kathryn Ledvina, KaNisha Flemming. Submitted on Oct-14-2013 for expedited review. Reviewed by Dr. Cupit. Approved on Oct-22-2013 as expedited.
"Studying Effects of What We See and Hear", (F_13-15) - Dr. Regan Gurung and co-investigator(s) Elisabeth Gehrke. Submitted on Oct-15-2013 for expedited review. Reviewed by J. Marker. Approved on Oct-31-2013 as expedited.
"Exploration into the physics self-efficacy of Millennial students", (F_13-16) - Dr. Heidi Fencl. Submitted on Oct-17-2013 for exempt review. Reviewed by Dr. Caglar. Approved on Nov-01-2013 as exempt.
"Teaching Medium (Hybrid, Online and Face-to-Face), Student Engagement and Learning Outcomes: The Role of Students' Personality", (F_12-23_Ren_F_13-17) - Dr. Gaurav Bansal. Submitted on Oct-17-2013 for expedited review. Reviewed by J. Marker. Approved on Oct-22-2013 as expedited.
"Film, Thought Intrusion, & Learning", (F_13-18) - Dr. Regan Gurung and co-investigator(s) Jennifer Panske, Kayla Klemm, Lisa Gehrke, Brianna Bartoszewski, Breanna Olson, and Megan DeKeyser. Submitted on Oct-21-2013 for expedited review. Reviewed by Com. Approved on Nov-21-2013 as full.
"Trust Violation and Rebuilding: The Role of Attribution", (F_13-19) - Dr. Gaurav Bansal. Submitted on Oct-29-2013 for expedited review. Reviewed by Dr. Nagy. Approved on Nov-12-2013 as expedited.
"Video Impressions", (F_13-20) - Dr. Kate Burns and co-investigator(s) Brianna Bartoszeweski, Kayla Engelhardt, Tiffany Groshek, Kaelee Heideman. Submitted on Oct-30-2013 for expedited review. Reviewed by Dr. Cupit. Approved on Nov-12-2013 as expedited.
"Online Anger Consequences", (F_13-21) - Dr. Ryan Martin and co-investigator(s) Timothy Zietz, Amarra Bricco, Elisabeth Gehrke, Kate Darnell, Kathryn Ledvina, KaNisha Flemming. Submitted on Nov-04-2013 for expedited review. Reviewed by J. Marker. Approved on Nov-15-2013 as expedited.
"Improving Health In Schools", (F_13-22) - Dr. Regan Gurung and co-investigator(s) Jennifer VanDenElzen and Melinda Morella. Submitted on Nov-04-2013 for full review. Reviewed by com. Approved on Nov-21-2013 as full.
"Impact of Music on Perceived Exertion During Exercise", (F_13-23) - Dr. James Marker and co-investigator(s) Brenda Peebles, Nick Burgraff. Submitted on Nov-04-2013 for expedited review. Reviewed by Dr. Gaines. Approved on Nov-12-2013 as expedited.
"Emotional Intelligence (EI) and Nursing Leadership Styles Among Nurse Managers", (Sm-1-13_Amend_F_13-24) - Dr. Brenda Tyczkowski and co-investigator(s) Sylvia Kubsch PhD, Christine Vandenhouten PhD, Janet Reilly DNP & Raelynn Jakkola BSN. Submitted on Jun-27-2013 for expedited review. Reviewed by J. Marker. Approved on Nov-06-2013 as expedited.
"After School Care for Students with Special Education Needs: A Parental Perspective", (F_13-25) - Dr. Jenell Holstead and co-investigator(s) Samantha Zweerink. Submitted on Nov-06-2013 for exempt review. Reviewed by J. Marker. Approved on Nov-26-2013 as exempt.
"Emotional Contagion", (F_13-14_addend) - Dr. Ryan Martin and co-investigator(s) Timothy Zietz, Amarra Bricco, Elisabeth Gehrke, Kate Darnell, Kathryn Ledvina, KaNisha Flemming. Submitted on Oct-14-2013 for expedited review. Reviewed by Dr. Cupit. Approved on Oct-22-2013 as expedited.
"Impact of PowerPoint Text on Student Grades and Perceptions", (F_13-26) - Dr. Jenell Holstead. Submitted on Nov-20-2013 for exempt review. Reviewed by J. Marker. Approved on Dec-10-2013 as expedited.
"Studying Perceptions of Outfits", (F_13-27) - Dr. Regan Gurung and co-investigator(s) Breanna-Rose Olson. Submitted on Nov-25-2013 for expedited board review. Currently NOT approved.
"Gender Issues in Teaching and Learning in Political Science Classrooms", (F_13-28) - Dr. Katia Levintova. Submitted on Nov-29-2013 for exempt review. Reviewed by J. Marker. Approved on Feb-13-2014 as exempt.

<p>"Study Techniques Study", (F_13-29) - Dr. Regan Gurung and co-investigator(s) Dr. Sawa Sensaki, Dr. Dean Von Dras. Submitted on Dec-04-2013 for expedited review. Reviewed by J. Marker. Approved on Dec-03-2013 as expedited.</p>
<p>"Perceptions of Mediator Power", (F_13-30) - Dr. Adolfo Garcia and co-investigator(s) Derick Wollner, Samantha Greener. Submitted on Dec-11-2013 for exempt review. Reviewed by J. Marker. Approved on Feb-13-2014 as exempt.</p>
<p>"BSW Field Blog Pilot Project", (F_13-31) - Dr. Gail Trimberger. Submitted on Dec-16-2013 for expedited review. Reviewed by J. Marker. Approved on Jan-16-2014 as expedited.</p>
<p>"UW-Green Bay College Credit in High School Program --1 Year Alumni, 4 Year Alumni, Principal, Teacher, and Guidance Surveys", (F_13-32_MOD_F-11-6) - Mr. Trenton Sorensen. Submitted on Sep-26-2011 for exempt review. Reviewed by J. Marker. Approved on Jan-08-2014 as exempt.</p>
<p>"Impact of Social Work Ethics Course on Ethical Decision Making", (F_13-33) - Dr. Joan Groessl and co-investigator(s) Jessica Keyzer. Submitted on Dec-12-2013 for expedited review. Reviewed by J. Marker. Approved on Jan-16-2014 as expedited.</p>
<p>"THE USE OF METACOGNITION IN UNDERGRADUATE EDUCATION", (F_13-34) - Dr. Regan Gurung and co-investigator(s) Raechel N. Soicher. Submitted on Dec-18-2013 for expedited review. Reviewed by J. Marker. Approved on Jan-22-2014 as expedited.</p>
<p>"Studying Metacognition In Undergraduate Students", (F_13-35) - Dr. Regan Gurung and co-investigator(s) Raechel N. Soicher. Submitted on Dec-18-2013 for expedited review. Reviewed by J. Marker. Approved on Jan-21-2014 as expedited.</p>
<p>"Capturing Model Teacher Criteria", (F_13-36) - Dr. Regan Gurung and co-investigator(s) Aaron Richmond (Metropolitan State University of Denver) and Guy Boysen (McKendree University). Submitted on Dec-18-2013 for exempt review. Reviewed by J. Marker. Approved on Jan-16-2014 as exempt.</p>
<p>"Integration into Mainstream Society: A Community Study of Somali Refugees in Mid-western City", (F_13-37) - Dr. Tohoro F. Akakpo and co-investigator(s) James R. Brown, PhD and Ibrahim Sheikh. Submitted on Dec-13-2013 for expedited review. Reviewed by J. Marker. Approved on Jan-16-2014 as expedited.</p>
<p>"IS?: Gender Identity and Ambiguity", (F_13-38_Ren-Sm-1-12) - Dr. Dan Meinhardt and co-investigator(s) Dr. Angela Bauer. Submitted on Aug-03-2012 for expedited review. Reviewed by J. Marker. Approved on Nov-14-2013 as expedited.</p>
<p>"Readability of EPA Educational Documents: The First Tool Of Environmental Regulatory Compliance", (S_14-1) - Dr. Laurel Phoenix and co-investigator(s) Alek Majeski. Submitted on Dec-20-2013 for expedited review. Reviewed by J. Marker. Approved on Feb-26-2014 as expedited.</p>
<p>"Cultivating Deep Reading Practices and Interdisciplinary Literacy", (S_14-2) - Dr. Alison Staudinger. Submitted on Jan-07-2014 for expedited review. Reviewed by J. Marker. Approved on Jan-13-2014 as expedited.</p>
<p>"The impact of a diversity course on MSW students' levels of cultural competncy.", (F_13-38_Mod_S-01_1N) - Dr. Jolanda Sallmann and co-investigator(s) Dr. Akakpo and Dr. Himmelheber. Submitted on Dec-16-2013 for exempt review. Reviewed by c. Approved on Jan-13-2014 as expedited.</p>
<p>"Managing Invisible Stigmas: Sexuality in the Workplace", (S_14-3) - Dr. Meir Russ and co-investigator(s) Mitchell Spaeth. Submitted on Jan-19-2014 for full review. Reviewed by c. Approved on Mar-07-2014 as full.</p>
<p>"Learning in a Social Work Ethics Course: Cohort Student Perceptions", (S_14-4) - Dr. Joan Groessl and co-investigator(s) Claire Faville and Alicia Wheeler. Submitted on Jan-21-2014 for expedited review. Reviewed by J. Marker. Approved on Jan-22-2014 as expedited.</p>
<p>"Social Evaluation of Infants (SEI) project", (S_14-5) - Dr. Sawa Sensaki and co-investigator(s) Yuki Shimizu. Submitted on Feb-08-2014 for full review. Approved on Feb-25-2014 as full.</p>
<p>"LibQUAL +Survey", (S_14-6) - Mitchell Scott and co-investigator(s) Paula Ganyard. Submitted on Feb-10-2014 for expedited review. Approved on Mar-07-2014 as expedited.</p>
<p>"Living with HIV: Quality of Life Studies", (S_14-7) - Dr. Georjeanna Wilson-Doenges and co-investigator(s) Clint Frederic Wiater. Submitted on Feb-13-2014 for full review. Approved on Mar-04-2014 as full.</p>
<p>"NSSE 2014 ("Nessie" is the acronym for the National Survey of Student Engagement)", (F_13-7_Mod_3_4_14) - Debbie Furlong. Submitted on Oct-03-2013 for exempt review. Reviewed by J. Marker. Approved on Mar-04-2014 as exempt.</p>

"Impression Formation", (F_12-5_Mod_3_4_14) - Dr. Kate Burns and co-investigator(s) Brianna Bartoszewski, Tiffany Groshek, Britany Pyatt, Kari Arguello. Submitted on Sep-27-2013 for expedited review. Reviewed by J. Marker. Approved on Mar-04-2014 as expedited.
"Learning Techniques and Academic Performance", (F_13-10_Mod_3_4_14) - Dr. Regan Gurung and co-investigator(s) Brianna Bartoszewski. Submitted on Feb-19-2014 for expedited review. Reviewed by J. Marker. Approved on Mar-04-2014 as expedited.
"Studying Effects of What We See and Hear", (F_13-15_Mod_3_4_14) - Dr. Regan Gurung and co-investigator(s) Elisabeth Gehrke. Submitted on Oct-15-2013 for expedited review. Reviewed by J. Marker. Approved on Mar-04-2014 as expedited.
"Formula Sheet Study", (S_14-8) - Dr. Kate Burns. Submitted on Feb-14-2014 for exempt review. Approved on Apr-04-2014 as exempt.
"Teaching Theories of Public Policy: An Assessment of Teaching and Learning Strategies", (S_14-9) - Dr. David Helpap. Submitted on Feb-24-2014 for exempt review. Approved on Mar-07-2014 as .
"IS?: Gender Identity and Ambiguity", (F_13-38_Mod_Sp_14) - Dr. Dan Meinhardt and co-investigator(s) Dr. Angela Bauer. Submitted on Feb-28-2014 for expedited review. Reviewed by J. Marker. Approved on Mar-07-2014 as expedited.
"Nursing Diagnosis Educational Clinical Suppmi Tool (CST)", (S_14-10) - Dr. Susan Gallagher-Lepak and co-investigator(s) Dr. T. Heather Herdmen. Submitted on Mar-10-2014 for full board review. Currently NOT approved.
"Academic Participation", (S_14-11) - Dr. Regan Gurung and co-investigator(s) Rosie Wysocki. Submitted on Mar-14-2014 for expedited review. Approved on Apr-03-2014 as expedited.
"Extended exploration into the physics self-efficacy of Millennial students", (S_14-12) - Dr. Heidi Fencil. Submitted on Mar-14-2014 for exempt review. Approved on Mar-14-2014 as exempt.
"Cross-cultural help seeking study", (S_14-13) - Dr. Sawa Senzaki and co-investigator(s) Motoko Harihara. Submitted on Mar-18-2014 for expedited review. Approved on Mar-11-2014 as expedited.
"Education and Job Satisfaction of Hospice Social Workers Working with Patients with End-Stage Dementia", (S_14-14) - Dr. Francis Akakpo and co-investigator(s) Dawn Natzke. Submitted on Mar-03-2014 for RO board review. Currently NOT approved.
"Analysis of Cognition Scores: Early Memory Loss Program", (S_14-15) - Dr. Francis Akakpo and co-investigator(s) LaReina Tipping. Submitted on Mar-08-2014 for RO board review. Currently NOT approved.
"An Assessment of the Psychological and Social Outcomes of Attending a Day Camp for Grieving Children", (S_14-16) - and co-investigator(s) Dr. Deirdre Radosevich, Dr. Gail Trim berger, Ms. Olyvia Kuchta. Submitted on Mar-20-2014 for full review. Approved on May-19-2014 as full.
"Psychology and Human Development Student Engagement", (S_14-17) - Dr. Ryan Martin and co-investigator(s) Katy Doll, Kayla Hucke, Taylor Saari, Joselyne Vivas. Submitted on Mar-25-2014 for exempt review. Approved on Apr-15-2014 as exempt.
"Relationship Perceptions", (S_14-18) - Dr. Kate Burns and co-investigator(s) Brittany Pyatt, Tiffany Groshek, Brianna Bartoszewski. Submitted on Mar-26-2014 for expedited review. Approved on Apr-15-2014 as expedited.
"Vegetable Purchase Habits", (S_14-19) - Dr. Debra Pearson and co-investigator(s) Hatsuho Iwamoto, Seunghee Lee. Submitted on Apr-03-2014 for exempt review. Approved on Apr-18-2014 as exempt.
"Learning Techniques and Academic Performance", (F_13-10_Mod_4_11_14) - Dr. Regan Gurung and co-investigator(s) Brianna Bartoszewski. Submitted on Apr-11-2014 for expedited review. Reviewed by J. Marker. Approved on Apr-11-2014 as expedited.
"Cognitive Flexibility and Personality", (S_14-20) - Dr. Christine Smith and co-investigator(s) Megan Fran jose, Rachel Skarsten, Julie Konik, PhD. Submitted on Apr-02-2014 for expedited review. Approved on Apr-18-2014 as expedited.
"Classroom Comfort and Student Success", (S_14-21) - Dr. Regan Gurung and co-investigator(s) Diana Schreck. Submitted on Apr-09-2014 for expedited review. Approved on Apr-21-2014 as expedited.

<p>"Conditional Release Revocation of Mentally Ill Patients", (S_14-22) - Dr. Francis Akakpo and co-investigator(s) Amy Wondra. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"An Evaluation of the Effectiveness of the Homelessness Prevention and Rapid Re-Housing Program RP) in Manitowoc Cotu1ty", (S_14-23) - Dr. Francis Akakpo and co-investigator(s) Erin N. Schultz. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Social Work Professionals' Perception on Risk and Protective Factors among Native American youth in Wisconsin.", (S_14-24) - Dr. Francis Akakpo and co-investigator(s) Julie Archiquette. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Co-occurrence in Child Welfare: Why Are Maltreated Children More Likely to Offend?", (S_14-25) - Dr. Francis Akakpo and co-investigator(s) Kristin Kohls. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Racial Disparity in the Foster Care System in Outagamie County", (S_14-26) - Dr. Francis Akakpo and co-investigator(s) Natasha Watkins. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Assessment of Individuals with Developmental Disabilities and Mental Health Concerns", (S_14-27) - Dr. Francis Akakpo and co-investigator(s) Sarah Tews. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Permanency Round Tables in Marathon County", (S_14-28) - Dr. Francis Akakpo and co-investigator(s) Dawn Perez. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Exploration of Commonalities amongst Brown County Infant Fatalities", (S_14-29) - Dr. Francis Akakpo and co-investigator(s) Ashley Vandermoss. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Effects of Veterans Employment from Post-Deployment", (S_14-30) - Dr. Francis Akakpo and co-investigator(s) Joe Westphal. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Factors of Adolescent Pregnancy in the Fox Valley", (S_14-31) - Dr. Francis Akakpo and co-investigator(s) Kelsey Martin. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Direct Care Staff Perception of the Job at Productive Living Systems", (S_14-32) - Dr. Francis Akakpo and co-investigator(s) Meghan HaelfrisJ. Marker. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Impact of the 2005 Wisconsin Act 126 on the Green Bay Undocumented Community", (S_14-33) - Dr. Francis Akakpo and co-investigator(s) Rosalva Ornelas. Submitted on Apr-11-2014 for RO board review. Currently NOT approved.</p>
<p>"Animals and the Health of Human Beings", (S_14-34) - Dr. Francis Akakpo and co-investigator(s) Jodi Kirklewski. Submitted on Apr-14-2014 for RO board review. Currently NOT approved.</p>
<p>"Aging & Disability Resource Center Consumer Interest in the Lighten UP Program", (S_14-35) - Dr. Francis Akakpo and co-investigator(s) Sheri Mealy. Submitted on Apr-14-2014 for RO board review. Currently NOT approved.</p>
<p>"International Travel Abroad Considerations", (S_14-36) - Dr. Lucy Arendt. Submitted on Apr-18-2014 for exempt review. Approved on May-01-2014 as exempt.</p>
<p>"Wisconsin Boarding School Histories", (S_14-37) - Dr. J P Leary and co-investigator(s) DeLanna Studi, and student investigators (FNS 372). Submitted on May-12-2014 for full board review. Currently NOT approved.</p>
<p>"Review videos", (S_14-38) - Dr. Deirdre RadoseviJ. Marker. Submitted on May-07-2014 for exempt board review. Currently NOT approved.</p>
<p>"Evaluating a Nature-Based 4K Program", (S_14-39) - Dr. Scott Ashmann. Submitted on May-13-2014 for full review. Approved on Jun-11-2014 as full.</p>
<p>"Hospice Employees Expression of their Spirituality", (S_14-40) - Dr. Francis Akakpo and co-investigator(s) Carol Khang. Submitted on May-29-2014 for RO board review. Currently NOT approved.</p>
<p>"Ethics and Boundaries: Regional Concerns", (F_13-13_ren) - Dr. Gail L Trimmerger and co-investigator(s) Joan M. Groessl. Submitted on Oct-14-2013 for expedited review. Reviewed by Dr. Gaines. Approved on Sep-11-2014 as expedited.</p>

<p>"Analysis of student response to an interdisciplinary ethics assignment for RN to BSN and MSW Students", (Sum_14-1) - Dr. Christine Vandenhouten and co-investigator(s) Joan Groessl. Submitted on Jun-10-2014 for exempt review. Approved on Jun-25-2014 as exempt.</p>
<p>"Imagined Histories: Biography, Fiction, and the Challenges of Historical Imagination", (Sum_14-2) - Dr. Eric Morgan. Submitted on Jun-25-2014 for exempt review. Approved on Jul-10-2014 as exempt.</p>
<p>"Open Spaces of Democracy: Connecting Students, Wilderness, and Community", (Sum_14-3) - Dr. Eric Morgan. Submitted on Jun-25-2014 for exempt review. Approved on Jul-10-2014 as exempt.</p>
<p>"Evaluation of Physics Problem Solving Website", (Sum_14-4) - Dr. Heidi Fencl. Submitted on Jul-16-2014 for exempt board review. Currently NOT approved.</p>
<p>"Social Evaluation of Infants (SEI) project", (S_14-5-Mod) - Dr. Sawa Senzaki and co-investigator(s) Yuki Shimizu. Submitted on Feb-08-2014 for full review. Approved on Feb-25-2014 as full.</p>
<p>"Seach@UW Usability Testing", (Sum_14-6) - Mitchell Scott and co-investigator(s) Emily Rogers, Renee Ettinger, Bekky Vrabel, Lindsay Simonsen, and Melissa Piatkowski. Submitted on Jul-11-2014 for expedited board review. Currently NOT approved.</p>

Submitted by Dr. James C. Marker, Chair

Instructional Development Council

Report of activities for the Instructional Development Council for the 2013/14 academic year.

Membership: Alison Staudinger, SS, Caroline Boswell, AH, Christine Vandenhouten, PS, J P Leary, AH, Sampath Ranganathan, PS, Mike Hencheck, NS, Joanne Dolan, instructional Design Coordinator, Regan Gurung, OPID rep, Jennifer Lanter, Director of CATL, John Lyon, NS, co-chair, Kathleen Burns, SS, co-chair.

The full IDC met 7 times during the 2013/14 academic year to conduct the normal business of the council.

Faculty Development Conference

The 2014 Faculty Development Conference was held on January 24th with approximately 75 people in attendance. Assessment issues were the central topic of the conference. The evaluation of the conference identified the desire for a larger contribution to the program by the keynote speaker. The conference continued to have a strong draw from professionals outside of the UWGB faculty. The 2015 Faculty Development Conference was scheduled for Jan 21st with Dr. Diane R. Dean scheduled as the keynote speaker. The changes for the conference next year will be a fee for lunch will be charged and all conference business will be conducted through the CATL office.

Teaching Enhancement Grants

Awards to this program were made both fall and spring semesters. In each case the amount requested was equal to or greater than the amount budgeted for this program. For the spring awards the requirements for the program were clarified to make it explicit that for reimbursement of expenses related to attending a conference that the conference must offer a teaching focused session to qualify under this program. No significant changes were made to the program.

Instructional Development Awards.

As there were no applications for this program in the spring of 2013, the call for applications during the spring of 2014 was not made. The funds for this program were distributed to other programs offered by the IDC. Major revisions or elimination of this program are warranted.

Student Nominated Teaching Awards

These awards were made in the spring semester. A large number of nominations were received for this award. For next year, funds were provided by the office of the Provost to give this award both fall and spring semesters. The inclusion of representatives from student governance in the final selection of award winners was widely endorsed by council members.

Online Teaching Fellows Program

The Online Teaching Fellows program again offered two sessions during the year for both the "Starter" and the "Advanced" classes. The classes that have been offered this past year have been fully enrolled with eligible participants. As expected, the number of eligible applicants for the program who have not been accepted due to funding limitations has been decreasing for each successive cycle of classes. We have had some initial discussions on how this program will need to be modified in the near future to support the goal of getting all mature online courses to receive Quality Matters recognition.

UW System Teaching Scholars

The IDC has concurred with the actions taken by the campus directors of this program, but it does not have approval powers with regard to these actions. Therefore, no official business in regard to the UW System Teaching Scholars program was taken this year.

Faculty Sabbatical Recommendations

The voting members of the IDC reviewed and made recommendations regarding the applications for faculty sabbatical releases. No changes to this program were suggested by the council.

Due to the addition of Fall semester Student Nominated Teaching Awards to the array of awards and grants reviewed by this council, the IDC reorganized the subcommittee system to include three components. The grants review committee will evaluate proposals for the Teaching Enhancement Grants each semester, the Awards subcommittee will only select the awardee of the SNTA program and the Online Teaching Scholars applications will be reviewed by a new subcommittee. Each subcommittee will have three or more members. The full council will continue to review sabbatical proposals with voting members responsible for the final recommendation that goes forward to the Provost and the Deans.

The IDC considered a number of other issues during the year including the proposal to require the inclusion of a statement in any budgetary unit documents that outline expectations for tenure and promotion that identify how SOTL activities will be considered by the unit.

International Education Council

Chair: Francis Akakpo

Members: Tohoro (Francis) Akakpo, Brent Blahnik (*ex-officio*, non-voting), Ghadir Ishqaidef, Sarah Meredith, Adam Parrillo, Gabriel Saxton-Ruiz, and Leanne Zhu

The International Education Committee met four times during the 2013-14 academic year, beginning on September 20, 2013. Two meetings were cancelled due to time conflicts and a lack of quorum.

Francis Akakpo, who is in the third year of his three-year term on this Committee, was appointed Chairperson by the Provost for the 2013-14 academic year.

The Committee continued to build on the momentum from the previous year and tackled a number of items from the strategic plan developed by Office of International Education (OIE) and utilized some of the themes from the Travel Abroad faculty survey launched in the 2012-13 academic year. The Committee:

1. Continued to play an active role in Common Theme “Global Citizenship in an Evolving World?” which it helped to create and launch during the 2013-14 academic year. The Committee is grateful and indebted to Kristy Aoki, who worked tirelessly to bring every task undertaken to a successful conclusion.
2. Reviewed the Travel Abroad Surveys of instructors who have organized short-term travel abroad courses. Five themes emerged from the survey:
 - a. The respondents have a positive perception of the support they receive from OIE staff but it is imperative that OIE be given additional resources.
 - b. Clear communication is essential between Unit Chairs and the Deans when reviewing and approving travel courses that fit the basic criteria.
 - c. It is desirable that travel courses be integrated into the students’ curricula and be counted as part of the instructor’s teaching load.
 - d. Faculty compensation for those participating should be increased because a lot of work is necessary to develop travel abroad courses.
 - e. Support must be provided to both students and faculty.
3. Working in collaboration with Jennifer Mokren, Special Assistant to the Provost for Institutional Assessment, this committee developed learning outcomes for Travel Abroad and Study Abroad students. We are thankful to Professor Mokren for attending the full committee meeting and also for taking time from her busy schedule to hold meetings with the Director of OIE and the Chair to identify and fine-tune five areas that were subsequently referred to the UWGB General Education Council. At this point, the Gen Ed Council identified “Apply intercultural communication skills to interact effectively with people from different ethnic, linguistic, geographic, and cultural backgrounds [skills]” as compatible with UWGB’s Gen Ed learning outcomes.
4. Reviewed and approved a site visit proposal to Cuba by a faculty member in Education.
5. Reviewed and approved a co-authored proposal for International Scholars-in-Residence.
6. Was adequately briefed by the Director of OIE on the introduction of an ESL pilot program in summer, 2013 which was very successful. Additionally, OIE will create and oversee a year-

round ESL course which will be academically housed in Humanistic Studies and administratively controlled by the OIE.

7. In addition to the English as a Language (ESL) program, we continued to discuss learning support for international students. For example, Ghadir suggested a model called a “conversation model,” which pairs domestic students with international students – a type of buddy system.
8. Participated in orientations for new international students.
9. Engaged effectively with the University of Wisconsin-Green Bay Advancement to create an endowment earmarked for Short Term Travel Abroad course. The financial outcome of this engagement was \$50,000.00. In addition, the OIE will transfer \$12,500 this Summer (2014) as endowment for Short Term Travel Abroad studies.
10. Despite all of these achievements, we continued to discuss new and creative ways for improving students’ participation in travel abroad studies.

The Chair also met with the International Travel Safety Committee, which is responsible for providing advice and guidance and for developing guidelines to maintain the health and safety of UWGB students, faculty, and staff that travel abroad to conduct university business. Other meetings included one with the Deans of the College of Professional Studies and Liberal Arts and Sciences as well as being part of the Universidad del Desarrollo (UDD) Chile and UWGB Committee, a collaborative effort which was Chaired by the former Associate Provost and Director of Graduate Studies, Dr. Andrew Kersten.

The Chair sincerely thanks the members of the Committee for being willing to serve and for all its hard work for this academic year.

Respectfully submitted,

Francis Akakpo

Research Council

Research and scholarship play vital roles at the University of Wisconsin – Green Bay (UWGB) for faculty and for undergraduate and graduate students. For UWGB faculty, research and scholarship are significant requirements for promotion and career advancement. It should also be noted that the real or perceived research/scholarship opportunities that exist at UWGB are also critical in the recruitment of new faculty. For students, research and scholarly experiences are increasingly more important, and in some cases, required as they seek employment or apply to graduate school upon graduation. Therefore, opportunities to support ongoing and meaningful research and scholarship at UWGB are critical to maintaining a quality faculty and educational experience for students. This report summarizes the activities of the Research Council during the 2013-14 academic year.

Current Research Council Programs and 2013-14 Awards

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

Fall semester award (course release for Fall 2014):

Patrick Forsythe, Natural and Applied Sciences

Spring semester award (course release for Spring 2015):

Lisa Poupart, Humanistic Studies

Grants in Aid of Research (GIAR): These small grants (\$800-\$1,000) support data collection and supplies as well as travel to conferences for research/scholarship presentation. This program has been very effective, funding hundreds of diverse projects by new and existing faculty (approximately 15-25 per semester). These grants are especially useful in supporting disciplines and areas of scholarship with limited external funding opportunities.

Fall semester awards: 15

Spring semester awards: 25

It should be noted that once again additional funds were provided to the Research Council by the Dean of Liberal Arts and Sciences and the Dean of Professional Studies (\$8,000 each) for FY14, which were used to fund more projects. Approximately 15-20 proposals were funded per semester prior to these additional funds being available. With the additional funds, the number of proposals funded has now increased to 51 during 2012-13 and 40 during 2013-14.

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

Spring semester awards: 2

Additional Research Council Activities

The Research Council completed a number of other important activities during the 2013-14 academic year, which are briefly summarized below:

- 1) Research Council Programs – revised and updated the application forms for each of the Research Council grant programs.
- 2) Research Council Budget – submitted the annual budget for the 2014-15 academic year. Deans Furlong and Mattison made a commitment to contribute an additional \$8,000 each towards funding GIAR grant proposals.
- 3) The Research Council chairperson reviewed drafts and provided input for a UW-System grant proposal to fund a Center for Undergraduate Research, Scholarship, and Creative Activity (URSCA) at UWGB.
- 4) The Research Council chairperson collected and analyzed data from across campus concerning undergraduate and faculty research resources, opportunities, and needs. Findings will be presented to the Provost.
- 5) Research Council members reviewed and discussed the current policies and procedures of the Council and considered recommendations for changes.

2013 - 2014 Research Council

Scott Ashmann, Chairperson
Gaurav Bansal
Toni Damkoehler
Minkyu Lee
Amy Wolf

Lidia Nonn, Ex officio member
Dan McCollum, Invited guest

It should also be noted that activities of the Research Council would not have been possible without the contributions of the Institute for Research staff, particularly Charmaine Robaidak, who was instrumental in grant coordination and administration.

Respectively submitted,

Scott Ashmann, Ph.D.
Associate Professor – Science Education
Research Council Chairperson, 2013-2014
University of Wisconsin-Green Bay

Technology Council

Purpose and Membership

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

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

The membership for 2013-14 included:

Chair – Rajeev Bukralia
Academic Affairs – Andrew Kersten
Advancement – Kimberly Vlies
Athletics – Dan McIver
Business & Finance – Paul Wikgren
Faculty Representatives – Eric Morgan, Chuck Rybak, and **Peter Breznay**
Information Services – David Kieper
Liberal Arts & Sciences – Scott Furlong
Outreach & Adult Degree – Steve Vandenvond
Professional & Graduate Studies – Sue Mattison (represented by Anne Buttke)
Student Affairs – Mike Stearney and Brenda Amenson-Hill
Student Representative – Chloe Hansen-Miller

Activities for Academic Year 2013-14

The Technology Council met seven times in 2013-14. The Council continued with the development of the Technology Plan. The key purpose of the Technology Plan was to create a vision for information technology initiatives to support the strategic goals of the University. The Council members engaged in creating a framework for the Plan. The Council members provided their input throughout the process, which included developing the mission statement for the IS division, the vision for the Technology Plan, a SWOT analysis, and identification/finalization of goals, objectives, and key strategies stated in the Plan. The Council unanimously approved the Technology Plan in its December 2013 meeting.

In addition to the development and approval of the Technology Plan, the Technology Council engaged in discussions related to the operational plan (a granular level action plan that complements the Technology Plan and helps track progress for IT projects). The Council approved the template for the operational plan.

The Council members also participated in discussions and provided input related to UW-System/WiscNet network transition plan, Office 365, data analytics, the annual lab plan, Microsoft Home Use Program, and a need assessment survey for high performance computing. The Council

members were given a tour of the revamped Data Center as part of the February meeting to showcase new security and efficiency measures, including the biometric door access and video surveillance system.

Respectfully Submitted,
Rajeev Bukralia

University Assessment Council

Membership: Andy Kersten (Chair); Brenda Amenson-Hill, Rajeev Bukralia, David Coury, Debbie Furlong, Scott Furlong, Pam Gilson, Sue Mattison, Jeni Mokren (ex-officio members), Mike Stearney, Steve Vandenvond, Christine Vandenhouten

This year the UAC focused on two major initiatives: 1) the implementation of the new University Assessment Plan; and 2) the development of a new course evaluation system.

The implementation of the new University Assessment Plan went very well, with Jeni Mokren taking the lead. By the end of this academic year, all programs had development and submitted Student Learning Outcomes, and most programs had submitted Assessment Plans. The first meeting of the Academic Program Assessment Subcommittee is scheduled for May 15, 2014. Finally, the January 2014 faculty development conference invited Barbara Walvoord back to campus. She has helped the campus heighten its focus on improving its assessment strategies.

Our second initiative, developing a new all-university course evaluation form and putting course evaluations online, has been progressing as well. After investigating how other universities approach course evaluations and after looking at a few electronic products, we decided to run a pilot program for course evaluations using our own Qualtrics program. A dozen full professors have agreed to participate in the Spring semester. We will know the results by our first meeting in Fall 2014. A copy of the new course evaluation is attached to this report.

1. Overall, this course and its content were
 - a. Excellent
 - b. Above Average
 - c. Average
 - d. Below Average
 - e. Poor

2. Do you have any comments on the strengths or weaknesses of this course and its content?

3. Overall, the instructor of this course and the delivery of content were
 - a. Excellent
 - b. Above Average
 - c. Average
 - d. Below Average
 - e. Poor

4. Do you have any comments on the strengths or weaknesses of this instructor or the delivery of content?
5. Insert General Education learning outcome question here.
6. Insert program level learning outcome question here.
7. Insert course level learning outcome question here.

ACADEMIC STAFF ELECTIVE AND APPOINTIVE COMMITTEES

Academic Staff Committee

No Report Received

Academic Staff Personnel Committee

Members of the Academic Staff Personnel Committee include: Josh Goldman (chair), Paula Ganyard, Allen Voelker, Tori Nelson, and Rick Warpinski.

The committee met 4 times during the academic year as well as sending a representative to meet with the Academic Staff committee on 2 separate occasions.

Summary of activities:

Our first order of business was, per our committee charge, to review campus guidelines for position conversions and suggest any changes. We found that there were no campus specific guidelines and after reviewing the system guidelines (UPG7), we agreed that there wasn't a need for any.

Our next order of business was to review all recent position conversions between Classified and Academic staff. There have been only 24 in the past 13 years and the majority of them were from CS to AS and performed when positions were open. We met with our HR representative and they agreed that the AS Personnel Committee would be given prior notice of any future conversions of filled positions so we could advise the employee if we felt necessary.

Our last order of business was to recommend changes to the current Academic Staff annual evaluation form. This charge was given to us by the Academic Staff committee and came out of concerns that evaluations were not being done evenly across campus and as a result certain employees were being passed over for career progressions due to a lack of transparency. After much deliberation a proposed set of changes were made and presented to the Academic Staff committee in May, including: signing off on certain steps of the process to ensure they were being discussed, requiring employees to write both a self-assessment and a summary of accomplishments, requiring the supervisor to address those accomplishments in their narrative as well as discuss where the employee stood in terms of career progression, and finally reducing the 4 check boxes down to 2 – either satisfactory or unsatisfactory because in the end that's all that mattered. The AS Committee did not feel comfortable at the time to put the proposed changes to a full vote, so they were going to gather their thoughts and ideas and propose them to the AS Personnel Committee at the start of the next academic year.

Respectfully Submitted, Josh Goldman, Chair

Academic Staff Professional Development Allocations Committee

I am happy to report that there was profound interest on the part of the Academic Staff, during this fiscal year, to find good professional development opportunities. Academic Staff Professional Development Allocation Committee members were able to utilize our entire annual budget for the 2013-2014 fiscal year.

Initial funding available from July 1, 2013—June 30, 2014 equaled \$11,400.00. We received additional funding from the Programming Committee on March 10, 2014 of \$1,000. Total Fiscal Year budget was \$12,400. If all approved travel and expense reports are submitted in a timely manner, the entire budget will be expended and will show a balance of \$ 0.00 prior to June 30, 2014. The full budget was expended effective March 11, 2014.

All funding requests were submitted electronically to a committee member, who then reviewed for accuracy and uploaded all documents to the GB Share Drive and notified the committee members via email of the application. The Committee was able to operate quite efficiently using the GB Share Drive, only needing one face to face meeting on July 15, 2013 to establish our method of reviewing applications with new members and deciding who would take on the duties of Chair (Jamee Haslam), Secretary (Anne Kasuboski), Treasurer (Andrew Meyer), Coordinator of Applicant Submissions (Lynn Niemi) and Publicity Coordinator (Jennifer Schwahn). We were able to accomplish a lot by simply staying in contact with each other via email if there were discussion points on any of the applications. Human Resources, Judi Pietsch, and SOFAs were consulted to verify eligibility of applicants when needed.

Our primary method of advertisement involved use of email and LOG notices. We placed LOG notices each month and sent email notices to through SOFAs administration to all Academic Staff. We also contacted Human Resources to obtain new hire and supervisor contact information in order to contact academic staff who were new hires and supervisors to help raise awareness of Professional Development funding availability. The additional marketing strategies enabled the committee to increase awareness of the availability of Professional Development funding, which likely lead to the increased applications for funding and the expending of the full budget in March 2014.

A total of 31 members of the Academic Staff were awarded funding. They represent staff from the following offices or learning areas:

- Admissions
- Academic Advising
- Adult Degree Programs (Outreach and Adult Access)
- American Intercultural Center (AIC)
- Art & Design
- Center for the Advancement of Teaching & Learning
- Cofrin Library
- Counseling and Health Center
- Democracy & Justice
- Disability Services
- Computing & Information Technology
- Learning and Technology Center
- Student Services Center
- University Marketing & Communications

Web Services
Financial Aid & Student Employment

Awards ranged from \$105 to the maximum of \$500. A total of 21 applicants received the maximum of \$500. All approved applicants received email notification from the Chair, Jamee Haslam, indicating that their funding was approved with specific instructions on how to submit the needed documentation to receive their individual award.

We had 2 requests that the committee was not able to fully fund the amount requested due to budget depletion; however those two applicants were partially funded with the remaining budget amounts equally. We had 1 applicant who submitted a 2nd request for funding that was declined, as priority is given to those who have not received funding for the year.

We do have one pending request (\$500) for the 2014-2015 fiscal year from an applicant requesting funding to attend a conference in July 2014—the next budget year. The new Allocation Committee will work with Judi Pietsch, from the Provost and Vice Chancellor's Office, to complete the transfer of those supporting dollars after their TER's are submitted.

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

As Chair for the 2013-2014 Academic Staff Professional Development Allocations Committee, it has been my pleasure to work with the members of this Committee including Anne Kasuboski, Jennifer Schwahn, Lynn Niemi, and Andrew Meyer. The returning members will certainly add strength to the 2014-2015 Committee.

Respectfully submitted,
Jamee M. Haslam
Chair of the Academic Staff Professional Development Allocation Committee 2013-2014

Academic Staff Professional Development Programming Committee

Committee Members:

Diana Delbecchi (Chair), Mitchell Scott (Secretary), Lynn Brandt, Mary Guy, Joanie Dovekas, Todd Sanders

Academic Staff Liaison: Past, Anne Buttke. Current: Unknown.

Ongoing Activities

- Meetings for event planning.
- Budget: \$5,725; estimated ending balance \$0

Activities/Participation by the committee:

- January 16: “Lead with Humor”-featuring comedian Liysa Callsen. Session discussed the healthy benefits of laughter and humor and how to integrate it into our daily work. Refreshments were served. (48 attendees) (\$866.00)
- April 11: “Shared Governance Conference”—co-sponsored event. (\$200.00)
- April 12: Academic Staff Habitat Build—7 staff members dedicated a full Saturday to volunteering at a Habitat for Humanity build in Green Bay. This was organized by our committee with lunch provided by the Provost Office. The activity was put together at the request of academic staff.
- April 30: “Dr. Humor Presentation”—featuring Dr. Stuart Robertshaw. Session was done in collaboration with the Classified Staff Advisory Committee. We co-sponsored the event with all planning and advertising by the CSAC. (\$750.00)
- At the request of the Academic Staff Professional Development Committee, we kindly supported further professional development requests with an additional \$1,000 donation to the group’s efforts.
- June 18: “Leading with your Strengths”—featuring Life Coach Laurie Crawford. Session discussed a variety of strengths we all have and how to use them to their fullest. Took the ViaMe assessment tool to define each person’s strengths. Exercises were given that allowed groups to utilize each other’s strengths to develop a solution. (20 attendees) (\$1,000)
- June 23: “Effective Communication”—featuring Terra L. Fletcher, from Fletcher Consulting. Learned about various types of communication styles. Plenty of examples and exercises were used to assist in developing assertive styles. Each participant took a brief assertiveness survey. (15 attendees) (\$1,000)

Questions

- Can information/resources on complying with state regulations be provided (e.g., limits on food expenses, description of how funds can be spent)?
- Is there guidance on the number of programs that should be planned?
- Are programs allowed to be planned outside of the academic year term?

Recommendations for next year

- As a committee, we were uncertain of our charge given the changing dynamics of our campus over the last several years. Our own Human Resources department has been providing an increasing number of professional development trainings and we feel this committee is duplicating efforts. As a result, we end up unnecessarily competing for attendees.

- A suggestion would be to merge with the Academic Staff Professional Development Allocations Committee to provide financial support for Academic Staff to attend targeted trainings/development.

Respectfully submitted by Diana Delbecchi, Chair

Leadership & Involvement Committee

Orientation/Mentoring Program for new Academic Staff Employees

The Academic Staff mentoring program that is listed in the committee charge and is described on the Human Resources website has not run in at least four years. We have had a large number of new academic staff in the past few years. This year we arranged a reception in September for all new Academic Staff since January of 2013. We invited 27 new staff and approximately a quarter were in attendance. The reception was well received by those in attendance.

We were approached by HR about the onboarding process of academic staff. HR discussed the process for onboarding and mentoring classified staff and expressed interest in creating a process for academic staff that mirrored the classified staff process. Additionally, we were informed that the Inclusive Excellence committee was planning an annual reception for new academic staff very similar to the reception we created in September. It is our recommendation that the mentor program be run out of Human Resources with the addition of utilizing the IE reception to facilitate networking and orientation of our new academic staff.

Committee replacements

Over the course of the year we had to replace a number of staff members on committees, mostly due to staff leaving the University or taking a new position within the University. It became challenging to keep all committees full, as it seemed once we replaced someone we were notified of another vacancy. Keeping a list of alternates who were not elected or selected but were willing to fill spots readily accessible would help speed up the replacement process.

Committee Recruitment/Elections

The main goal of the Leadership and Involvement Committee is running the recruitment and election process. We were pleased that we were able to meet most of our goals related to timeline this year. However there were some challenges that could be addressed with better coordination with the SOFAS office and the Academic Staff Committee. After we launched our interest survey we found out two of the committees were being dissolved and other positions were needed. Additionally, it took longer than anticipated to get feedback about approvals from Academic Staff Committee. We should work with them in advance in the future so that we can coordinate meeting times for both committees that work well with the election timeline. As of June, we still have some committee spots to fill as we continue to have turnover from employees leaving.

Use of GB Share

In the past all materials have been housed in a binder and have not been readily accessible to committee members. This year we moved all committee materials to GB Share. This has improved access and engagement by committee members.

Use of Qualtrics

IT has developed the interest survey and the ballot for elections. Unfortunately they did not have the time to devote to making some of the changes to the tools that we need to better complete our task. Qualtrics was suggested as an alternative tool to meet our needs. Members of the committee could create the tools we need ourselves which would give the committee more control of timelines and the

type of data we can collect. The committee has committed to utilizing Qualtrics for the elections in 2014-15.

Leadership and Involvement Committee 2014-2015

Erin Van Daalwyk- Chair

Stephanie Kaponya

Stephanie Murphy

Casey Pivonka

Joan Robb

Respectfully submitted by Erin Van Daalwyk, Chair

COMMITTEE APPOINTED BY VICE CHANCELLOR FOR BUSINESS AND FINANCE

Health and Safety Committee

The committee met October 29, 2013 and April 15, 2014. Committee members include; Pam Johnson Academic Department Associate, Sara Schmitz Academic Lecturer, Anthony La Luzerne Cataloging Librarian, Trevor Matson Student Government, Jill Fermanich University Safety Manager, Amy Henniges Director of Health Service, Paul Pinkston Director of Facilities, Tomas Kujawa Director of Public Safety/Chair, Tim Helein Program Coordinator, Joseph Schoenebeck Lab Manager Classified Staff, John Lyon Associate Professor Faculty, Jolene Truckenbrod Human Resources Specialist. Others in attendance, Scott Schroeder meeting minutes.

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

The following has been addressed by the committee:

- Review of the smoking policy during the fall meeting and a new policy to treat e-cigarettes as all other smoking product was approved and implemented
- Implementation of protocols for Emergency Notification and Timely Warning Notification process for the campus community –
 - GB alerts can be sent by anyone in Public Safety, any time and can be sent from home
 - Discussion of those involved in the decision for notification and how it determined whether a notification should be made
 - It takes two members in agreement to make notification
 - Voluntary GB alert sign up is still low. UWGB is considering making it a mandatory sign up for students who live in Res Life because most of the residence halls do not have the audio system in them
- Request for first aid training during the spring meeting and first aid has been added to the current AED/CPR training program
- Discussion of campus addressing and continued discussion with Green Bay Fire Department on campus addressing and geography.
- Update on fire inspections – in compliance, minor issued noted
- Areas of concern discussed during the Chancellor’s Walk and the efforts made to improve handicapped accessibility and pedestrian crosswalk safety
 - Door pulls have been adjusted (accessibility)
 - Radar trailer will be purchased (crosswalk safety)
 - Additional radar enforcement (crosswalk safety)
- Addition of Panic Alarm system in Student Services area
- Discussion of improving campus security
 - Electronic outer and inner doors
 - Keeping only one door open into an office suite area, unoccupied office/conference rooms into common hallways should be locked
 - Updating Union PA system
 - Contacting Public Safety when a concern is first observed
- Discussion of plans to update surveillance cameras on campus
 - Geared toward priority areas and traffic flow
- Up-date on the outer electronic door plan
 - Safety and security is the number one priority
 - A bid for the doors was accepted but is delayed temporarily by the state

- Public Safety prioritizes safety and security above convenience when it relates to complaints about the SA C wing and TH 2nd floor NE doors
 - Option discussed to alarm the SA C wing door
- Discussion/concerns with green dumpsters in SA dock
 - Options discussed
 - New cement slab will be poured in grass area and dumpsters moved
- Disruptive Situation training on campus
 - Available campus-wide presented by Dean of Students Office, Public Safety and Counseling and Health
 - Some of the concepts of ALICE will become part of the program
- Public Safety offering self-defense classes
- Wellness sub-committee has become a stand-alone committee

JOINT GOVERNANCE COMMITTEES

Library and Instructional Technology Committee

LITC Members 2013-14:

Eric Hansen (Chair), Mussie Teclezion, Dan Schrickel, Todd Sanders, Chloe Hansen, Katia Levintova, Atife Caglar; ex-officio: Rajeev Bukralia, Jennifer Lanter, Paula Ganyard; guest: Bill Hubbard

The LITC officially met two times during 2013-14. The October 3 meeting involved standard updates from the Library Director, ATS Director, Associate Provost for Information Services, but with the continued agenda item (from Spring 2013) regarding revising/updating the committee's Charge.

LITC members brought the draft Charge to the UC and were advised to propose splitting the LITC into the Library Advisory Committee (LAC) and Learning Technology Collaborative Committee (LTCC). The LITC met October 31 to edit/vote on LAC/LTCC draft proposals. Faculty Senate and the Academic Staff approved both proposals during Spring 2014, and the LITC is thus now defunct – being replaced with the LAC and the LTCC beginning Fall 2014.

Respectfully submitted,

Eric Hansen
LITC Chair 2013-14

Awards & Recognition Committee

Members of the Awards and Recognition Committee: Lidia Nonn (chair), Lora Warner, Renee Ettinger, John Lyon, Michelle McQuade Dewhirst, Clif Ganyard, Mary Valitchka and Donna Van Straten. The committee conversed and convened via email and met three times during the 2013-14 academic year. Summary of Activities: The committee reviewed the credentials of two potential commencement speakers, making positive recommendation Spring 2014 commencement speaker. The December 2013 speaker was chosen by the 2012-2013 committee.

The committee continued with the previous year's committee's guideline that Founders Award recipients be required to have been employed by UWGB until June 15 of the year in which they have been selected as a recipient; retired employees are exempt from this condition. The committee encouraged the option to resurrect Founder award nominee finalist supporting documentation as an effort to reduce "nomination fatigue" for the nominators of prior year finalists.

The committee, being joint governed, had purpose and opportunity to choose a subcommittee chair, Lora Warner, for the review of Honorary Doctorate nominations by the faculty members of the main committee.

The committee solicited nominations for the 2014 Founders Association Awards and selected recipients from among those nominations.

The committee chair would like to recognize Mary Goral, Erin Larsen, Bev Hendrickson and Holly Keener for their significant assistance, patience and support in formalizing the committee's annual agenda, communication templates, and organization of submitted nomination documentation. Their willingness to go above and beyond and happily assist the committee chair, was not overlooked and deeply greatly appreciated.

Respectfully submitted,
Lidia Nonn, Chair

Committee on Workload and Compensation

The CWC, after the passing of Dave Dolan last summer, began its year by re-grouping. After two co-chairs were elected (Patricia Terry and Christopher Martin), the committee spent some time discussing its aims for the upcoming year. Of principal interest were (1) the conclusions regarding salary inequities reached by Fox Lawson and associates (an outside consultant) and (2) the power/role of the CWC Steering Committee relative to our own committee. We decided, with these issues in mind, to request from the administration the salary data that it had shared with the outside consultant. (About this time, Patricia Terry decided to step down as Co-chair so as to dedicate more time to the developing Engineering Technology program.) After a meeting with Chancellor Harden, Provost Wallace, and other senior administrators, the administration agreed to provide us with salary and position data for all university employees (the names of each faculty/staff member were kept from us – which we understood warmly).

With regard to the Steering Committee, it was loosely agreed upon, in both the CWC meetings and the Steering Committee meetings (of which I, as Chair of the CWC, sit on both) that the Steering Committee's work extended only to the second round of market adjustments and that as such it would be dissolved following the implementation of the second round of market adjustments, circa Summer 2014.

With this data in hand we began a conversation about how we thought the various salary inequities should be balanced. Our first hurdle was to determine what constituted a 'fair salary' for each position. While the CUPA data served as a typically reliable benchmark for Faculty salaries, no such singularly comparable set of data exists for Staff salaries. We considered requesting department managers to submit what they thought were appropriate salaries but then ran into issues regarding tenure (e.g., should a Staff member who has been employed by the university for x number of years but has held a number of different positions during those years have his/her experience determined by years in the present position or their sum total of years at UW-Green Bay?). Because a large amount of bonus salary cash was unlikely, we limited these conversations to theoretical more so than practical ideas.

About this time, Sheryl Van Gruensven (Director of Human Resources) contacted the CWC to ask for ideas for how we might distribute a potential 1 % salary increase. At issue was whether we would recommend simply increasing each individual Faculty and Staff salary by 1 % or whether we might give each employee some portion of 1 % and use the rest to distribute higher increases to those most underpaid, or whether we might prefer to use the entirety of the 1 % to address the most significant market inequities. Though we discussed this issue quite a bit, it was ultimately an entirely academic point as, since the money was given through salary accounts, it could not be distributed unevenly, i.e., as a means to address inequities for which merit would of necessity be a factor. We held an at times somewhat heated meeting with Sheryl Van Gruensven and Kelly Franz since, as we understood it, we were asked to submit proposals for a pool of money that could only be allocated evenly across salaries (1 % of their salary for each employee).

Having spent the bulk of the Fall semester discussing compensation issues, we committed ourselves in the Spring to Workload issues. We relied on the semi-annual HERI survey for Faculty to identify the most pressing Faculty Workload issues and drafted a similar (though notably shorter) survey for Staff. With promotion, we had strong participation and look forward to digging into the results next Fall. We expect to use these findings to formulate and recommend certain policies this upcoming academic year.

Near the end of the year we drafted a resolution that was presented to Faculty Senate and the Academic Staff Committee, both of which passed the resolution unanimously.

Finally, we sought to have as many CWC members participate in the Chancellor search as possible and, after the interviews for all of the candidates, met and agreed upon a single CWC recommendation that was then submitted to the Chancellor Search and Screen Committee.

We hope in the coming year to work closely with Gary Miller, our incoming Chancellor, to propose specific compensation proposals, and to offer advice on the more frustrating aspects of Faculty and Staff workload issues.

Submitted respectfully (though belatedly) by Christopher Martin

Legislative Affairs Committee

Dallas Blaney (Chair)
Dan Spielmann (ex-officio non-voting) Eric
Craver
Vincent Lowery
Francis Akakpo
Brent Tavis
Allen Voelker

In the 2013/14 academic year the LAC met one occasion in the fall semester to welcome new committee members, review committee obligations, elect a new committee chair, and make tentative plans for future meetings. As the primary charge of this committee is to monitor legislative activities that are of concern to faculty and staff, and as no statewide elections were scheduled for the academic year, the chair, in consultation with other committee members, determined that no additional committee meetings were necessary. However, the LAC established plans to meet frequently during the 2014 fall semester in an effort to coordinate campus and community activities associated with the November elections.

Submitted by Dallas Blaney, Chair
Legislative Affairs Committee