

# Annual Reports of University Elective and Appointive Committees 2015-2016

## University of Wisconsin—Green Bay

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## FACULTY ELECTIVE COMMITTEES

### *University Committee*

The members of the University Committee for the 2015-16 academic year were Kristin Vespia (fall semester), David Voelker, Christine Vandenhouten, Patricia Terry, Clifton Ganyard (summer), Andrew Austin (spring semester), Christine Style, and John Lyon, Chair.

The University Committee had a very active agenda for the 2015-16 academic year

#### **System Wide Issues**

The Wisconsin State Budget for the 2015-17 biennium in addition to reducing state support for the UW System by 250 million dollars removed from state statute the language that addressed tenure in the UW System. The Regents of the UW System were directed by the budget bill to draft and approve policies for faculty tenure, post-tenure review and program discontinuance by the spring of 2016. Each campus was offered the opportunity to provide guidance to the Board of Regents in the form of position papers and participation on workgroups to draft the new Regent policies. The UC drafted position papers dealing with program discontinuance and faculty lay-offs and had participation on multiple policy development workgroups.

The development of the Regent policies regarding tenure and program-discontinuance occupied a significant amount of the UC time and energy during the fall semester. After drafts of these policies were made public, efforts were made by faculty reps and faculty executive committees of all of the UW campuses to modify the language of the proposed policies during the early part of the spring semester. Final Regent policies were approved by the Regents in late spring. These policies included minimal modifications to address the concerns of the faculty of the University of Wisconsin. In late spring a large number of the campuses, ours included, passed motions of no confidence with the UW System President and the members of the Board of Regents based upon the content of the Board of Regents policies and the manner in which the collective voices of the faculty of the UW System was dismissed.

The combination of state budget cuts and low tuition revenues continued the budget shortfall that required the campus to draw down fund reserves for another year. The UC was kept informed by and provided advice to the Chancellor and Provost regarding efforts to increase tuition revenues and contain costs. Late in the spring semester, the projections of tuition revenues for the next few semesters did not indicate that the campus would achieve the desired financial improvements. The UC was informed of the steps that would be instituted to address the budget shortfall. These steps included not filling some faculty and staff vacancies for the next academic year or longer.

Changes in state law and Regent policies required that some aspects of our faculty by-laws be amended. The UC with the assistance of the SOFAS began this task in the spring semester. The regents requested that each campus submit their proposed policy for Post-Tenure Review to the Regents in the Fall 2016 semester for Regent approval. No request for a campus-based Program Discontinuance Policy was requested from the campuses. The UC drafted a Post-Tenure Review policy that addressed each of the points of the Regent policy and kept the operation of the policy within the current faculty governance structure. The UC drew upon the expertise of Dean Furlong and Dean Mattison in the development of the draft of this policy and their assistance was very helpful and appreciated by all members of the UC. The plan is to have the Faculty Senate review, modify and approve a Post-Tenure Review policy early in the fall 2016 semester.

The UC chair advised against working on a UWGB faculty governance policy regarding program discontinuance and faculty lay-off. The reasons given were we were not required to do so by state statute or by Regent request, we already had a strong program review policy on campus that would address when a program should be considered for discontinuation, and the recently approved Regent policy was very explicit as to how a program could be discontinued and how faculty lay-offs as a result of a discontinued program would be handled.

In addition to cutting state support for the UW System, the last budget reduced the role of faculty participation in shared governance to that of advisory. The grim result of this change in state law is that the faculty no longer has an equal voice to that of the administration in all matters that pertain to academic and faculty policies. The extent to which the role of faculty in determining academic and faculty policies has been reduced was demonstrated at the UW Regent meeting that was hosted by UWGB in the spring of 2016 when the Regents approved a UW Madison campus policy regarding program discontinuance and faculty lay-offs that was rewritten and substantially changed by the Regent legal counsel. The Regents essentially wrote the policy for the UW Madison campus and approved it without the consent of the UW Madison Faculty Senate. Of all of the changes that were made to UW System policies in the last budget bill, this change in the role of the faculty in making academic and faculty policies is the most destructive to the structure of shared governance in the University of Wisconsin System.

### **Campus Issues**

The UC and faculty senate addressed some major campus based issues during the 2015-16 academic year. Among these issues were the restructuring of the academic areas into four colleges, faculty workload as it related to an increase in faculty teaching loads, an annual review policy, a merit pay policy and qualifications for faculty and teaching academic staff.

The UC supported and the Faculty Senate endorsed the restructuring of the academic administration from one composed of two colleges into one composed of four colleges. Concerns expressed about the restructuring addressed the costs involved in the administration of four colleges instead of two, the potential loss of collaborative teaching and scholarship activities between faculty members in different colleges, and the representation on elective and appointed governance committees. The advantages of the restructuring included increased representation of the academic programs inside and outside of the university, increased accountability of the deans and program chairs for student recruitment and retention and for program development and advancement.

In the fall of 2015, UWGB was the only institution of the eleven comprehensive campuses with a stated 21-hour teaching load. That semester, UW System President Ray Crosse requested that we transition to a 24-hour teaching load. The UC accepted this request fully believing that once our actual teaching efforts were appropriately credited to our teaching load that the majority of the faculty would be over the 24-hour expectation. The UC set about the task of identifying the important aspects of our teaching contributions that are not credited or give sufficient credit to our teaching loads. These teaching efforts identified included the supervision of graduate student thesis work, supervision of undergraduate research projects, supervision of student independent studies and internships, teaching of graduate level courses, teaching on-line courses, teaching of very large classes, and new course development. In addition to the range of teaching activities that were identified as being uncompensated or under compensated the UC learned that the individual budgetary units and the Deans demanded flexibility in the assignment of teaching loads such that the load of individual faculty members could be adjusted as necessary to meet the needs of the program and to recognize the full contributions of the individual to the needs of the university. In recognition of this need for flexibility and with the intention of protecting faculty from excessive teaching assignments, the UC developed and the Senate passed a "Teaching and Workload Policy" on April 27, 2016.

The Chancellor informed the faculty that he expects annual reviews to be performed on all university personnel. Currently, probationary faculty and some teaching academic staff are required to have annual reviews by faculty code. The chancellor's edict would only impact tenured faculty and senior lecturers. The UC did not see any need to produce a change in the faculty code to address this issue and seeing that much more important business was at hand informed the Provost that he and the Deans and Unit Chairs could work out the details of this issue.

As part of System President Ray Cross's desire to reduce the balance in some UW System accounts, each campus was given a base budget adjustment to address faculty salary issues. The criteria to be used in the determination of who should receive salary adjustments were left to the individual campuses. The UC was kept informed as to the progress that was being made to determination of who would receive what from this pool of monies. The final group of recipients and the criteria and justification used to select these individuals was not shared with the UC.

Early in the fall semester the university received notification from the higher Learning Commission of the North Central Association of Colleges and Schools of a statement of their expectations for the academic qualifications for faculty and teaching academic staff. The UC drafted a statement that was consistent with HLC document and the Faculty Senate approved a modified version of this document. The result of this policy will be that some teaching academic staff will have to be identified as being appropriate to teach their courses based upon their professional experiences in addition to their academic credentials.

### **Normal Business**

The UC recommended and the Faculty Senate approved the merger of PEA and URS.

The UC recommended and the Faculty Senate approved the new MS program in Health and Wellness Management.

The UC recommended and the Faculty Senate approved of a series of changes in the faculty code dealing with the administration of the Graduate Program.

The UC recommended faculty status for a number of faculty and members of the teaching academic staff.

The Faculty Senate approved the awarding of an Honorary Degree.

The UC made a number of appointments to governance committees and made recommendations to the chancellor for appointments to his committees.

Respectfully Submitted Aug. 2016  
John M. Lyon, UC Chair, 2015–16 Academic Year  
Associate Professor of Chemistry - Retired

## *Committee of Six*

In the past year the Committee of Six Full-Professors met and reviewed the following candidates for promotion to full-professor: Dr. Georjeanna Wilson-Doenges, Dr. Ryan Martin, Dr. Koame Malloy, Dr. Rebecca Meacham, and Dr. Allison Gates.

Members of the Committee included Dr. Regan Gurung, Dr. Christina Ortiz, Dr. Laura Riddle, Dr. Meir Russ, Dr. Patricia Terry, and Dr. Dean VonDras (Chair).

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

In other business, the Committee unanimously supported revision of the due date for receipt of candidate's materials published in the "Guidelines for the Preparation of Materials in Support of Candidates for Promotion to Full Professor Rank" to October 1st, so as to allow the committee to meet and review candidates earlier in the academic year.

The Committee wishes to thank Dr. Steven Meyer, Ms. Holly Keener, and Dr. Scott Furlong for their support and assistance throughout the academic year. I also wish to thank my colleagues on the Committee, Dr. Regan Gurung, Dr. Christina Ortiz, Dr. Laura Riddle, Dr. Meir Russ, and Dr. Patricia Terry for their great effort and due diligence in reviewing candidates' files, and for their thoughtful discussion and coordination of report writing of the reviews.

Respectfully submitted,  
Dean D. VonDras, Chair

# Academic Affairs Council

2015-2016 Annual Report

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MAY31, 2016

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# Introduction

During the 2015-2016 Academic Year, the Academic Affairs Council (AAC) met bi-weekly (and several times, weekly) to discuss curricular proposals, program reviews, and other academic affairs matters.

Members of the AAC included Dr. Lora Warner (chair), Dr. Michelle McQuade Dewhirst, Dr. Kevin Collins, Dr. Sylvia Kubsch and Dr. Woo Jeon. Dr. Clif Ganyard, Associate Provost for Academic Affairs, served as an Ex Officio member, and Amanda Hruska, Registrar, was an invited guest to all meetings.

The AAC began the year by reviewing the proposed merger of the Urban and Regional Studies and the Public and Environmental Affairs budgetary units. AAC members corresponded and met jointly with the Personnel Council in September to discuss concerns of faculty and reasons for merger. The AAC shared a memo with Dean Furlong about the proposed merger (next page). The AAC also provided feedback to Dr. Clif Ganyard regarding the proposed Institutional Learning Outcomes.

Throughout the year, the AAC reviewed and approved numerous curricular proposals. The Courseleaf software was used during meetings to review application materials. ***A listing of all approved new courses and curricular changes are provided in the spreadsheet that accompanies this report.*** The spreadsheet is organized by date and lists all AAC curricular actions that took place at a given meeting.

The AAC completed program reviews for the areas of Human Biology (carried over from last year), Biology, Economics, Psychology, Nursing, Philosophy, and Democracy and Justice Studies.

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

MEMORANDUM

TO: Scott Furlong, Dean College of Liberal Arts and Sciences

FROM: Academic Affairs Council, Lora Warner, Chairperson

SUBJECT: Review of proposed merger of PEA and URS

DATE: Sept 25, 2015

The AAC reviewed and discussed the proposed merger of URS and PEA in terms of impact it might have on the quality of academic programs. The AAC reviewed memos from Dean Furlong, John Lyons (PC) and John Stoll (on behalf of PEA and URS), and also the lists of courses for each major, enrollment/graduation trends, and current enrollments in several courses.

The following summarizes the major points that AAC believes should be addressed relative to the merger.

- Will the merger have any impact on Graduate Programs, namely the ES& P program? This would be a question for administrators of the graduate programs, and if there are impacts, should be addressed by the Graduate Studies Council.
- We recommend that if the merger goes through, that URS and PEA, with all faculty participating, should clearly articulate the criteria for promotion, tenure, and merit. These criteria should be written and clearly understood by all faculty. The concern was about the composition of the executive committee immediately after merger, i.e. that some senior faculty, having been in the URS unit, would be unfamiliar with the work of PEA junior faculty who come up for review, especially in the next several years.
- We urge both units, particularly URS, to closely review its course offerings and de-activate those courses that are a) not central to the URS major b) very small or infrequently offered, and c) not utilized as elective courses by other units.
- It appears to make sense to retain all three majors (PA, EPP, and URS) for the immediate future but to address the possibility of combining the URS and EPP majors and having Emphases or areas of focus related to URS and EPP.
- We recognize and are concerned that combining the units will impact the workload of the faculty involved. The workload impacts must be kept to a minimum and/or compensated.

These and other points relative to the proposed merger will be discussed in a joint meeting of the AAC and Personnel Council on October 2, 2015, 11:30am.

# Program Review AAC Feedback Reports

## Human Biology

### I. Introduction

The Human Biology program is a large major with five emphases. Together, they serve students with interests in preparation for further studies of biomedical subjects in graduate school, or to work in health related fields or industry after graduation. The faculty is highly active and has continually updated the curriculum to reflect rapidly changing subject matter, technology and markets. Majors have had success in obtaining internships, and graduates have been successful in obtaining admission to graduate school, or work in the profession.

The evolving status of Green Bay as a center for medical education has provided new and potentially substantial opportunities for UWGB Human Biology students and faculty, not least of these the opening of the Medical College of Wisconsin-Green Bay Campus.

### II. Assessment

The formal assessment of learning outcomes has encountered some difficulty. Initially at least, it appears that the Human Biology attempted to assess too much in using embedded assessment, then sending a survey to alumni that intended to assess all 13 outcomes. More recently focusing on just two of the outcomes has yielded more useful results. The program is considering reducing the number of outcomes, which we believe that, even on a rotating basis, may allow them to better assess progress as curriculum is revised and updated.

Human Biology also informally tracks and discusses placement in graduate school and the job market. These have not been statistically analyzed. Student accomplishments are evaluated, and particular note is made of the state-wide awards won by Dietetics students in recent years, which seem to indicate a high level of curricular success.

### III. Accomplishments

Human Biology graduates have had substantial success, as documented by the contained in the self-study. Of particular note is the success that Dietetics students have had in obtaining internships. In recent years the percentage of students finding internships has ranged from 75% to near 100%, which is far above the state average of approximately 50%.

Students rate the major quite highly, scoring the major above the UWGB average in nearly all categories. They are afforded opportunities to work in "real life" situations including the use of cadavers, advanced exercise analysis equipment, and use of the "Human Patient Simulation Lab" at the Bellin College of Nursing.

Human Biology faculty members also teach important general education courses that serve the entire university. Such course availability is essential to non-majors seeking to understand this increasingly important facet of science.

In 2009, the program instituted new requirements for declaring a major in Human Biology. The result has been a substantial reduction of "declared" majors, without hurting the number of graduates, which remains at >110 per year.

The faculty has proposed the creation of a Masters in Nutritional Science, in part due to evolving standards in the profession, which will dictate that by 2024, those entering the profession must have a graduate degree in Nutritional Science. The committee believes that, in general, this is worth pursuing, given the expanding market conditions our graduates are encountering.

Human Biology has also developed a cooperative agreement with St Scholastica University. UWGB students meeting minimal requirements are automatically admitted to the SSU Masters degree program in Athletic Training. The program is also beginning to develop a proposal for a Masters degree in Athletic Training to be offered at UWGB.

A previously standing cooperative internship program with the Marshfield Cytotechnology Clinic has been discontinued, as MCC has recently closed. While this is unfortunate, it is beyond the control of the program. What the closing of the clinic means about the future of Cytotechnology and how this might affect our current emphasis is not discussed in the document. Still, the program sees the cooperative agreement as the basis for some new degree tracks that would allow students emphasizes in other areas of medical technology. Perhaps a more formal analysis of emerging market opportunities would be helpful.

Human Biology faculty members have created many new courses, and have adapted a good number of current courses for on-line offerings. They contribute frequently to Adult Degree offerings, expanding the reach of the program beyond the borders of our campus. Other courses, such as Endocrinology and Human Physiology are desired, but according to the self-study, current faculty resources do not allow for such offerings at this time.

#### IV. Program Accomplishments and Areas in Need of Attention

The Human Biology Faculty is clearly dedicated to teaching and student learning. Student feedback indicates a high level of satisfaction with instruction, and placement in graduate schools and professions is laudable. Oddly, despite the generally very high ratings given to Human Biology and the "real-world" opportunities afforded students, alumni tend to rate the program somewhat less favorably than UWGB as a whole in this category.

Even with the reduced number of declared majors faculty feel stretched thin by teaching loads and the amount of time that must be dedicated to large lecture courses for general education. Additional sections of upper level courses that might be helpful to majors have been tabled until such time that sufficient instructional resources are available for these courses.

The program has identified its desire to increase grant funding for research as well as student/faculty scholarship. The committee believes that recent developments including the four college re-structuring, and the opening of the Green Bay campus of the Wisconsin College of Medicine may offer opportunities for expanded research both on campus and through partnerships.

## V. Conclusions and Recommendations.

The Human Biology program at UWGB is a vibrant and popular interdisciplinary major, that serves the mission of UWGB by offering effective instruction relevant to the study of Science, Health Science, Education, the Environment, and Behavioral Science among others areas. The faculty is deeply committed to teaching and learning, and students appreciate their efforts in the classroom.

Faculty and staff in Human Biology work diligently to keep pace with rapidly evolving technology and market conditions, emerging fields in medical support careers, and other career and educational paths that Human Biology majors may pursue upon graduation. We believe that further consideration of emerging fields in health related science, the new four-college structure, and the development of relationships between UWGB and MCW-GB have the potential to yield significant results in areas of self-identified need, including grant funding, teaching positions, and student/faculty research. The AAC therefore encourages HUB to fully consider such opportunities in future planning efforts.

## Biology

### I. Introduction

The Biology Program offers disciplinary majors with 4 emphases (58~62 credits per emphasis), as well as a disciplinary minor (35~36 credits). The 4 emphases are titled as the following:

- \* Animal Biology
- \* Ecology & Conservation Biology
- \* Cell/Molecular Biology
- \* Biology for Educators

There are currently 14 full-time faculty members and the program is in a process of hiring 3 replacements.

The total number of undergraduate students maintained as Biology majors is 118~139 and the total number of graduates each year as Biology majors is 19~35. The homepage serves as a comprehensive reference for the program and related future careers and explains both very well.

Dr. Wolf, the chair of the Biology Program provided the Self-Study Report and the supporting materials on February 4, 2016, and the AAC reviewed and discussed the document on February 11 and 18, 2016. The AAC notes that the self-study document is very well organized and that it describes a clear mission statement sharing and supporting the mission of the UW-Green Bay Core/Select Mission and the Guiding Principles.

## II. Assessment of Student Learning

The program developed an assessment plan since the last program review (2009) and has assessed the 5 newly developed student learning outcomes, with one new learning outcome for each year.

The program has limited experience with assessment since these were their first systematic assessments and evaluations. Assessment of student outcomes was restricted to one course per year. In 2014-2015, the program administered three assessment questions developed by Jaksetic, which could be compared to student scores at Bowling Green University. Even though the average score (0.265) of UWGB students is within a reasonable range (0.21~0.29), the score explains that a majority of students performed “very” poorly and only 10 (out of 22) students scored higher than 0.2. In their Self-Study Report, the program plans to use different methods or courses to assess student learning.

## III. Program Accomplishments

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

\* 3 biologists, Dr. Dornbush, Dr. Draney, and Dr. Wolf, have received the

Founders Association Award for Excellence in Scholarship for last 3 years.

\* Since the last review, Biology faculty members have published more than 100 papers. Among them, 55 papers were peer-reviewed publications and many of them were published in prestigious journals.

\* Ongoing successful activities by The Cofrin Center for Biodiversity have provided many opportunities for students and faculty members. The director, Dr. Howe, was appointed as the Barbara Hauxhurst Cofrin Professor of Environmental Science (2007~2011) and received the Herbert Fisk Johnson Professorship in Natural Sciences in 2012.

\* A fisheries research program led by Dr. Forsythe has recently been established successfully. The geographic location of Green Bay for Great Lakes research is also beneficial.

\* Since 2008, nearly \$2 million of external funding has been generated by the Biology faculty members.

## IV. Program Strengths and Areas in Need of Attention

### Program Strengths:

- \* As described in the Program Accomplishments, the Biology program shows strength in many areas, including faculty productivity and funding.
- \* Biology students have developed their knowledge and skills using excellent facilities that include the Cofrin Center for Biodiversity and the remodeled (2003) Laboratory Science Building.
- \* The program offers many opportunities to students through internships, field work and lab experiences. The following are program indicators of high success rates for a science major: 2 out of 3 graduates with Biology majors had internship opportunities during their time at UW-Green Bay, 30% of Biology majors had international academic experiences including travel courses (Costa Rica, Panama, etc.), and 30% of Biology majors had independent studies under the Biology faculty members. These are examples of how successful and effective collaborations between students and faculty members have been built and is considered a vital element of the University.
- \* Biology faculty members have contributed strongly to the ES&P Graduate Program.
- \* Even though the Human Biology Program major curriculum is similar to the Biology Program, the co-existence of the programs seems to have benefited both programs as evidenced by the number of majors in both.

### Program Areas Needing Attention:

- \* We are sure that our students have had best support by the Biology faculty. However, the 2014-2015 assessment report on the Learning Outcome 2 derives some concerns. We urge the Biology unit to put more focus on devising a strong assessment approach that provides clear and convincing evidence of the extent that students are learning the core outcomes. In this way the unit can learn whether pedagogical improvement is needed. We recommend that the assessment should be conducted at an early point in students' core courses as well as closer to graduation.
- \* Student surveys show that they report some concerns on periodicity, frequency, and times of upper level classes. We encourage the unit to evaluate ways to ensure that students have access to the needed courses.
- \* The Biology program expressed concerns in needs for upgrading/updating/replacing equipment and lab resources. This will continue to be a challenge in the current budget crisis, and so we encourage continued pursuit of external funding and grants to maintain labs.

### V. Conclusions and Recommendations

The UW-Green Bay's Biology Program is an attractive program to undergraduate students through its healthy and productive development and maintenance. The program offers many

opportunities for students in supporting their academic studies in Green Bay, as well as in gaining experiences for their future careers. To maintain and enhance its contribution to UW-Green Bay, the AAC recommends the following:

\* The Biology Program needs to make a strong assessment plan that explains students' learning level well enough. It will be helpful if assessments are conducted at the beginning and the end of the program. Also, an assessment of one Learning Outcome using various courses could help to understand students' need better.

\* Although the Biology Program and the Human Biology Program are both successful programs, we encourage the faculty to explore effective ways to collaborate and share resources to an even greater extent. If they can minimize the overlaps, both programs can solve some of their problems, including periodicity and a number of upper level classes. This will help to optimize the resources of both programs.

\* We encourage the Biology program to offer more online courses to meet the needs of non-traditional students and to be accommodating and attractive to more students.

\* To maintain excellent equipment and course materials, and to purchase/update ones in need. It will be helpful if these facilities are prioritized based on cost, timeline, and the level of urgency.

## Economics

### I. Introduction

The deadline for submission of the Economics Program self-study was November 1st, 2015. The Economics self-study was approved by the Program's Executive Committee on February 19, 2016. The Chair of Economics, Kumar Kangayappan, submitted the document to Dean Scott Furlong on February 22, 2016. The AAC discussed the self-study on April 7, 2016. A series of questions were emailed the Chair of Economics on April 7th, with a response requested by April 20th. A response to these questions was received on April 19th. This review reflects information obtained from the self-study and responses to the AAC's additional questions.

The Economics Program's stated mission is to "offer courses with the application of economic theory to real world empirical issues in the areas of environmental, regional and urban development; resource management, and government." In addition to the Economics major and minor, economics courses support many UWGB degree programs, including Democracy and Justice Studies, Business Administration, Nursing and Social Work. There are four full-time, tenured or tenure-track faculty. As of Spring, 2016, there are 25 students majoring and 25 students minoring in Economics.

### II. Assessment of Student Learning

The Program reports assessment of student learning outcomes in Econ 302 (Intermediate Macroeconomic Theory) during the 2012-2013 and 2013-2014 academic years. These assessments were deemed insufficient to measure the breadth of the Program, and the program has expressed a need to assess an expanded slate of courses as well as a need to develop "sustained time series data". However, based on the document submitted it appears that no

formal program assessment has taken place since 2013-2014, and no information was provided regarding future assessment plans. Given the low level of participation of economics graduates in alumni surveys, this data cannot be relied upon as a meaningful assessment tool.

The AAC requested additional information regarding the Economics Program's assessment plans. In their response, the Program acknowledges that assessment is a "weak point" and indicated their intent to assess more regularly. Student exit meetings and embedded questions for assessment purposes were mentioned as possible future assessment strategies.

### III. Program Accomplishments

- \* Professors Huh, Nesselin and Stoll are publishing and/or presenting in the field.
- Professor Kangayappan has an ongoing book project, *Destiny of India*.
- Strong student performance in past Enactus competitions.
- \* Seemingly good track record of student employment and graduate school placement; however, low response rates to alumni surveys make this difficult to assess fully.

### IV. Program Strengths and Areas in Need of Attention

#### Strengths

- \* Professors Huh, Nesselin and Stoll are publishing and/or presenting in the field.
- Professor Kangayappan has an ongoing book project, *Destiny of India*.
- \* The Minor in Economics can be obtained online, offering greater access to a wider array of students.

#### Areas in Need of Attention

- \* The most obvious concern is the steep decline in Economics majors and minors over the past couple of years – from 47 majors and 11 minors in Fall 2013 to 25 majors and 25 minors in Spring 2016.
- \* The lack of formal assessment or a clear strategy for future assessment is a clear weakness of the Program.
- \* Several potential new areas of emphasis are mentioned in the self-study, but it is unclear what, if any, steps have been taken to implement any of them.
- \* The Economics self-study as originally submitted made no mention of faculty teaching accomplishments or curricular development since the last program review. When asked to provide more information in this area, the Program submitted an extremely brief response. Student employment and graduate school placement were each cited as proof of quality instruction; however given the very low representation of economics graduates in alumni survey data, such end results cannot be fully assessed. It is telling that after noting alumni graduate school placement and employment the submitted response states: "Beyond that, there is not

much to say.” Overall, the lack of attention devoted to areas of assessment, teaching, and curricular development is troubling.

\* Related to the above: when asked for clarification about student recruiting, Economics noted in their response that the average GPA for their two large introductory courses in economics is 2.3. The conclusion the Program has drawn from this situation is that “many students are receiving very low grades and find economics too difficult to major or minor in.” This conclusion seems to be an oversimplification, and again appears to reflect a lack of concern for teaching methodology in the program.

\* Forward motion in reinvigorating the Economics Program is on hold pending the results of a proposed merger with Business. However, it is unclear when or whether this merger might occur.

## V. Conclusions and Recommendations

The AAC recognizes the value of Economics as a discipline and the need for a strong Economics Program at UWGB.

\* The Economics Program must develop and implement a holistic and proactive strategy for assessing student learning.

\* Economics must actively recruit students for the program. Current recruitment strategies are decidedly ineffective. For example, when the AAC asked for more information regarding recruitment, Economics’ response reiterated that they advertise U.S. Census data regarding high median salaries for workers holding an Economics degree. However, the few students who participated in the alumni survey report salaries that do not align with this Census data. Economics must make a case for its relevance to students’ degree programs and future careers and must reinvigorate its curricular offerings.

\* Given low student GPA in the intro level courses, the Program should carefully examine these courses and their teaching methodology. The Program should discuss ways in which these courses could be more student-friendly. As currently designed and implemented, these courses appear to be creating an impermeable barrier of entry to the field. The Program should reimagine these courses as having the potential to serve as a springboard into the Major or Minor.

\* Economics stated that they need “a fresh approach to sustain and reinvigorate the Program” in the minutes of their November 23, 2015 faculty meeting. However, as noted above, there has been no forward motion in the area of curricular development since the last program review. The Program must immediately examine new approaches and embark upon the process of curricular redesign. New approaches might include exploring one of more of the new areas of emphasis mentioned in the self-study or developing a First Year Seminar course that introduces students to the field and creates a new potential path to the Economics major or minor.

\* Given the current budget climate, the addition of new Economics faculty lines seems unlikely in the short term. The AAC notes that the Program must innovate within current constraints.

\* Economics has proposed a merger with the Cofrin School of Business. The AAC encourages the strengthening of collaborative relationships between Economics and Business, but again

notes that it is unclear when or whether such a merger might take place. Economics cannot afford to remain in a holding pattern in the meantime; the program must proactively plan for its future.

# Psychology

## I. Introduction

The chair of the Psychology Program, Dr. Ryan Martin, submitted the self-study which was approved by the Psychology Department Executive Committee and forwarded to the AAC on December 2, 2015 by Dean Furlong. The AAC discussed and reviewed the self-study report on March 10, 2016.

According to the UWGB Psychology homepage, “Psychology is the systematic and scientific study of behavior and mental processes (e.g., memory, emotion). It seeks to explain how physiological, personal, cultural, social, developmental, and environmental conditions influence thought and action. Research aims to understand, predict, and influence behavior.” The Psychology program challenges students with rigorous course content and prepares graduates for entrance into graduate school, careers in counseling, scholarship and academics. The Psychology Program is housed in the College of Liberal Arts and Sciences and is a disciplinary major with five areas of emphasis: Brain, Behavior and Health, Cultural and Gender Diversity, General Psychology, Mental Health, and Sustainability (38-39 credits). Psychology majors must complete an interdisciplinary minor also. The program also offers a disciplinary minor (25-26 credits). There are 15 Professors (4 full, 9 associate, and 2 assistant). The program has a large enrollment with 342 majors in 2014-1015 and 106 minors. The number of graduates in 2014 with a Psychology major was 90.

## II. Assessment of Student Learning

The self-study states that in 2014, the Psychology Program adopted the American Psychological Association Guidelines for the Undergraduate Psychology Major. These guidelines propose five goals (Goal 1: Knowledge Base in Psychology, Goal 2: Scientific Inquiry and Critical Thinking; Goal 3: Ethical and Social Responsibility in a Diverse World, Goal 4: Communication, and Goal 5: Professional Development). Each of these goals has 3 – 5 indicators under them.

During 2014 and 2015, graduating seniors were surveyed regarding their experience in the psychology program. While 100% of respondents felt they had at least one professor in the psychology major who made them excited about learning, 58% felt they had a mentor who encouraged them to pursue their goals, and 75% reported having an internship or job that allowed them to apply what they were learning in the classroom. Yet, only 26% reported involvement in extracurricular activities and organizations while at UWGB. As a result of this evaluation, the Psychology Program launched a promotional campaign to increase student interest in extracurricular activities\* (see recommendations).

In the spring of 2015, the following APA outcome was assessed: Develop meaningful professional direction for life after graduate was evaluated. Results of the review of four sources of data reveal that students scored 74 – 100% on the measures that tested post college career preparation.\* During the spring of 2014 the Psychology Department assessed Goal 4: Communication: Exhibit effective presentation skills for different purposes. It was found that out of 16 Psychology courses, four included oral presentation.\* In the spring of 2011, the assessment outcome (version that preceded the APA Guidelines) was evaluated. To do this several research assignments in five different courses were reviewed using a rubric. Weaknesses were found in

Applying Research Design and in Understanding Data Analysis. In 2010 the faculty determined which courses were addressing which outcomes (version of outcomes preceding adoption of APA Guidelines) and what assignments/activities addressed specific outcomes. Based on this evaluation it was determined that two of the outcomes (Career Planning and Development and Information and Technological Literacy) were not receiving as much coverage as others. To address this weakness additional assignments and activities were introduced into classes on those topics.

### III. Program Accomplishments

- \* Although it is noted that from 2010 through 2016 many Psychology majors completed research assistantships, teaching assistantships, internships, and honors projects, the self-study reports that the percentage of students who participate in these activities appears to be relatively low especially for teaching assistantships and honors projects.\*
- \* In the last ten years, 300 students have published an article or book chapter along with a faculty member and 142 students have presented at regional or national conferences.
- \* Students experience great success in post-graduation employment.\*
- \* Students experience great success in graduate school.\*
- \* Faculty have published 206 journal articles since the last Program Review 10 years ago.
- \* The faculty have been the recipients of a number of Founders Awards in the last 10 years.
- \* Although there was a decline in majors between 2008 and 2009 due to a change in curriculum that cut back on the number of double majors, Psychology enrollments have stayed relatively stable during the last 10 years
- \* The possibility of a Master's Program was explored in 2006 by a taskforce with the conclusion that a master's program was not feasible at this time.
- \* Making research methods a pre-requisite to about half of the upper level psychology courses resulted in improved access to upper level classes by Psychology majors.

### IV. Program Strengths and Areas in Need of Attention

#### Strengths:

- \* The Psychology Program is strong in that it continues to have a large enrollment and excellent faculty who produce much in the way of scholarly publication and teaching excellence (which has been recognized in the Founders Awards received for both excellence in teaching and scholarship).
- \* The faculty are currently developing a fully online major which will increase access and adult learners.
- \* The adoption of the APA Guidelines for Psychology Majors that are used for program/student evaluation since 2014.

\* New positions have been allocated to Psychology over the last 10 years allowing for additional courses each semester.

\* Student research with faculty and required Experimental Psychology course where students complete a research study from beginning to end.

Areas in need of attention:

\* A specific assessment plan in relation to the newly adopted 2014 APA Guidelines for Psychology majors outcomes.\*

## V. Conclusions and Recommendations

\*In spring of 2014 it was found that out of 16 Psychology, courses only 4 included the requirement of oral presentation. Therefore the AAC encourages the Psychology Department to increase the number of courses that include a requirement of oral presentation.

\*In the spring of 2011, a weakness was found in Applying Research Design and in Understanding Data Analysis. Therefore the AAC concurs with the self-study report and agrees that more application-driven learning activities be included in courses other than Experimental Psychology.

\*In the spring of 2015, it was found that students scored 74 – 100% on various measures testing post college career preparation. Therefore the AAC recommends that the program continue to focus on and increase coverage of career development.

\* A survey conducted in 2014 and 2015 found that only 58% of graduating seniors felt they had a mentor who encouraged them to pursue their goals, 75% reported having an internship or job that allowed them to apply what they were learning in the classroom, and only 26% reported involvement in extracurricular activities and organizations while at UWGB. Based on these findings the AAC recommends that the Program look into ways to increase use of mentors, continue on an annual basis with campaigns that increase awareness of extracurricular activities. The AAC also recommends that the program continue to search out internships that encourage students to apply what they are learning in the classroom.

\*Participation in individualized learning activities seems relatively low especially for teaching assistantships, internships, and honors projects. The AAC recommends that the program look at the necessity of the GPA prerequisite and how faculty sponsors can be reimbursed for their time (perhaps in teaching credit).

\*The AAC recommends that the unit continue to work on finding a way to clarify what their graduates are doing post-college, i.e., the percentage that are in graduate school and therefore not seeking employment.

\*The AAC encourages the Psychology Department to continue to assess graduating seniors on achievement of at least one APA Outcome each year. The assessment procedures seem balanced and appropriate.

# Philosophy

## I. Introduction

The Philosophy Program at the University of Wisconsin-Green Bay offers a disciplinary major and minor. Undergraduate students must complete 11 philosophy courses (33 credits) for a major and 7 courses (21 credits) for a minor. The Program offers 5 courses at the 100 level, including a First-Year Seminar, 10 courses at the 200 level, 6 courses at the 300 level, and 3 courses at the 400 level. Various topics in Philosophy are presented through the courses offered, including ancient through contemporary philosophy, ethical issues, Western and Eastern philosophy and philosophical figures, and interdisciplinary relations with sciences, politics, laws, and more.

There are currently 3 full-time faculty members (1 full professor, 2 Associate Professors). The numbers of declared majors (15~20) and minors (7~20) have been consistent for last 7 years and so have been the number of graduated majors (3~6) and minors (2~5). Highlighted careers after graduation include teaching K-12 grade level and pursuing a higher degree in law, education, or science.

The Philosophy Program provided the Self-Study Report and the supporting materials on April 11, 2016, and the AAC reviewed and discussed the document on May 5, 2016. The AAC notes that the self-study document describes a clear mission statement that shares and supports the mission of the UW-Green Bay. It explains the program's efforts to increase the value of the Philosophy Program inside and outside the campus.

## II. Assessment of Student Learning

The program has used the same 5 student learning outcomes for an extended number of years. The program's assessment plan consists of three traditional methods: an exit interview with graduating seniors, feedback from faculty, and comparison between early and late-in-program writing assignments. The program feels that the results have been satisfactory.

## III. Program Accomplishments

\* Several new courses have been developed and others modified with an interdisciplinary focus to gain student engagement and accommodate growing student interests. As a result, the student enrollments in Philosophy classes have increased from 599 in 2009 to 754 in 2015. This is a remarkable number given the small department.

\* The Philosophers Café, an outreach program, has been active since 2000.

\* All faculty members are committed to their academic career as scholars. Dr. Jeffreys has published two books and received a grant to teach a new course on punishment. Dr. Kim has published and is working on several works including Asian philosophy of education. Dr. Martin's scholarly work includes selected conference presentations and participation in the University's GPS program.

## IV. Program Strengths and Areas in Need of Attention

## Strengths:

- \* The Philosophy program has made significant contributions to General Education requirement at UWGB. In particular, Philosophy offers one course as a First-Year Seminar, two courses (PHILOS 216 & 351) for fulfillment of the Global Culture requirement, 11 courses for fulfillment of the Humanities requirement, and one course (PHILOS 103) for fulfillment of the Quantitative Literacy requirement. The average size of each class is about 40.
- \* The Philosophy program pays great attention to its students' future after graduation and it has been fairly successful in keeping track of graduates in their careers.
- \* The program cultivates a culture of developing strong relationships with its students resulting in a positive impact on students' GPAs.

## Areas in Need of Attention

- \* Although the number of students for each Philosophy class meets size expectations, the number of students participating in the philosophy program major and minor are still small.
- \* The current assessment methods are not quantitative and the actual exit interview questions are not specified.
- \* The program needs to consider the issue of inclusivity by developing methods to attract and retain students from diverse backgrounds of gender, class and race.
- \* There appears to be a low rate of participation in undergraduate research.

## V. Conclusions and Recommendations.

The UW-Green Bay's Philosophy program is a healthy and meaningful program to undergraduate students. The program is invested in its students and finds ways to serve and lead students not only during their stay on the campus but also after their graduation.

The size of the program is small but its contribution to the University is not, in particular to the area of General Education. The AAC appreciates the faculty members' effort to maintain and enhance its contribution to UW-Green Bay, and recommends the following to continue to optimize the betterment of the program:

- \* The AAC recommends that the Philosophy Program keeps its current level of contribution to General Education.
- \* Expand opportunities for undergraduates to participate in research with faculty.
- \* The Philosophy program enrolls a large number of students in General Education courses, however, few students continue on to major and minor in Philosophy. Students may have bought into the widely held notion that there is little practical value to a major or minor in Philosophy, but we believe this is a misperception. Members of the AAC note the value of the discipline of Philosophy in developing critical thinking and ethical perspectives in students. These skills and perspectives have great value to many different career paths, including medical and law school, to name just two. We urge the Philosophy program to develop new ideas to

attract students towards the major and minor by sharing this information more strongly within its General Education courses and Freshman Seminar. Another possible direction is to promote integration with other majors through an interdisciplinary approach, and finally, another approach may be to develop another First-Year Seminar in order to engage students early on for higher retention rates in the field of Philosophy as a major or minor, especially among under-represented student groups.

\* The current traditional assessment methods have worked because of the size of the student body. However, the program needs to develop a better and stronger assessment plan to accommodate for the growing average philosophy course size which has now increased to 34.2 per class. It should show an analysis quantitatively and each learning outcomes should be assessed on various courses regularly.

\* We encourage the program to consider revising the student learning outcomes to include measurement of the outcomes for students who take philosophy courses for General Education, and possibly look at separate/different learning outcomes for majors.

## BSN in Nursing

### I. Introduction

The UW-Green Bay Professional Program in Nursing is a 120 credit program with four options for Registered Nursing students to achieve the BSN: on campus, at Northwoods campuses, and online options for Wisconsin –based students (BSN@Home) and out of state students (BSN-LINC). The program design is based on professional standards and guidelines including the Essentials of Baccalaureate Education for Professional Nursing Practice and the American Nursing Association, among others. There is a statewide articulation agreement that enables RNs entering the program to have satisfied a minimum of 60 credits toward the BSN degree. A new curriculum was implemented in the fall of 2014 and outcomes created, all in alignment with the Essentials of Baccalaureate Education standards. The program last underwent a review in 2008, when it was advised by the AAC to expand enrollment in online courses and increase scholarly and grant output. There are six full-time tenure track faculty, a large cohort of Lecturers and ad hoc instructors, and staff of advisors and recruiters.

### II. Assessment of Student Learning

Since the last review, the student learning outcomes were revised to align more closely with the Essentials (noted above). In 2012-2013, as part of an in-depth assessment of one outcome, the program studied the outcome, “Promote professionalism and model the values of altruism, autonomy, caring, human dignity, integrity, and social justice in nursing practice.” Feedback was obtained from practicum supervisors, indicating that with a few exceptions, students were professional while in the community practicum sites.

The program uses a variety of ways to evaluate outcomes, including Course Evaluations, Student feedback on D2L Discussions, faculty review of courses, interviews with non-continuing students, in-depth assessment of one outcome, and data from graduates. In addition, program outcome achievement (for the 9 outcomes) is evaluated on a regular basis via graduate, alumni, and employer surveys (3 year aggregate results were shown in review document). The

program achieved a 72% response rate for employers, and the scores they gave for all but one outcome exceeded 4 on a 5 point scale.

### III. Program Accomplishments

- \* After a rigorous self-study and review, the program received the maximum 10-year re-accreditation by the Commission on Collegiate Nursing Education. This is the strongest possible feedback by a national body and should be commended.
- \* The BSN Curriculum underwent a rigorous evaluation and new curriculum was designed to align with national standards and pressing new challenges in the health care industry.
- \* Nearly doubled the enrollment in its programs from 218 in 2008 to 401 in 2014
- \* UWGB-NWTC 1+2+1 program has been established, and this can serve as a model for new agreements with area associates degree programs going forward. This is a key accomplishment that bodes well for future enrollment in the program.
- \* Scholarly output by faculty appears to be strong, with 35 peer reviewed publications, 28 chapters, and 56 presentations.
- \* Seven faculty have been awarded grants (internal and external) of over \$450,000 (over past 10 years), including the Wisconsin Technology Enhanced Collaboration of Nursing Education from 2006-2011.
- \* Enrollment of 9-12% students of minority racial/ethnic groups
- \* Establishment of clear and well-developed long term program goals

### IV. Program Strengths and Areas in Need of Attention

#### Strengths

For a relatively small university, UW-Green Bay's Professional Program in Nursing has undergone a lot of development and expansion, having developed collaborative programs and innovative in program development. The program has a carefully constructed curriculum based on professional standards and guidelines, with 9 expected student learning outcomes. The program utilizes a variety of assessment methods, follows up with students who are non-continuing, and has studied completion rates. On the UWGB graduating senior survey, on almost all questions, the satisfaction of Nursing graduates exceeds the average score of all UWGB students, indicating a high degree of satisfaction. Ninety-four percent of graduating Nursing seniors would recommend UWGB to another student. That is a remarkable approval rating.

It seems clear that the faculty are committed to offering a quality program as they attempt to learn what's working and how to improve through a strong assessment process. Nursing faculty review two courses a year and recommends changes based on current students, faculty and advisory committee members. Nursing seeks the input of community and regional stakeholders in making curricular decisions. The program demonstrates an eagerness to be student-focused, having taken a number of actions to improve the student experience, such as and online

orientation course and the newsletter “Ready, Set, Go Green Bay” newsletter for incoming students. This is especially important as almost all students are transfers.

While the small number of faculty have done a great deal of work to undergo accreditation, they have also worked hard to improve the program and develop new offerings. All the while, they have continued to bring in grants and be productive with scholarly work.

The program has built a strong program of ad hoc faculty and lecturers, along with a solid support staff in the needed skill areas.

#### Areas in need of attention

The program has undergone rapid development in line with the University strategic goals for growth and innovation. Due to the development of multiple new offerings, faculty report that new elective

courses must be developed for the BSN-LINC to offer students more choices for elective courses. A related issue is the need to increase enrollment in these new offerings through expanded marketing efforts. Some growth of enrollment can be achieved through additional partnerships with associate degree nursing programs at all levels, both regionally and nationally. The program reports stronger competition from other institutions, requiring strong attention to aggressive marketing of the programs.

#### V. Conclusions and Recommendations

Since the last review, the Professional BSN Program in Nursing clearly has strengthened its programs, added a variety of new options, and increased enrollment and scholarly output. It appears to be strongly student-centered, with positive feedback by employers, alumni, and new graduates. The diligent curricular revisions have positioned the program to grow its quality offerings.

Recommendations by the AAC include:

- \* Continue to grow enrollment, largely through partnerships with statewide and national Associates degree programs across the US. This is especially important for the BSN-LINC online program.

- \* Continue to manage resources wisely – it is a small faculty with a heavy workload. This review has only addressed the BSN portion of the Nursing program, and we are aware that there are several new graduate initiatives being established by the Nursing faculty – drawing away the time and attention of key faculty. The program has expanded rapidly, added programs, and could be at risk of spreading people too thin. In fact, the AAC feels that a case might be made for an additional full time tenure track position to add some stability amidst the change. At the same time, existing faculty must spend their time wisely. The program should consider a period of time where fewer innovations are made and clear focus is made on implementing the new programs with high quality and on building enrollments. Maintaining quality amidst numerous changes and new initiatives may be a challenge, but the program has laid a strong foundation to maintain quality.

# Democracy and Justice Studies

## I. Introduction

Democracy and Justice Studies at UWGB is a highly active and community oriented program. Inaugurated and restructured in 2011-2012, its students prepare for a wide range of post-graduation undertakings and careers. They are given experiences and instruction examining ethical implications of policy and politics that prepares them allow them to be effective practitioners and citizens. The program offers core classes and five emphases (American Studies, Law and Justice Studies, U.S. and the World, Women's and Gender Studies, and Individualized Emphasis). It offers development of subject tools, and extensive service to the General Education program. Students engage in original research around questions of democracy and justice.

## II. Assessment of Student Learning

The program has spent considerable time and effort in assessment, both qualitative and quantitative. Five student learning outcomes have been identified reflecting core knowledge and abilities related to diverse practices of democracy and justice, information literacy, analysis of political, economic, cultural, and social changes, communication and questioning, and value of diverse cultures. The assessment methods include experimentation with qualitative assessment methods which appear to have had various levels of success, but which still add to the amount of data available to the program. It appears that quite a few courses are assessed, with extensive data presented of the assessment of competencies of students completing the first course in the program, team-taught DJS 101. A number of other upper level courses have been assessed, including "senior seminars" and internships. While the graduating senior survey has some valuable feedback to offer the program, the alumni survey may have limited usefulness at this time due to the tremendous changes that have occurred since 2011. Hopefully, that assessment tool will prove more valuable as time goes on.

## III. Program Accomplishments

Perhaps the most notable achievement since the last review has been the re-formation of the department in its current iteration. This involved substantial review of the curriculum and direction the department has taken. As the program has hired several new faculty, DJS has been pleased with the fit and expertise of the candidates they have successfully hired. These junior faculty are making crucial contributions to the unit.

Many students undertake internships as part of their major and the program actively promotes them internships as a means of developing both real world skills and engaged citizens. Considerable thought and effort in shaping and directing internships has resulted in a highly successful internship program. Bi-annual travel courses to South

Africa contribute another impressive dynamic to the program as students engage with real world issues of social justice in the context of important historical developments.

DJS faculty members are prolific scholars and authors and are in frequent demand as expert commentators on social policy and politics, often at the most highly respected levels. Likewise,

DJS students engage in research and scholarship which prepares them for graduate school and careers.

#### IV. Program Strengths and Areas in Need of Attention

##### Strengths

DJS offers important general education coursework for all majors who are better prepared to contribute as engaged citizens in our increasingly diverse culture. The ethical considerations that they bring to the examination of empirical and qualitative data analysis are essential components of any university. Both Social Change and Development and DJS alumni continue to make important contributions to their professions, and our society. Upon graduation they appear to move very quickly in to positions of responsibility, even if those positions do not pay high salaries in the near term.

Curriculum has been revised and re-structured since the last review, and strong new faculty have been brought in to deliver the important core aspects of the program while effective senior faculty continue to lead the unit. In 2014-15, there were 29 graduates with DJS majors, up from 14 in 2010-11.

##### Areas in need of attention

Despite several ideas for the future presented in the document, strategic planning at present seems to be more aspirational than purposeful. The desire to recruit more minority students is expressed, however there is no mention of means by which this might be achieved. However there does not seem to have been consideration of whether emerging opportunities and trends might give the program reason to consider the array currently being offered.

The AAC thinks the way in which DJS uses a core of supporting subjects and upper level courses to create five distinct emphases is laudable, yet may be confusing to students. On the graduating senior survey, although DJS students were pleased with the variety of courses available in the major, they rated the “clarity of major requirements” a 3.1 compared to the UWGB senior average of 3.5. Moreover, they rated the “frequency of course offerings in your major” a 2.1 compared to UWGB average of 2.7.

The average number of DJS minors averaged about 5 between 2010-11 and 2014-15.

The DJS program is in the early stages of considering the addition of a Masters Degree in Social Studies that would be marketed to public school teachers. Presumably this is because of the possibility that the Higher Learning Commission (HLC) will require that high school teachers teaching for college credit possess a master’s degree in the specific subject they are teaching. However, it appears that much of the market for this degree may have disappeared in Wisconsin, as few school districts currently reward teachers with pay increases for an advanced degree.

#### V. Conclusions and Recommendations

Democracy and Justice Studies is a highly active and engaged program that makes substantial contributions to UWGB, our region and even the nation as a whole. The faculty is comprised of scholars with both experience and knowledge of contemporary issues and trends. Students and

faculty alike engage with the community in meaningful ways and the result is a symbiotic relationship of the university and community in a way that is very much in line with our institutional mission and the Wisconsin Idea.

The committee encourages DJS to examine issues of planning and to consider emerging trends, markets, and community needs that future graduates will encounter. We urge continued expansion of community involvement within courses and internships, as these experiences provide places for students to develop competencies in the DJS learning outcomes.

Leaving aside the individualized emphasis, the AAC believes that the four other emphases may not be distinct enough as currently structured. We believe that the emphases, which offer almost identical arrays of elective courses, should be made more unique and more strongly focused on the subject matter. Students appear to be confused about which courses to select, based on graduating senior survey results. They express concern about not being able to take courses when they want to enroll. Currently, by far, most students enroll in the Law and Justice Studies Emphasis, with low numbers in the others. Could emphases be restructured to clarify things for students and simplify the curriculum?

We encourage DJS to continue to engage in active assessment methods and to examine ways that data collected can help shape, refine and guide curricular and programmatic directions. However we suggest re-focusing these assessments to provide more meaningful, actionable data. How are current assessment data being used to advance the program? It seems that there is perhaps too much assessment, and it could be streamlined and simplified to focus on what students know as they reach the advanced stages of the major. For example, we're not clear the value of assessing students in DJS 101 as a baseline, since many of them will not go on to become DJS majors. This contributes to over-testing, which the unit agrees is undesirable. The DJS "Authentic" assessment is not currently being done, and we felt that this approach may show promise and could be pursued within the upper level portfolio class that is noted. The "additional survey" does not appear to be implemented. We propose the DJS program consider constructing their own graduating senior survey using Qualtrics and limit the within-course assessment. Finally, the results of the assessments need to be summarized in a meaningful way. As presented, it is difficult to discern whether outcomes have been achieved by students. It was not clear to the AAC that the data is being tied to future planning and initiatives based on current perceived strengths and weaknesses in the current program. Therefore the committee encourages the program to consider what can be gleaned from the data collected and how that might affect future curriculum, planning and coursework. That said, it may be harder than usual to form such conclusions given the relative youth of the program.

There are low numbers in the DJS minor, and this is puzzling due to the interest by young people in service careers and justice. Could more be done to encourage students of other majors to minor in DJS? Could greater collaboration take place with other UWGB programs, such as the PEA unit, with its NP Certificate?

We also wonder whether, given the demographic of likely students, such a degree would best be offered substantially or entirely on line. The AAC encourages DJS to continue to examine potential.

We encourage the unit to continue to explore the possibility of a master's program but with careful exploration of the requirements and interests of the intended target audience. While the

degree aligns well with the DJS unit, does it align with current trends in K-12 education? This should be carefully researched.

## Current List of Interdisciplinary Units

- \* Art & Design
- \* Democracy & Justice Studies
- \* Human Biology
- \* Human Development
- \* Humanistic Studies
- \* Information and Computing Sciences
- \* Music \* Natural & Applied Sciences
- \* Public & Environmental Affairs, Urban & Regional Studies will be combined into one interdisciplinary unit, officially Fall, 2016.
- \* Theatre & Dance

## Current List of Major/Minor Programs

## Personnel Council

Members of the Personnel Council 2015-16 were Gaurav Bansal, Adam Gaines, Ryan Martin, Franklin Chen, and Rebecca Meacham (Chair).

1. On October 3, the Personnel Council held a joint meeting with the AAC to review and comment on the proposed merger of PEA and URS units.
2. In January, the Personnel Council reviewed tenure files and recommended promotion to Associate Professor with tenure unanimously for the following individuals:

Eric Morgan  
Jenell Holstead  
Patrick Forsythe

3. In February, the Council recommended three candidates from AH for election to the Committee on Committees and Nominations.

Bryan Carr  
Alison Gates  
Stefan Hall

Respectfully Submitted,

Rebecca Meacham, Chair, Personnel Council

## General Education Council

Committee members: David Coury, Hye-Kyung Kim, Amanda Nelson, Sampath Ranganathan, Christine Smith (chair), Amy Wolf

Administrative Liaison: Clif Ganyard, then Donna Ritch

The General Education Committee met five times, three times in the Fall semester, twice in the Spring semester. The bulk of our work was course approvals, done through Courseleaf. We did a significant number of course approvals (over 50) and most we were able to do by email discussion. Most were established courses with minor changes, such as the addition of emphases or change of instructor.

Christine Smith, GEC chair, worked with Donna Ritch and Pam Gilson to solicit assessment data from Spring 2016 courses for Sustainability, Social Sciences, and Quantitative Literacy. We were only partially successful in getting faculty participation.

Other issues addressed by the GEC during this academic year:

- Discussion with Scott Furlong regarding appropriateness of some courses in the GEC curriculum. This is an ongoing discussion.
- Discussion about renaming “General Education”. While this issue was not resolved, we did discuss other possible options such as Core Curriculum, and what other UWs use (most use General Education).]
- Reviewed Assessment data from Fall 2015 for Social Sciences, Quantitative Literacy, Interdisciplinarity and Sustainability courses. Committee members suggested that initial assessment grids (developed by committees over the past year) be reviewed and revised based on course assessments from Fall 2015.
- Discussed how to increase faculty participation in GEC course assessments. Given that faculty are already burdened with substantial workloads, some sort of incentive (for example, monetary) or release/course credit incentive must be provided to enhance faculty by-in.

## Graduate Studies Council

Members: Mathew Dornbush (non-voting), Gaurav Bansal, Atife Caglar, Scott Furlong (non-voting), John Katers (co-Chair), Tim Kaufman (co-Chair), Lisa Poupart, Janet Reilly, Gail Trimberger, Mike Zorn and Eleanor Roark (graduate student)

Regularly Invited Guests: Avery Garcia, Amanda Hruska, Mary Valitchka

The Graduate Studies Council met ten times over the academic year and discussed the following:

- Graduate Studies committee structure and reorganization
- Definition of graduate faculty status
- Growth and enrollment targets
- Marketing strategies for graduate programs

- Assessment
- Alignment with Institutional Learning Outcomes (ILOs)
- Alumni surveys
- Thesis project evaluations (P vs. PR grades)
- Probation and suspension status
- Documentation of student complaints
- Archiving of thesis projects

The Graduate Studies Council also completed the following:

- Modified the structure and role of the Graduate Studies Committee, including changing the composition of more closely reflect that of the AAC, but drawing membership from graduate faculty. Additionally, the Director of Graduate Studies will coordinate activities of Graduate Chairs through Chair meetings.
- Approved curricular changes, including new course approvals, course changes and course deactivations.

Courses reviewed included the following: BIOL 517, BIOL 522, BIOL 547, CHEM 618, CHEM 635, CHEM 635 (lab), EMERGENCY MNGT 177, ENV S&P 724, ENV S&P 733, ENV S&P 755, ENV S&P 760, FNS 805, FNS 810, MHWM 700, MHWM 705, MHWM 710, MHWM 715, MHWM 720, MHWM 730, MHWM 740, MHWM 750, MHWM 760, MHWM 770, MHWM 780, MHWM 790, MS MGMT 796, NURSING 760, NURSING 770, NURSING 772, NURSING 774, NURSING 780, NURSING 790, NURSING 798, and PU EN AF 628.

Given the changes in the structure and role of the Graduate Studies Committee, this will be the final report for this committee in its current form.

## *Committee on Committees and Nominations*

The members of the 2015-16 CCN included: Aaron Weinschenk, Hernan Fernandez-Mearidi, David Helpap, Amy Wolf, and Aurora Cortes.

The members of the CCN met several times during the 2015-16 academic year (9/9/2015), (3/8/2016), (4/22/16).

On 9/9/15, the CCN discussed the purpose of the committee and the timing of various events for which the committee is responsible. The committee also selected a chair for the academic year (Aaron Weinschenk).

On 3/8/16, the CCN created the slate of candidates for the elected committees based on the results of the preference survey. On 3/30/16, Weinschenk presented the slate of candidates for the elected committees to the Faculty Senate. The Faculty Senate gave their nod of approval.

On 3/13/15, after receiving the results of the elected committees, the CCN selected candidates for the respective appointed committees. Those candidates were sent forward to the appropriate administrators (e.g., Provost, Chancellor) by SOFAS.

The CCN gratefully acknowledges the tremendous contributions of Holly Keener and Steve Meyer. Holly's work on creating a spreadsheet detailing the committees on which faculty already serve and including the committees on which faculty are willing to serve, was a tremendous asset to the CCN. Holly made the committee's job much easier compared to previous years. Steve previously chaired the committee and attended all committee meetings to help the committee do its work as efficiently as possible.

Respectfully submitted,

Aaron Weinschenk,  
Chair, Committee on Committees and Nominations  
CCN 2015-16 Annual Report

## *Committee on Rights and Responsibilities*

Committee Members: Profs. D. Bartell, T. Kaufman, K. Malloy, A. Caglar, and A. Wolf

The Committee on Rights and Responsibilities (CRR) met on Sept. 23<sup>rd</sup> 2015 from 11:00 AM to 12:00 PM in MAC 201. Denise Bartell called this meeting to elect a committee chair, and orient new members on the charge of the committee, and discuss any business that existed.

Members of the CRR elected Tim Kaufman to serve as committee chairperson for the 2015-2016 academic year.

A discussion on committee identified procedural difficulties was conducted. Committee members agreed to meet again during the 2015-2016 academic year only if an issue arose. The CCR did not receive any additional business or requests during the 2015-2016 year

Tim Kaufman, Chair,  
Committee on Rights and Responsibilities

## *Library Advisory Committee*

Library Advisory Committee Chair: Gail Trimmerger

Members: Sherri Arendt, Franklin Chen, Vanessa Diaz, Paula Ganyard (ex-officio non-voting), Jenell Holstead, Rebecca Nesvet, Elizabeth Wheat

The main issue addressed by the Library Advisory Committee (LAC) in the 2015-2016 academic year was allocation and reallocation of resources as described below.

- Library staff were re-organized into clusters based on services. The intent of this reorganization is to increase access to services provided by the library.
- Several vacant positions were filled.
- Individual librarians have been assigned to academic programs to function as liaisons for the faculty and students in those programs.
- Donor dollars will allow for some facility projects to continue; including the Idea Spot, Instruction Room, and a Project Room.
- Using funds from a UW System grant that supports undergraduate research, the library developed a digital repository. The digital collection is currently designed to house undergraduate research projects, graduate theses, and major projects.

The library underwent another round of budget cuts this year. The committee brainstormed ideas for library fundraising in the event that current funding streams continue to diminish.

The library's current strategic plan expires in the summer of 2016. The committee agreed that the new strategic planning process should wait until the fall, 2016 semester when staff are in place and more thoroughly oriented to their new roles.

On a final note, the UW-Green Bay Cofrin Library received the 2016 Academic Staff Award for Excellence-program category. This award, presented annually by the UW System Board of Regents, is testimony to the library's outstanding staff and their commitment to our students and faculty.

## FACULTY APPOINTIVE STANDING COMMITTEES

### *Academic Actions Committee*

The Academic Actions Committee for 2015 – 2016 was comprised of Michael McIntire (Chair, NAS), Alison Stehlik (ART), Brian Sutton (HS), Ekaterina Levintova(DJS), Sherri Arendt (Educational Support Services), Darrel Renier (ex-officio) and Amanda Hruska (ex-officio), Michael Gallagher (Admissions), and Reed Heintzkill (Student representative).

The committee met five times during the 2015 – 2016 academic year:

Meeting 1: Thursday, September 24, 2015

- The committee discussed and approved the 2017-2018 academic calendar.
- The committee also discussed creating a more “student-focused” policy concerning adds, drops, and withdrawals.

Meeting 2: Thursday, December 10, 2015

- The committee discussed the current state of the academic forgiveness policy and misuse of it by students.
- Scheduled meeting time for January suspension appeals.

Meeting 3: Monday, January 1, 2016

- Committee considered the suspension appeals from 3 students.

Meeting 4: Monday, April 18, 2016

- Committee discussed the minimum credit need for students to achieve Dean’s list designation. The committee suggested a policy change to reduce the number of graded credits from 12 to 8. This policy change request was sent forward to the University Committee.
- A meeting time was scheduled for the June suspension appeals.

Meeting 5: Wednesday, June 1, 2016

- Committee considered the suspension appeals from 2 students.

Respectfully submitted,  
Michael McIntire, Chair - Academic Actions Committee

## Intercollegiate Athletics Committee

The IAC met twice during the 2015-16 academic year, September and January.

Committee members included Eric Hansen (Assoc. Prof., Music), David Helpap (Asst. Prof., PEA), John Landrum (Student Life), Steve Meyer (Assoc. Prof., NAS and Chair), Amanda Nelson (Assoc. Prof, HUB), Christopher Paquet (Risk Manager), Wayne Resch (Community Member, Community Representative), Donna Ritch (Faculty Athletics Representative, ex-officio voting), Mary Ellen Gillespie (Director of Athletics, ex-officio non-voting), and Samantha Dannhauser (Student Government Representative).

At our September meeting, Faculty Athletics Representative Donna Ritch reported on a new national student athlete honor society named Chi Alpha Sigma. The qualifications included: a minimum GPA of 3.4, Junior or Senior standing, and excellence in athletics and academics. Athletic Director Mary Ellen Gillespie shared with the committee the outstanding academic record of our student athletes, including: 31 consecutive semesters in which Phoenix athletes posted a combined grade point average of 3.0 or higher, 39 athletes achieved a 4.0 grade point average for the Spring 2015 semester, and volleyball earned the AVCA Team Academic Award. Gillespie also reported that Green Bay began an apparel partnership with Adidas (a 7-year contract), the Kress Center and the Green Bay Phoenix entered into an agreement with the Horizon League to serve as official host of the 2016 Horizon League Women's Basketball Championship, a new scoreboard will be in the Resch Center by the home opener of the 2015-16 Men's Basketball season, and Mary Ellen was selected to serve on the Division 1 (AAA) Board of Directors. During the 2016-17 academic year, the IAC will look to add ex-officio non-voting membership on the committee for the Assistant Athletics Director for Compliance and Student Welfare (the position currently held by Coach Mike Kline) and the Director of Compliance and Support Services (the position currently held by Kassie Batchelor).

Our January meeting was called to hear an appeal by a member of the Men's Soccer team. The student was appealing the UW-Green Bay Athletic Department's decision refusing that he be allowed to contact UW-Milwaukee regarding his desire to transfer there to play soccer. The student chose to appeal this decision in-person to the Intercollegiate Athletic Committee. Adam Miller (Assistant Athletic Director for Development) presented the UW-Green Bay Athletic Department's perspective. The IAC deliberated immediately after hearing the arguments made by both sides. The committee voted unanimously to deny the student's appeal.

Respectfully submitted,

Steve Meyer  
Chair, Intercollegiate Athletic Committee

## *Individualized Learning Committee*

The Individualized Learning Committee met three times to discuss proposals. Two proposals were approved:

Individualized Major in Underrepresented Youth Development

Individualized Major in Dance

Respectfully,

Aurora Cortes  
Assistant Professor, Chair

## ACADEMIC STAFF ELECTIVE AND APPOINTIVE COMMITTEES

### *Academic Staff Committee*

- I. Academic Staff Committee meeting schedule and members:
  - a. Meetings: During the 2015-16 Academic Year the ASC meet bi-weekly on Monday mornings from 9:30am-11:00am in CL735.
  - b. Members: Joshua Goldman (Chair), Katrina Hrivnak (Chair Elect), Jennifer Jones, Amy Bartelme, Joseph Schoenebeck, Brent Blahnik
- II. Assemblies and joint meetings
  - a. During the 2015-16 Academic Year there was one scheduled assembly on May 2<sup>nd</sup>, 2016
  - b. A Shared Governance handoff meeting is also planned as in the year prior, but will not be completed until after the submission of this report
- III. Academic Committee actions
  - a. ASC approved the Professional Development Allocation committee's request to increase the maximum amount of awards from \$500 to \$750
  - b. ASC approved a Professional Development request for a person who was also serving on the AS Professional Development Allocation Committee
  - c. ASC approved the election results as put forward from the Leadership and Involvement Committee
  - d. ASC made recommended appointments to appointive committees put forward from the Leadership and Involvement Committee
- IV. Academic Committee discussions / Items of interest
  - a. The discontinuation of new rolling horizons was brought to the ASC by HR. This was always at the Chancellor's discretion and as such the ASC chose not to update its handbook to remove the existing language.
  - b. A request to support a visit from Deborah Grassman was passed on to the Programming Committee.
  - c. HR proposed a major overhaul to the Academic Staff Handbook to create a joint all employees' handbook. This task was given to the Personnel Committee, however was not completed so there are no proposed changes this year.
  - d. A Code of conduct was proposed as Classified Staff used to have such a document so University Staff were asked to consider one. ASC felt any such decision needed to be made with Faculty and US input at the same time, not separately. No further action was taken.
  - e. The ASC provided names for the three Dean searches that took place in the Spring / are still in the process of taking place.
  - f. HR in collaboration with the ASC changed the policy for career progression so progressions occur on the anniversary date, not fiscal year.
  - g. The ASC and Shared Governance Leadership Group on multiple occasions met with the Chancellor and other leadership to discuss budget issues and other campus issues.
  - h. The ASC provided names of mentors to HR as needed with new hires

- i. ASC Chair attended University Committee meetings
- j. ASC Chair elect attended Faculty Senate to provide ASC updates
- k. AS System rep attending 6 meetings in Madison to discuss general shared governance concerns
- l. There was conflicting reports surrounding the amount of professional development money made available to AS. Originally thought to be \$12,000, but was only \$9,000. \$3,000 was listed from a grant fund that no longer was used.

Respectfully Submitted by Josh Goldman, Chair

## Academic Staff Personnel Committee

### **ASPC –Spring 2016 Update**

The committee had been charged with reviewing the new Employee Handbook, proposed by HR and the Academic Staff handbook. The committee was to confirm no content was missing and review policies for clarity. The committee consulted with Christine Olson in HR to receive clarification on what the ASPC was to do with the handbook.

This was a 2-part project.

Part 1- the committee reviewed all 80 pages to confirm that all of the information that is struck out from the old Word Document was in the new, proposed All Employee handbook. Any that was not, was documented and brought to Christine's attention to determine where it should reside.

Part 2-was to review for clarity and add hyperlinks that go to the exact location of the references information. We did not get this far.

The committee proposed:

- a. Two instead of 3 handbooks sighting that employees don't want to have to look through 2 of them to find a policy.
- b. That several hyperlinks needed to be added, as a policy is referenced, but no hyperlink is available for further information.

After spending the first half of the academic year reviewing and comparing the documents, we were told to put the handbook revisions on hold due to remaining questions with the University restructure.

## *Academic Staff Professional Development Allocations Committee*

### **Committee Members:**

Sue Bodilly, Paula Ganyard, Nora Kanzenbach, Stephanie Kaponya, Steve Newton, Brent Blahnik (ASC Liaison)

### **Summary of Activities:**

- Met as a committee 3 times and worked through e-mail as needed
- Established a shared drive using Office 365 to process applications
- Consulted with Human Resources, Secretary of the Faculty and Staff, and Holly Keener to verify eligibility of applicants when needed
- Placed notices in the LOG 4 times to advertise available funds and to provide instructions for submitting applications
- Reviewed the Guidelines for Use of Academic Staff Professional Development Allocation Funds and recommended changes to the Academic Staff Committee. Approved changes included increasing the maximum award amount from \$500 to \$750 per person per fiscal year.

### **Summary of Applications:**

- 25 members of the Academic Staff representing 16 different areas on campus applied for funding
- 1 award was approved in 2014-15 and expended this year 2015-16
- 1 award was approved in 2015-16 for the 2016-17 fiscal year pending availability of Professional Development funds
- 2 requests were not approved (1 due to an incomplete application and 1 due to additional funding sources)
- Initial funding available to PDA was \$9,000
- In late March, the Professional Programming Committee transferred \$850.00 of their unused funds to the PDA
- The total amount awarded was \$9,707.34 with a remaining balance of \$142.66
- Individual awards ranged from \$49.50 up to \$750
- 12 individuals were awarded the maximum allowed at the time they applied (10 awarded \$500 and 2 awarded \$750)
- As of 4/18/2016, there are no pending applications

Respectfully submitted  
Nora Kanzenbach, Chair

## *Leadership & Involvement Committee*

The primary charge for the LIC is to solicit academic staff to serve on various university committees, prepare ballots for the elective committees, oversee the voting process and make recommendations for appointive committees. The LIC met four times this academic year.

In September we met to welcome new members Jamee Haslam and Vicky Medland, nominate names for AS appointive committees with mid-term vacancies and develop a time line for our work. In January we reviewed the Academic Staff Interest Survey and added a section for staff to provide rationale for why they were interested in serving on one of the elective committees.

In February SOFAS sent out the new survey, collected the results and reported them to the LIC. We met to review the results of the interest survey and select names for the elective committee ballots which we submitted to SOFAS. SOFAS ran the election.

In March the LIC met to select names for appointive positions and submitted those names to SOFAS to distribute to the appointing committees.

Overall, there were 15 committees and 29 vacancies that the LIC worked to help fill. The LIC now has all of the elective and appointments and will be emailing those individuals in the very near future. Names will also be posted on the SOFAS website.

## *Academic Staff Professional Development Programming Committee*

Members: Jena Richter (Chair), Lynn Rotter (Secretary), Rebekah Vrabel (Treasurer), Casey Pivonka, Katelyn Santy

Academic Staff Liaison: Jennifer Jones

Budget: \$5,000; estimated ending balance \$450

For the second year, ASPDPC joined with University Staff Professional Development Committee. The joint committees have been meeting regularly, and begin the academic year by surveying Academic Staff and University Staff to determine the programming interests of the groups. This data was used to propel programming decisions. The joint committee has been meeting regularly and has hosted two workshops. Additionally, the joint committees have three upcoming workshops. The AS Professional Development Programming Committee also does meet separately as needed and distributed last year's purchased StrengthsQuest codes and hosted a workshop on StrengthsQuest. It is our hope that both committees continue to work together in the future to provide trainings and professional development opportunities to all staff across campus.

It is of note that after contact from Jennifer Jones, the committee's AS liaison, ASPDPC promised to shift \$850 worth of unused funds to Academic Staff Professional Development Allocations Committee.

Activities/Participation by the committee:

-Distribution of StrengthsQuest Codes (AS only)

Number distributed: Approx. 50

-Focusing on Strengths (Not Weakness!) to Optimize Results –

Presented by: Liza Tetzloff, Wednesday, December 9, 2016, 12 -1 p.m. (AS only)

Attendance: 35

-Dealing with Disruption –

Presented by: members of Public Safety, Dean of Students Office, and Health & Counseling, Thursday, January 4, 2-3:30 p.m. Attendance: 45

-Success through Humor –

Presented by: Liysa Callsen, Wednesday, February 17, 9-11 a.m. Attendance: 20

-The Best Team Wins – Presented by: Randy Fox, April 27, 2016, 1-3 p.m.

Attendance: Projected 35. Event not completed at time of report completion.

-Have a Ball! Create an Oasis of Engagement – Presented by: Jayne Morgan

Attendance: Event not completed at time of report completion.

-Adventures in Team Building – Presented by: Ed Richmond

Attendance: Event not completed at time of report completion.

Respectfully submitted by Jena Richter, Chair

## COMMITTEES APPOINTED BY THE PROVOST

### *Committee on Disability Issues*

Members of the Committee on Disability Issues for the 2015-16 school year included:

- Christopher Paquet, Academic Staff, Risk Manager/Contracting Officer (15-18)
- Alison Gates, Faculty, Associate Professor (15-18)
- Jayne Kluge, Univ. Staff, University Services Program Associate for Trio (13-16)
- Christian Parker, Student Member, (15-16)
- Paul Pinkston, Director of Facilities Management (*ex-officio, voting*)
- Kimberly Danielson, Affirmative Action/ADA, Human Resources (*ex-officio, voting*)
- Lynn Niemi, Co-Chair, Coordinator, Disabilities Services (*ex-officio, voting*)
- Greg Smith, Co-Chair, Student ADA Coordinator & Senior Counselor (*ex-officio, voting*)

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:

- UWGB Service Animal Policy is updated and shared on appropriate UWGB websites.
- Reviewed & discussed disability parking in loading zone in Theatre Hall. Committee decided not to act on this issue as faculty and staff use these spaces and can enter through locked doors in TH.
- Assisted with Registration for Inclusive Excellence Speaker – Michael John Carley who spoke on Autism and Asperger's Syndrome.

The areas the committee would like to further evaluate for the 2016-17 year are as followed:

- Review changes to assistance animal policy that includes increased involvement on appeal process.
- Review UW-Green Bay's policy on Individuals with Disabilities to ensure that it matches up with the changes to UW System's 14 10 Nondiscrimination on Basis of Disability policy.
- Seek out stronger student representation.

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

*University Assessment Council*

No report submitted for the 2015-16 Academic Year.

## *Institutional Review Board*

### **Summary Report: Activities of Institutional Review Board**

University of Wisconsin – Green Bay  
Academic Year 2015-2016

Submitted by Dr. Ilene N. Cupit, Chair  
July 1, 2016

**Meetings:** During the 2015-2016 academic year, the IRB met **nine** times. Not all scheduled meetings were held as there were months when there were no proposals requiring committee approval, i.e., requiring full IRB board review. The meetings were held on Wednesday afternoons, and they generally lasted from 1 - 2 hours.

**Proposal Submissions:** As of this writing, there were **seventy-eight** requests for reviews submitted to the IRB (see attached summary). **Forty-three** were submitted in the Fall (2015) and **thirty-five** in the Spring (2016). Thus far this summer there have been **zero** submissions. The submissions for review include (mostly) new research proposals, but there were several requests for approval of modifications and/or extensions of previously approved proposals. The majority of the proposals were submitted as "expedited" or "exempt" status and reviewed by the IRB chair. **Three** proposals were not approved. As of this writing, **two** 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 frequently were doing research with students; (2) undergraduate and graduate students enrolled in the UW-Green Bay (3) graduate students in the Masters of Nursing program here at UW-Green Bay, and (4) other members of the UW-Green Bay community, e.g., directors of programs.

#### **IRB Accomplishments during the 2015-2016 Academic Year**

During this academic year, the IRB sought to clarify documents, respond to changing trends in research, and continue our work in making the protocol submission/evaluation process more efficient and less cumbersome for the researchers and the IRB chair. The following was enacted:

- An online form and policy for researchers from other institutions who would like access to UW-Green Bay student emails was approved and linked to the IRB website.
- The IRB policy manual was revised.
- A new community member, Dr. Diane Fenster was appointed to the IRB.
- The IRB clarified the distinctions between Quality Improvement Studies, their relationship to research, and how to determine the necessity of IRB reviews.
- The IRB Board examined different software options that will help to integrate and streamline the submission/evaluation process and eliminate some of the manual "bookkeeping" that currently exists.
- Most importantly, administrative help was finally granted to lessen the burden of the IRB chair. Avery Garcia, University Service Associate from the Office of Graduate Studies and Office of Grants & Research has provided invaluable help in terms of 1) coming up with a better system of entering and keeping track of proposals and their progress through evaluation, 2) communicating with researchers and the IRB chair, 3) managing the IRB website, 4) creating a new Final Report form and IRB process flow chart which will be added to the IRB website, and 5) helping the Chair begin the process of revising the protocol submission forms.

## IRB Wishlist for 2016-2017

Illene Cupit has agreed to remain as chair of the IRB for the coming academic year. Before she ends her tenure as chair, she would like to see a new IRB software program in place (hopefully one that will be standard across the UW-System), revised protocol submission forms, a summit involving the chairs of the IRBs of UW-System Institutions, and finally, a procedure in place for smooth transitioning to a new IRB chair.

**IRB Committee Members:** Overall, the members of this 2015-2016 IRB demonstrated extreme professionalism, commitment, and competence in carrying out the important charge of this body. Members included Illene Cupit (Chair), Regan Gurung, Brian Sutton, Leann Zhu, J.P. Leary and Christin De Pouw. Dr. Diane Fenster agreed to serve as our community member, and Christopher Pacquet, Risk Manager and Contracting Officer was our ex-officio member. In addition, we were fortunate to have Matt Dornbush, Associate Vice Chancellor for Academic Affairs and Director of Graduate Studies attend several meetings. We gratefully accepted his support and encouragement of the IRB.

Members came to meetings prepared, and they approached the task of reviewing proposals in a spirit of problem-solving and collegiality. They are to be commended for their efforts to facilitate the ethical treatment of human subjects participating in research conducted at UW-Green Bay!

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

### All Proposals submitted for IRB review August 21, 2015 – July 1, 2016

#### *Approved as Exempt*

Title	Protocol #	PI	Type	Approval Date
Policy Debates and Mock Trial	F-15-2	Elizabeth Wheat	New	Sept 25, 2015
The State of SoTL in Family Science	F-15-4	Jennifer Reinke	New	Sept 25, 2015
Study Approach Survey	F-15-5	Sawa Senzaki	New	Oct 8, 2015
Racially and Ethnically Underrepresented	F-15-7	Christine Vandenhouten	New	Oct 15, 2015
Mindfulness	F-15-10	Regan Gurung	New	Oct 15, 2015
Impressions of News Events	F-15-20	Kate Burns	New	Nov 19, 2015
UW-Green Bay College Credit in High School Program	F-13-32	Megan Strehlow	Modification	Nov 6, 2015
Mindful Musical Practice	F-15-26	Michael Rector	New	Dec 11, 2015
Mature Rn to Bsn Transition	F-15-28	Christine Vandenhouten	New	Dec 27, 2015
Syllabus Impressions	F-15-29	Kate Burns	New	Nov 24, 2015
Student Self Evaluation	S-16-1	Rebecca Hovarter	New	Feb 25, 2016
Capstone Course Outcomes	S-16-4	Kristin Vespia	New	Feb 25, 2016
Sustainability Project	S-16-6	Scott Ashmann	New	Feb 18, 2016
Comparison of Lincoln County Childhood BMIs: 2008 and 2016	S-16-23	Janet Reilly	New	May 10, 2016
Student Integration of Study Abroad and Study Away Opportunities with Global Learning Outcomes	S-16-26	Katia Levintova	New	April 26, 2016

*Approved as Expedited*

Title	Protocol #	PI	Type	Approval Date
Northeast Wisconsin Manufacturers and Environmental Management	F-15-1	John Stoll	New	Sept 19, 2015
Educational Beliefs	F-15-3	Kate Burns	New	Sept 10, 2015
Evaluating Farmer's Market EBT	S-15-44	Regan Gurung	Modification	Sept 18, 2015
Stress Across the Life Span	Sum-15-3	Joel Muraco	Modification	Sept 19, 2015
Cognitive Challenge and Gambling	F-15-6	Regan Gurung	New	Oct 5, 2015
Partners and Performance	F-15-7	Regan Gurung	New	Oct 11, 2015
Toy Study	F-15-8	Regan Gurung	New	Oct 16, 2015
Visualization and Sports	F-15-8	Georjeanna Wilson-Doenges	New	Oct 26, 2015
Childhood Health Behaviors	F-15-9	Regan Gurung	New	Oct 15, 2015
Measuring Implicit Attitudes	F-15-11	Regan Gurung	New	Oct 19, 2015
Technology In Relationships	F-15-12	Regan Gurung	New	Oct 21, 2015
Rating Documentaries	F-15-13	Regan Gurung	New	Oct 21, 2015
Trust Violation and Rebuilding: The Role of Attribution	F-13-19	Gaurav Bansal	Modification	Oct 26, 2015
Ideal Romantic Partner	F-15-14	Kate Burns	New	Nov 13, 2015
Athletic Injuries	F-15-15	Regan Gurung	New	Nov 4, 2015
Guilty Pleasures	F-15-16	Regan Gurung	New	Oct 28, 2015
Perceptions of Homelessness	F-15-19	Regan Gurung	New	Nov 20, 2015
Trust Violation and Rebuilding: The Role of Attribution	F-13-19	Gaurav Bansal	Modification	Not approved
Discrepancy in Punishment	F-15-21	Ryan Martin	New	Nov 17, 2015
Swearing and Physical Aggression	F-15-22	Ryan Martin	New	Nov 18, 2015
Self-Assessment and Personality	F-15-23	Kate Burns	New	Nov 19, 2015
Cultural Competency	F-15-24	Sawa Senzaki	New	Nov 24, 2015
Impact of Reading	F-15-25	Regan Gurung	New	Nov 16, 2015
Northeast Wisconsin Manufacturers and Environmental Management	F-15-1	John Stoll	Modification	Nov 11, 2015
Dying, Death and Loss in Video Games	F-15-27	Illene Cupit	New	Nov 21, 2015
Modeling the Standards	F-15-18	Mary Gichobi	New	Dec 11, 2015
BSW Diversity Climate Assessment	F-14-33	Jolanda Sallmann	Modification	Dec 11, 2015
The Development of Imaginary	F-14-18	Sawa Senzaki	Modification	Dec 11, 2015
Coach Athlete Relationship	S-16-2	Regan Gurung	New	Mar 7, 2016
Critiquing Birth Order Theory	S-16-3	Joan Groessl	New	Feb 16, 2016
Understanding Human Behavior	S-16-5	Regan Gurung	New	Feb 15, 2016
Cognitive Challenge and Gambling	S-16-7	Regan Gurung	Modification	Feb 25, 2016
Personality and Security	S-16-8	Regan Gurung	Modification	Mar 7, 2016
Rating Documentary	S-16-9	Regan Gurung	Modification	Mar 7, 2016
Assessing Clothing and Perception	S-16-10	Regan Gurung	New	April 25, 2016
Teacher's Knowledge, Attitudes, and Behaviors Towards Children	S-16-11	Regan Gurung	New	Mar 12, 2016
Impressions of News Even	S-16-12	Kate Burns	New	Mar 8, 2016
Superheros	S-16-13	Christine Smith	New	Mar 12, 2016
A Study of Personality Measures	S-16-14	Regan Gurung	New	Mar 12, 2016
Self-Assessment & Personality	S-16-15	Kate Burns	New	April 7, 2016
Coach Athlete Relationship	S-16-2	Regan Gurung	Modification	Mar 12, 2016
Defining and Assessing Smart Growth in Practice	S-16-16	David Helpap	New	April 21, 2016

Sustainability From Consumers	S-16-17	Amulya Gurtu	New	April 11, 2016
National College Health Assessment	F-14-22	Amy Henniges	Modification	Mar 16, 2016
Diets and Success	S-16-18	Regan Gurung	New	April 4, 2016
Pride Center Anonymous Online Survey	S-16-20	Stacie Christian	New	Not approved
Attribution of Blame in Social Media	S-16-21	Ryan Martin	New	
Syllabus Impressions	S-16-22	Kate Burns	New	April 7, 2016
Ideal Romantic Partner	S-16-24	Kate Burns	New	Mar 31, 2016
College Student Concerns	S-16-25	Kristin Vespia	New	April 11, 2016
Iconography of Death	S-16-27	Illene Cupit	New	April 4, 2016
Culturally Conscious Teachers	S-16-29	Aurora Cortes	New	April 26, 2016
The Study of the Connection Between Downtown Green Bay and UW-Green Bay	S-16-30	David Helpap	New	April 29, 2016
Assessment of Advocacy Discussion Activity	S-16-32	Dean VonDras	New	April 29, 2016
Addressing Student Concerns	S-16-33	Kristin Vespia	New	April 27, 2016

***Approved by Full Board***

Title	Protocol #	PI	Type	Approval Date
Examining Knowledge About Behaviors	F-15-5	Regan Gurung	New	Oct 19, 2015
Suicide Bereavement	F-15-6	Georjeanna Wilson-Doenges	New	Oct 19, 2015
Eden Alternative & Hope	F-15-17	Mimi Kubsch	New	Nov 13, 2015
White Bison Project Evaluation	F-15-18	Jennifer Schanen	New	Nov 5, 2015
Eden Alternative & Hope	F-15-17	Mimi Kubsch	Modification	Nov 24, 2015
Eden Alternative & Hope	F-15-17	Mimi Kubsch	Modification	Feb 12, 2015
Interdisciplinary Learning Network for Social and Cognitive Development	S-16-19	Sawa Senzaki	New	Mar 29, 2016
Understanding health beliefs & health practices of Mexican immigrants & Mexican Americans in NEW WI	S-16-31	Heather Herdman	New	June 13, 2016

***Pending***

Title	Protocol #	PI	Type
Effect of Jury Instructions	S-16-28	Ryan Martin	New
Survey of Social Capital	S-16-34	Lora Warner	New

## *Instructional Development Council*

### **Instructional Development Council**

Report of activities for the Instructional Development Council for the 2015/16 academic year.

Membership: Caroline Boswell, AH; Peter Breznay, NS; Jenell Holstead, SS, co-chair; Debra Pearson, NS; Toni Damkoehler, AH; Heather, Herdman, PS; Joel Muraco, SS; Mary Gichobi, PS; William Hubbard, ATS; Alison Staudinger, SS, co-chair & OPID Rep

The full IDC met 5 times during the 2015/16 academic year to conduct the normal business of the council. This year represented a transitional period for faculty development on campus because of the absence of CATL. As such, in the fall of 2015, the IDC gathered feedback from departments on campus and advised administration on which grants/programs should continue. Administration welcomed feedback from the council and created a budget to reflect this information. Grants/programs which were offered in 2015-2016 included TEG, SNTA, WTFS, Book Club, and a Servicing Learning Workshop for selected departments. Subcommittees met regarding these programs 8 times in total over the year. Sabbatical requests were reviewed as a full council.

### **Service Learning Workshop**

Because a Faculty Development Conference was not held in January, the IDC facilitated a workshop on service learning on May 17, 2016. Six departments (HUD, HUB, Social Work, HUS, DJS, and NAS) attended the workshop and sent at least three faculty members to the event. In addition, each department identified a community agency and invited one community representative to come discuss potential partnerships regarding service learning. Approximately 40 people in total attended the event and evaluations were quite positive.

### **Teaching Enhancement Grants**

Awards to this program were made in both the fall and spring semesters. In total across the entire academic year, there were 15 applications made to this program, requesting \$12,804.35 in funding. 12 applications were funded for a total outlay of \$9999.35.

### **Student Nominated Teaching Awards**

Because of the absence of administrative support and lack of CATL, the IDC decided to only offer Student Nominated Teaching Awards in the spring semester. A large number of nominations were received for this award. Every nominee received a copy of the student comments, and winners in the early and advanced categories received their awards at the University Leadership Awards ceremony.

### **Online Teaching Fellows Program**

During the 2015-2016 academic year, a new Instructional Technologist was hired who will facilitate the Online Teaching Fellows Program. It is expected that a cycle of Online Teaching Fellows will be held in summer 2016. In 2016-2017 the IDC will again help facilitate reviewing applications for this program.

### **Wisconsin Teaching Scholars and Fellows**

One teaching fellow and one teaching scholar were selected to participate in the 2016-2017 WTFS program. The 2015-2016 fellow and scholars successfully completed the program.

### **UWGB Teaching Scholars**

Although this program was not offered in 2015-2016, the IDC chairs consulted with its directors to design a program with a smaller footprint for 2016-2017 and sent out a call for applications in late April. The program will run with one director and four to five faculty scholars, but retains a focus on SoTL, collaboration across campus, and engaged teaching.

### **Book Club**

The IDC put on a DIY Book Club (usually hosted by CATL) on the book *Democratic Dilemmas of Service Learning* in April. There were ten participants to who discussed service learning, using the book available from the Cofrin Library's electronic book holdings.

### **Faculty Sabbatical Recommendations**

The voting members of the IDC reviewed and made recommendations regarding the applications for faculty sabbatical releases. As always, we determined whether each application was appropriate for funding given the criteria and length of sabbatical requested. Five requests were received and the IDC recommended four of the proposals to be funded.

## *Institutional Animal Care and Use Committee*

The 2015-2016 season for the UWGB-IACUC has been completed.

Members of IACUC (2015-16): Le Zhu (Chair/GB faculty), John Lyon (GB faculty), Sarah Detweiler (GB faculty), Jill Fermanich (GB Safety Inspector), Thomas Baye (Community member), Patrick Warpinski (Green Bay veterinarian).

1. Mr. Thomas Baye and Dr. Patrick Warpinski graciously agreed to continue to serve on IACUC as community representatives.
2. During the academic year of 2015-2016, members of the IACUC committee convened via email exclusively due to the low number of proposals submitted (see below).
3. One proposal was received on research involving northern pike as part of a classroom experience. This proposal was approved without further revisions by a full-board review panel. Committee members were consulted and informed about this decision via email.
4. Meeting time: IACUC will continue to be meeting upon request – Le Zhu will send out a call for a meeting once a proposal is submitted to IACUC for review, and/or if concerns need to be discussed and addressed by the committee.
5. Future discussions:
  - a. We are experiencing a couple of “low years” for IACUC proposals. This could change due to multiple recent new hires in NAS and HUB.
  - b. There was a brief discussion between the chairs of IACUC and IRB on stream-lining proposal/protocol submissions using digital resources and software. This should be a collaborative effort from both IACUC and IRB committees; and further discussions are needed before decisions or new directions are made.

Respectfully submitted by

Le (Leanne) Zhu, PhD, Chair of the IACUC, Associate Professor of Human Biology, UWGB

## *International Education Council*

Members of the International Education Committee (IEC) for the year 2015-2016 include: Brent Blahnik (non-voting member; director of Office of International Education), Ryan Currier (faculty), Heather Herdman (faculty), Sarah Meredith Livingston (faculty), Gabriel Saxton-Ruiz (faculty), and Sawa Senzaki (faculty). Christin DePouw (faculty) served as chair.

The International Education Committee met approximately every four weeks throughout the academic year to conduct the normal business of the committee. The IEC met in Fall 2015 on September 4, September 25, October 23, November 20, and December 11. In Spring 2016, the committee met on January 26, February 12, March 11, and April 29. The committee engaged in three major projects during the semester: listening sessions with faculty and academic staff who participate in travel courses and study abroad, a white paper that researched areas of concern raised by faculty and academic staff in the listening sessions, and selection of the Wochinske scholarship recipient.

### Listening Sessions with Faculty and Academic Staff

The committee requested that Brent Blahnik, director of the Office of International Education (OIE), provide guidance as per the committee's charge to support the director and the Office of International Education. Director Blahnik indicated that structural and financial changes within the university and across the UW System had serious implications for student outcomes in travel courses and study abroad because of the impact on faculty and academic staff participation in designing and leading these experiences. He asked that the committee investigate further the specific impacts that these changes might have on faculty and staff involvement, and that the committee develop recommendations as a result.

Beginning in October 2015, the committee held listening sessions with faculty and academic staff who currently design and lead travel courses and/or study abroad experiences through the OIE. Two to three members of the IEC asked listening session participants if changes to load or compensation would constrain or discourage their participation in travel courses and/or study abroad. Participant responses were supportive and substantive, and provided the committee with guidance for the Spring 2016 portion of the investigation into the implications for student outcomes in travel courses and study abroad due to structural constraints on faculty and academic staff.

### White Paper

In spring 2016, the committee began work on a white paper to research areas of concern that were raised during the listening sessions with participating faculty. The paper is currently in process and the committee anticipates completing the project in Fall 2016.

### Selection of Wochinske Scholarship Recipient

At the end of the Fall 2015 semester, committee members read student applications for the Wochinske scholarship, which is awarded through the Office of International Education. The committee evaluated written statements from students about the value of their travel as well as their financial need in order to select the scholarship recipient.

Respectfully submitted by Christin DePouw (Professional Program in Education), chair of the International Education Committee.

### University of Wisconsin-Green Bay Research Council

Annual Report 2015-16

Research, scholarship, and creative endeavor are core components of the UW-Green Bay's mission. For faculty members, research, scholarship, and creative activities are part of the expectations for gaining tenure and promotion, and for professional development. Support for ongoing and new research is also important to recruit new and talented faculty members. For students, both at undergraduate and graduate levels, participating in research activities with faculty members has shown to be one of the important high impact practices that helps with recruitment and retention of students. In addition, an increasing number of graduate schools and employment opportunities require research and scholarship experiences for students. Therefore, opportunities to support meaningful research, scholarship, and creative activities 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 2015-2016 academic year.

The UW-Green Bay Research Council consisted of Sawa Senzaki (Chair), Amy Wolf, Debra Pearson, Minkyu Lee, Pao Lor, Lidia Nonn (ex officio), and Matt Dornbush (guest administrator). The council met 7 times during the 2015-16 academic year. The Research Council helps foster research and scholarship at UW-Green Bay by awarding institutional Grants In Aid of Research and funding or Research Scholars.

The Research Council's work during the 2015-16 academic year consisted primarily of soliciting and judging proposals for these institutional awards. In addition, during the fall 2015 semester, the Research Council reviewed the charge of RC and the current programs. The council also solicited ideas from the department chairs to contemplate ideas for increasing research activities on campus. The report was shared with the Assistant Vice Chancellor for Professional Development and Grants. During the spring 2016 semester, the Research Council revised the primary purpose of the Research Scholar Program for the future academic years.

#### 2015-2016 Awards

**Research Scholar:** This program provides a 3-credit course release to selected faculty for targeted research/scholarship projects. While one research scholar is typically selected each semester, the Research Council did not solicit a call during the fall semester due to unforeseen budget circumstances. In the spring semester, only one proposal was received, which was recommended by the council but ultimately not funded after a discussion with the Assistant Vice Chancellor for Professional Development and Grants.

**Grants in Aid of Research (GIAR):** These small grants (up to \$900) support data collection and supplies as well as travel to conferences for research/scholarship presentation. This program has been very effective, funding hundreds of diverse projects by new and existing faculty. These grants are especially useful in supporting disciplines and areas of scholarship with limited external funding opportunities.

Fall semester awards: 8

Spring semester awards: 13

**Grants Integrating Research and Teaching (GIRT):** While this program has been successful in the past with assisting faculty efforts to combine scholarly and pedagogical activities, this program was not solicited this year because of the unforeseen budget situations.

A list of 2015-16 awards is provided on the UW-Green Bay web site at:  
<http://www.uwgb.edu/rc/>

Respectively submitted,  
Sawa Senzaki, Ph.D.  
Assistant Professor, Human Development and Psychology  
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 the 2015-16 year include:

Chair – David Kieper  
Academic Affairs – Clif Ganyard  
Advancement – Kimberly Vlies  
Athletics – Brendan Gildea  
Business & Finance – Paul Wikgren  
Faculty Representatives –Brenda Tyczkowski, Jeffrey Benzow, and **Peter Breznay**  
Liberal Arts & Sciences – Scott Furlong  
Outreach & Adult Degree – Christina Trombley  
Professional & Graduate Studies – Sue Mattison (represented by Ashley Folcik)  
Student Affairs – Tim Sewall and Brenda Amenson-Hill  
Student Representative – Jacob Immel  
Library Representative – Paula Ganyard

## **Activities for Academic Year 2015-16**

The Technology Council met once in 2015-16.

The council reviewed and approved suggested changes in the student and guest acceptable use policies that would remove objectionable language.

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

Potential agenda items for future meetings were suggested:

- Role of online classes in meeting enrollment targets
- Discuss need and costs to add additional teaching labs
- Methods to improve communications to employees and students regarding current services and facilities
- Improvements in campus event and calendar management
- Timelines/features for Office and Windows upgrade rollouts
- Web content management system features and timeline
- Management and archiving of digitally born documents

Respectfully Submitted,

David Kieper

## COMMITTEE APPOINTED BY THE DEAN OF STUDENTS

### *University Student Leadership Awards Committee*

#### Members:

Faculty: Katia Levintova, Janet Reilly, Courtney Sherman

Staff: Lynn Niemi, Casey Pivonka, Gail Sims-Aubert

Students: Chrissy Bartelme, Samantha Dannhauser, Jacob Immel, Gretchen Klefstad, Sarah Seifert, Jamie Stahl

Convener: Lisa Tetzloff, Director, Office of Student Life

In 2015-16, a total of 100 student leaders were recognized through the University Leadership Awards program—59 students earned University Leadership Awards, and 41 students received the Chancellor's Leadership Medallion. The selection process takes place each semester and is very time consuming for committee members. They reviewed hundreds of pages of questionnaires, essays, and reference letters before meeting to determine the final list of award recipients. Their involvement in this process is critical and highly valuable.

#### December awards

<b>Award</b>	<b>Number of nominees</b>	<b>Number of completed questionnaires</b>	<b>Number of recipients</b>
<b>University Leadership Award</b>	76	32	12
<b>Chancellor's Medallion</b>	46	18	8

#### May awards

<b>Award</b>	<b>Number of nominees</b>	<b>Number of completed questionnaires</b>	<b>Number of recipients</b>
<b>University Leadership Award</b>	283	171	47
<b>Chancellor's Medallion</b>	118	71	33
<b>Student Organization of the Year</b>	5		Public Relations Student Society of America
<b>Student Organization Service Project of the Year</b>	1		Phoenix Philanthropy Club-Steps to Make a Difference Walk

This year the minimum cumulative grade-point-average for the University Leadership Award was raised from a 2.75 to 3.0, and the minimum cumulative GPA for the Chancellor's Medallion was raised from 3.0 to 3.25.

Also, we have moved from a paper nomination process to all on-line.

If you have any questions about this report, contact Lisa Tetzloff at 465-2464 or [tetzloff@uwgb.edu](mailto:tetzloff@uwgb.edu).

## COMMITTEE APPOINTED BY VICE CHANCELLOR FOR BUSINESS AND FINANCE

### *Health and Safety Committee*

#### COMMITTEE APPOINTED BY VICE CHANCELLOR FOR BUSINESS AND FINANCE

##### Health and Safety Committee

The committee met October 28, 2015 and April 20, 2016. Committee members include; John Arendt (Assoc. Admin Program Spec), Jill Fermanich (Environmental Health Spec), Mitchell Goettl (Student Gov't), Amy Henniges (Director Counsel & Health), Tom Kujawa (Director Protective Services), Aaron Maternowski (CIT), Rebecca Meacham (Assoc. Professor), Theresa Mullen (Academic Dept. Assoc.), Paul Pinkston (Director Physical Plant), Lynn Rotter (Senior Marketing Specialist), Scott Schroeder (Police Services Assoc.), Dawn Sprister (Student Gov't), Jolene Truckenbrod (Pay & Benefit Spec), Samuel Welhouse (Student Gov't) Julie Wondergem (Assoc Professor)

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

The following has been addressed by the committee:

- Discussion about current 24/7 building access and building closing hours and enforcement
- Discussion about limiting the number of computer labs available late hours except during midterms and finals. Discussed ensuring labs have the software needed by students.
- Should we limit students and employees access to afterhours access to locations that apply to employment or student status?
- Discussed employee's families in offices/buildings after hours unless accompanied by employee
- Discussion about students bringing non-student friends into campus buildings after closed
- Discussed survey to address above issues
- Discuss need to have event procedure to better identify campus use
- Proposed Drone Policy distributed
- Security Camera update – current 90 cameras increase of 55 cameras
- Cameras not monitored live and do not record sound/voice
- Discussion of upcoming Chancellors Security Walk
- Two grants received – Crosswalk and OWI enforcement
- Discussion of smart phone app – livesafemobile.com
- Facilities update on new snow removal plan – due to budgetary reductions
- SGA proposal for changes in the smoking policy – 30 feet from building and only in designated areas
- AED policy distributed – no changes in policy
- First Aid Kit Program – Responsibility of individual departments, list to follow of required supplies and kits to be added near AED locations
- Tornado drill report – went as planned first time we did one during the day and also in the evening

Respectfully Submitted,

Tomas J. Kujawa  
Committee Chairman

## *Facilities Management Committee*

### **Facilities Management Committee 2015-16 Report**

The Facilities Management Committee is charged with meeting twice an academic year. The Committee met on October 6, 2015 and April 1, 2016 for the academic year of 2015-16. Members of the committee included Paul Pinkston, Jeff Schulz, Laurel Phoenix, John Katers, Kevin Fermanich, Paula Ganyard, Matt Dornbush, Ron Pfeifer, Sheryl Van Gruensven and Joe Biese.

The committee reviews information and updates on campus projects, such as the soccer/softball stadium complex, campus planning issues, agency projects, small projects, 2017-23 capital budget timeline, UW System project evaluation, and capital project priority and sequence. Members who serve on the committee are asked to make reports to their respective governance groups regarding projects that are in the queue for the next biennium and potential building and maintenance projects beyond the next biennium.

At the April 1, 2016, meeting it was decided to disband the Facilities Management Committee. It was decided that the Facilities Planning Staff would meet with each area leader and their respective divisional representatives as part of the annual budget planning process to discuss divisional needs and priorities for capital planning purposes and related building and maintenance projects.

## *Wellness Committee*

### Committee Membership:

- Kimberly Danielson, Payroll & Benefits Supervisor, HR Co-Rep
- Jolene Truckenbrod, Payroll & Benefits Specialist, HR Co-Rep
- Amy DePeau, Student Health Nurse, Counseling & Health Co-Rep
- Amy Henniges, Director of Health Services, Counseling & Health Co-Rep
- Samantha Goeller, Fitness Coordinator, Kress Center Rep
- Bobbie Webster, Natural Area Ecologist, Academic Staff 15-16
- Aaron Maternowski, Database Administrator, University Staff 15-17
- Megan Olson Hunt, Assistant Professor, Faculty 15-17

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

### Monthly Lunch and Learns:

7/2015	Breaking up with Sugars
8/2015	Healthy Potluck paired with SLO student group
9/2015	9/11 Remembrance Stair Walk- Cofrin Library
10/2015	A 'viands Cooking Demo
11/2015	Zen in Our Daily Lives
12/2015	Healthy Seasons Eating
2/2016	Community Supported Agriculture (CSA) Program
3/2016	Know Your Numbers-Biometric Measurements
4/2016	A to Z on Allergies
5/2016	Health Technology
6/2016	Stretch & Flex

Other Activities & Events:

- Fall Fitness Frenzy
- CSA Drop-site on Campus Established
- Corporate Team for the Bellin Run
- Biometric Screening Event
- Annual Benefits & Wellness Fair
- Winter Break Fitness Challenge

## CHANCELLOR APPOINTIVE COMMITTEES

### *Council on Diversity and Inclusive Excellence*

Submitted by: Stacie Christian, Director of Inclusive Excellence and Pride Center

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

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

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

Actively engaging in the implementation of campus inclusivity initiatives where appropriate

Reviewing and evaluating campus compliance with Federal, State, System, and campus policies regarding diversity, equity, and inclusion.

Reviewing, as requested, all diversity, equity, and inclusivity-related activities including, but not limited to:

- Affirmative Action Plan
- Campus Inclusive Excellence Plan
- Affirmative Action Programs -
- Faculty/Staff: Recruitment and Retention of Racial/Ethnic Minorities, and Women and Employment Matters
- Students: Access, Recruitment and Retention, and Employment Matters
- Reviewing proposed policy and procedural statements and advising the Chancellor on the need for policy changes as necessary.
- Producing discussion papers on timely diversity topics.

### **Chancellor's Council on Diversity and Inclusive Excellence 2015-2016**

**Committee Members: Chair:** Stacie Christian, Director of Inclusive Excellence and Pride Center. **Faculty-** Kimberley Reilly, Assistant Professor, DJS,14-16; Bryan Carr, Assistant Professor, ICS, 14-16, Joel Muraco, Assistant Professor, HD, 15-17, Deirdre Radosevich, Associate Professor, HD, 15-17. **Academic Staff-**Forrest Brooks, 14-16; Sarah Pratt, 15-17, Quintenilla Merriweather, 15-17, Ashley Folcik, 15-17. **Student Members (one year term):** Lorenzo Lones, 15-16; Christian Parker, 14-15; Asti Martin,15-16. **Members Ex-officio/voting:** Michael Casbourne, Director of TRIO and Precollege Programs; Mary Sue Lavin, Director of Phuture Phoenix Program and Director of Development Program; Brenda Amenson-Hill, Dean of Student Affairs; Lynn Niemi, Director of Disability Service; Linc Darner, Athletic Department

Representative; Scott Furlong, Dean of the College of Liberal Arts and Sciences; Sue Mattison, Dean of the College of Professional Studies; Sheryl Van Gruensven, Director of Human Resources and Affirmative Action; Justin Mallett, Director of American Intercultural Center, Gregory Davis, Provost.

**Accomplishments:** The primary accomplishment of the Chancellor's Council on Diversity and Inclusive Excellence for 2015-2106 include:

- Increased collection of feedback and personal experiences of students through guest panel events; focus groups; and guest speakers that attend the main committee.
- Provided flyer to all employees regarding Inclusivity and Equity Certificate program events which increased campus awareness of event
- Provided 10 Inclusivity and Equity events including national speaker Michael Carley on the topics of Autism and Asperger's, in which a large number of community members also attended (approximately 148 attendees)
- At least 10 employees have completed criteria for receiving level 1 Inclusivity and Equity Certificate at Convocation in August, 2016
- Held two social events for new employees
- Faculty conference on Inclusivity and Equity on March 4
- Provided IE internship for first time
- IE intern Asti Martin created student advisory board focused on communicating IE information and insights between diverse students and leadership and increasing collaboration between diverse student groups
- Continued community relationships to enhance relationships between UWGB and communities of color in Green Bay area
- Started GURUS Mentor program to increase diverse student support and engagement at UWGB
- Collection of data from employees and students concern their feedback on the inclusivity of the current campus climate
- Continued activity of Pride Center ERG including cooking a meal for NEW Community Center in collaboration with Pride Center and employees working on the IE Inclusivity and Equity Certificate
- Created bibliographies for faculty and staff focusing on diverse topics which were handed out at all IE events and trainings

**Goals:** to develop and implement Inclusivity and Equity level 2 training; to increase participation of employees in IE opportunities including an increase in the number of ERGs and to increase participation in certificate program and IE career development; to increase collaboration of IE intern committee with diverse groups on campus to enhance opportunities for change to make campus more inclusive; to create more opportunities for community relationships; and to provide specific inclusive career development that is highly attended by both faculty and staff; to continue with new employee socials; to create a specific goals list for 2016-2017 for IE committee that has impact on the overall campus inclusiveness for students, employees and the communities we serve.

## Subcommittee Final Reports

### Inclusivity in the Workplace Subcommittee Report 2015-2016

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

**Subcommittee Members:** Melissa Nash (chair), Stacie Christian (IE and Pride Center), Lynn Niemi (Disability Services), Michael Casbourne (TRIO), Joanie Dovekas (RES LIFE), Yunsun Huh (DJS), Kimberley Reilly (DJS), Jemma Lund (International Education), Allison LeMahieu (student representative)

#### Accomplishments:

Inclusivity and Equity Certificate Program

Continuation and further marketing of the Inclusivity and Equity Certificate Program

Created updated guidelines and an assessment tool for participants

Will have our first group of graduates, with certificates presented in the August 2016 convocation

Marketing the professional development series through flyers sent out to all employees.

Inclusivity Professional Development Series – programs offered in 2015-2016:

IE Workshop 1 and 2

Panel on Islam

Michael John Carley (Autism Speaker)

LGBTQ Lunch & Learn

Hmong Guest Panel

Religion Guest Panel

Socioeconomic Status at Inclusivity Health Fair

Paul's Pantry Volunteer opportunities

New Employee Social Planning

Held two socials - August of 2015 and February of 2016. Both were successes

(although the winter social was smaller), and many new employees had positive things to say about the event both at the event and within the new employee survey.

The next New Employee Social will take place in August of 2016. Planning for this will happen during the spring/summer of 2016.

New Employee survey sent to new employees during the 2015 calendar year. Results were discussed (which were mostly positive), and the subcommittee will use these results to encourage further initiatives next year for new employees.

Discussion with Justin Mallett regarding a collaboration between our subcommittee and his Community Relations subcommittee to help match new employees with community resources.

Employee Resource Groups (ERGs)

The first ERG (Pride) was continued by Stacie Christian and Joanie Dovekas. This ERG has had several meetings during 2016

Guidelines for the formation and facilitation of additional ERGs were drafted and rolled out to the campus community in the fall of 2015.

Professional development session related to ERGs was held during the Fall Training Week.

#### 1. Notable Challenges:

- Communication for the Certificate Program-brochures sent to every employee but not everyone is aware of certificate program

- Communication and interest in the ERG program

## 2. Plans for the 2015-2016 Inclusivity in the Workplace Subcommittee

- Continue to develop the Inclusivity and Equity Certificate Program, including:
  - Creating a multi-year plan for programming
  - Graduating our first group of certificate graduates at convocation in August, 2016
  - Continuing to market the program and provide programming which is applicable and timely for the campus community
- Coordinate two New Employee Socials (one in August of 2016, and one in January of 2017).
- Continue to enable the formation of new ERGs, utilizing organized guidelines for facilitators. The hope is that a few more will be going with the start of the 2016-2017 academic year, for example:
  - Parent Support ERG
  - Multicultural/International Employees ERG
- Continue to encourage inclusion of inclusivity and diversity objectives within the performance evaluation process for all employee types.

## Inclusive Classroom Subcommittee Report 2015-2016

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

**Subcommittee Members:** Kate Burns (Chair), Christin DePouw, Regan Gurung, Adrienne Fletcher, Lorenzo Lones (student), Dan Meinhardt, Lynn Niemi, Emery Nelson (student), Kris Vespia, David Voelker, Christian Parker (student)

- Discussion of need to increase faculty participation in Inclusive Excellence Equity and Inclusivity career development led to the Inclusive Excellence Faculty Training on March 4. Over 30 faculty registered attended as well as the Chancellor and other leadership. Academic statistics of UWGB student success and challenges based on race and ethnicity were presented by Debbie Furlong; a guest panel of diverse students (including LGBTQ+) was featured, as well as insights from Adrienne Fletcher (diverse student perspective), Dr. Kristin Vespia (multicultural student perspective) and Stacie Christian (inclusivity in the classroom perspective). Dr. Kate Burns announced new UWGB Diversity Scholars program.
- UWGB Diversity Scholars teaching and learning project established. Faculty are to propose their project in Fall 2016, and implement the project in Spring 2017. They will receive \$600 towards supplies and expenses. The Diversity Scholars selected were Adrienne Fletcher (social work) and Elizabeth Wheat (Public and Environmental Affairs) to use in their classrooms during the 2016-2017 school year.
- A student focus group in spring 2016 led by Forrest Brooks provided further insights on opportunities for improvement. Students did indicate they have observed a focus on inclusivity on campus, and would like future focus to occur.
- Goals for 2016-2017 include the continuation of working with student focus groups and to provide Inclusivity Booster Sessions for faculty including diverse student guest panels.

## Community Relationships Summary Report 2015-2016

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

**Subcommittee Members:** Justin Mallett (Chair), other community members

- The community relationships subcommittee continued to identify key events within the local community that members of the Inclusive Excellence Committee and senior administrators should attend within the local community. The committee also spent time establishing relationships with key organizations within the Green Bay community that will aid in changing the community perception of UW-Green Bay especially as it relates to minority student representation on the UW-Green Bay campus. This sub-committee has continued to enhance this relationship and aiding in the future recruitment of minority students to UW-Green Bay.
- Community contacts include the following:
  - June 2015- Juneteenth Celebration
  - October 2015- Young Life Fundraiser
  - December 2015- Kwanzaa Event at UWGB
  - January 2016- Brown County MLK Day Event
  - January 2016- Green Bay MLK Day Event
  - February 2016- UWGB Soul Food Dinner
  - March 2016- UWGB Celebration of Success
  - May 2016- Passage to India
- The committee also worked on establishing key relationships with local groups in the Green Bay community. These groups include:
  1. Boys and Girls Club of Green Bay
  2. Young Life
  3. Girl Scouts of America
  4. Multicultural Center of Green Bay
  5. Oneida Executive Business Council

## Mentoring Summary Report 2015-2016

**Charge:** To increase diverse student support and engagement in order to enhance their campus involvement, understanding and utilization of campus services that contribute to academic and personal success through the leadership of other diverse students who have experienced what UWGB has to offer.

**Subcommittee Members:** Dean of Students, Dr. Brenda Amenson-Hill, Diversity Director, Dr. Justin Mallett

- Over the past academic year Justin Mallett and Brenda Amenson-Hill worked together to hire, train and support 10 GURU (Multicultural Mentors). This was a new program that had positive impact on the social and academic experience of the mentors and mentees. The program included ongoing one on one and small group sessions and larger social activities such as a night in the Phoenix Club (free games and pizza) and Bowling at Riviera Lanes.

- All of the students involved in the program either graduated or remained at UW-Green Bay. The GURU mentors, as enrolled students, were instrumental in the academic success of their mentees and themselves. The average GPA of the GURU mentors was a 3.43. Four of the ten mentors graduated during the 2016-2017 academic year. The average GPA of the mentees who met with their mentors was a 2.97 during the spring semester. This spring we recruited a few new mentors to replace the students that graduated in May. The program will continue to grow and evolve. We also think the collaboration between the GURU mentors and the Jump Start program will continue to be important.
  
- The GURUS are required to have contact with students as follows:
  - \* Meet/speak with each student assigned to you at least three times during the first 6 weeks. Communication with students from the very beginning is crucial!!
  - \* Invite/inform each student to campus programs and cultural activities.
  - \* Encourage student involvement in annual events such as Org Smorg, Welcome Week and the many programs sponsored by student organizations and departments.
  - \* Mid-term check-up with each student, tips, advice
  - \* After returning from Winter break inquire as to how each student feels his/her first semester went and what changes are they going to make, if any, for the next one.
  - \* Approach new second semester students, just as you did first semester.
  - \* Bring all new students down to the American Intercultural Center.
  
- The GURUS are required to have contact with administration/campus as follows:
  - \* Be or become familiar with the various outreaches on campus. This will be covered during training.
  - \* Arrange for each student to meet with a counselor within the American Intercultural Center.
  - \* Must attend bi-weekly meetings/training sessions with staff and other mentors.

HOURS:  
 Hours per week first semester: 5-10  
 Hours per week second semester: 1 – 5

Other Criterion:  
 As a mentor, this will be a one year commitment. There is an opportunity for possible independent study credits as a mentor. It is preferred that all applicants have spent at least 1 year at UW-Green Bay.
  
- Subcommittee recommends continuing the GURU mentor program so to enhance the diverse student experience, personal growth and academic success at UWGB.

## *University Planning and Innovation Council*

No report was submitted for the 2015-16 Academic Year.

## *Committee on Student Misconduct*

This is the committee who hear student appeals or make the decision to suspend a student for misconduct, for either academic, or non-academic reasons. The committee is made up of three faculty, three academic staff, and the five students who make up the Student Government Association Court. We started the year missing a faculty member. In November Elizabeth Wheat was appointed as our third faculty member. Three students were eventually appointed to the Student court, bringing our number of student members back up to five. All new members were given the basic training in either October or December.

Our number of hearings went down from the previous year, from eight to three. This is due to the majority of cases being settled by the Dean of Students Office prior to the hearing. Five students were suspended over the course of the academic year, all settling before the hearing. Only three hearings were actually held during the 2015-16 school year. All three were appeals, one academic, and two non-academic.

We have been preparing a series of trainings connected to different forms of relationship violence. This training will begin in September after the two student and one staff position are filled.

Members of the committee are:

### Faculty

Amanda Nelson, Jon Shelton, Elizabeth Wheat

### Staff

Sara Hladilek, Debbie Furlong, Lynn Brandt

### Students

Rowan Isaaks, Pam Parish, Dennis Debeck, Maggie Pietrowski, Zach Olson

Respectfully submitted by Mark Olkowski, Chair

## UNIVERSITY STAFF ELECTIVE AND APPOINTIVE COMMITTEES

### University Staff Committee

MEMORANDUM

Date: May 27, 2016

To: Secretary of the Faculty and Staff

From: Jan Snyder, Chair  
University Staff Committee

Re: 2015-16 Committee Annual Summary Report

University Staff Governance Committee Membership 2015-16	
<p><b>University Staff Committee</b>                      Holly Keener (Secretary)                      Ron Kottnitz (UWS University Staff Rep)                      Theresa Mullen                      Christine Olson (Human Resources Liaison)                      Monika Pynaker                      Jan Snyder (<b>Chair</b>)                      Tina Tackmier (Treasurer)                      Amanda Wildenberg (Vice Chair)</p>	<p><b>Personnel Committee</b>                      Kevin Boerschinger                      Melissa Huckabee                      Sue Machuca                      Kim Mezger (<b>Chair</b>)                      Christine Olson (Human Resources Liaison)                      Cheryl Pieper</p>
<p><b>Election Committee</b>                      Ron Kottnitz                      John McMillion                      Cheryl Pieper (Chair)</p>	<p><b>Professional Development Committee</b>                      Micky Doyle                      Virginia Englebert (partial year)                      Sarah Pratt                      Tina Tackmier                      Teri Ternes (Chair)</p>

The University Staff Committee has been meeting the third Thursday of every month from 10:00-11:30, with occasional special meetings for discussions requiring timely decisions. In addition to the 7 elected members and 1 HR liaison, the chairs of each of the 3 subcommittees typically attend the meetings or send a committee representative. A few highlights of activities for 2015-16 include:

- Submitting a University Staff Emeritus/Emerita Status Proposal to SOFAS for review; pending approval, we will submit to campus administrators.
- Requesting a statement of support from SOFAS when future interest surveys are sent, with hopes of raising awareness and support from supervisors of employees who desire to participate in campus shared governance.
- University staff appointments to the new dean search and screen committees.
- University staff appointments to the restructured UPIC.
- Inclusion of a letter on behalf of UWGB University Staff Governance in the Board of Regents meeting folder.
- The USC Chair co-presented at a shared governance session at the Supervisor Bootcamp in April.

- Submitting a letter, logo bag, notepad, and logo pen to University Archives to be included in the 50<sup>th</sup> Anniversary campus time capsule placed on May 2.

The yearly University Staff Assembly was held on February 25, 2016 and attended by approximately 45 university staff members. Chancellor Miller opened the meeting with a welcome and update on the current state of campus affairs, followed by a question and answer session. The SOFAS was introduced, followed by welcome remarks and a question and answer session from Associate Provost Clif Ganyard. The primary questions and concerns focused on potential position losses due to budget cuts and the progress of the conversion from a 2-dean to a 4-dean campus model. Other presentations included university staff opportunities for shared governance and campus committee involvement; reports from each of the committees on their activities for the current year; updates on the employee handbook development, UPS policies, and other HR news. Information regarding the upcoming Board of Regents meeting at UWGB was shared and employees were encouraged to attend the open sessions. The meeting ended with an ice cream social.

The USC Chair and the Personnel Committee have been working with our Human Resources liaison to develop an employee handbook that pertains to all employees, as well as creating embedded bookmarks and links to resources specific to each of the shared governance groups.

USC and Personnel Committee members attended recurring telepresence meetings with other UWS University Staff Council members through the year to discuss issues and policies pertinent to all university staff members, as well as other UW System news.

The University Staff Governance committees hosted a hospitality room for other UWS university staff reps attending the Board of Regents meeting in April. Although we received no visitors, we agreed to appeal to campus planners in the future to keep us involved as plans are being developed for future hosted meetings so that all shared governance groups will have the opportunity and space to meet.

While awaiting a new campus website platform, a SharePoint site was established for two purposes: 1) to store meeting agendas, minutes, and other documents to share with other university staff members, and 2) to store working documents for viewing and sharing only among university staff governance committees. We currently have a Web Development Committee working on the development of a University Staff Governance web page, with hopes of a late summer or early fall launch date. The USC also has an Outlook email account ([usc@uwgb.edu](mailto:usc@uwgb.edu)).

An interest survey was generated by the Election Committee in February for the purpose of determining interest in open governance positions, as well as for serving on other campus committees. A ballot was created and online elections were completed in March. All members convened during the May USC monthly meeting, and the Vice Chair and Secretary were both re-elected to their officer positions. The Professional Development Committee Chair was also re-elected, and the other 2 committees will choose their chairs sometime during the coming summer. The USC will retain its meeting schedule of the 3<sup>rd</sup> Thursday morning of each month, and the other committees will determine their meeting schedules soon.

The joint US governance committees will hold an informal potluck lunch in July for all outgoing and incoming members, and the first meeting of the 2016-17 term will be held in August.

Respectfully submitted,  
Jan Snyder, Chair  
University Staff Committee

## *University Staff Election Committee*

**Committee Members:** Cheryl Pieper (Chair), Ron Kottnitz, and Sousie Lee - replaced by John McMillion on January 20<sup>th</sup>, 2016.

**Charge:** To solicit candidates from the eligible university staff to serve on elected and appointed committees via an interest survey and to prepare a ballot for all open positions.

### **Timeline:**

January 14 <sup>th</sup> , 2016	Election Committee met to make revisions to the interest survey from 2015.
January 20 <sup>th</sup> , 2016	Sousie Lee was replaced by John McMillion on the Election Committee. Sent revisions to the interest survey to Holly Keener.
February 9 <sup>th</sup> , 2016	Interest survey was open for all University Staff to complete.
February 26 <sup>th</sup> , 2016	Interest survey was closed.
March 2 <sup>nd</sup> , 2016	Reviewed interest survey results to choose names for the ballot. Sent names for the ballot to Holly Keener.
March 7 <sup>th</sup> , 2016	Ballot was open for all University Staff to vote.
March 11 <sup>th</sup> , 2016	Ballot was closed.
March 14 <sup>th</sup> , 2016	Received ballot results from Holly Keener.
March 16 <sup>th</sup> , 2016	E-mails were sent to the winners for the elected committees.
March 28 <sup>th</sup> , 2016	Election Committee met to select names for the appointive committees.
April 12 <sup>th</sup> , 2016	Sent Holly Keener an e-mail with the committee's choices for the appointive committees.

**Observations:** We need to continue finding way to get more University Staff interested in serving on our committees. The Election Committee needs to outline the expectations for each elected committee so staff can make an informed decision about serving on a committee.

Respectfully submitted by Cheryl Pieper, Chair

## *University Staff Personnel Committee*

### Committee Annual Report 2015-2016

The University Staff Personnel Committee members (Kevin Boerschinger, Melissa Huckabee, Sue Machuca, Cheryl Pieper, and Christine Olson, Human Resources Liaison) attended monthly telepresence meetings with other UW University Staff Council members and discussed UPS issues and policies as they relate to University Staff.

The USC and Personnel Committee members, including our Human Resources liaison, have been working on a new employee handbook and shared governance handbook. This is still an ongoing project that will carry through part of the 2016-2017 term.

The Personnel Committee members continue to work with our membership to answer questions, provide feedback or clarify policy questions as needed.

## *University Staff Professional Development Committee*

### Committee Members:

Tina Tackmier [2014-16], Sarah Pratt [2015-17], Micky Doyle [2015-17]  
Vacancy - Virginia Englebert [transferred to Academic Staff]

Members of the University Staff Professional Development Committee met on July 17, August 10, September 14, October 12, November 16, 2015 and January 11, March 14, April 11, May 10 and May 31, 2016 in addition to several special meetings for the past year. From June – November 2015, our meetings were primarily to plan/debrief our annual fall conference which was held on November 6, 2015, at the Tundra Lodge, Green Bay Wisconsin. A copy of the agenda with speaker bios is attached for your reference. Plans for 2016 are already “in the works” with the conference scheduled for October 28, 2016. Speakers will be confirmed by mid-June.

In addition to the conference meetings, the committee met regularly [11/16 & 12/3/15; 1/26, 3/1, 4/4, 5/9/16] with the Academic Staff Professional Development Programming Committee to plan joint leadership workshops. These workshops were held on campus and open to all Faculty, Academic and University Staff. We co-sponsored five workshops with ASC for 2015-16. The 5<sup>th</sup> workshop will be held on June 21, due to a cancellation/reschedule. Our final meeting is scheduled for 06/27/16 for a wrap-up of ‘15/16 and kickoff of ‘16/17. A documentation of the workshop descriptions and presenters is attached for your reference.

**Professional Development Funding:** We received 19 requests for professional development funding and approved 18 for a total payout of \$4599. One request was denied as the individual transferred to Academic Staff. Seventeen requests have been processed for a total reimbursement of \$4299; one is pending with a conference date of 6/8-10/16. The committee continues to look for professional development opportunities for University Staff; we are always open to suggestions.

**Social:** The committee arranged a winter social scheduled which was held on March 3, 2016 at The Pump Room. Light snacks were provided; there was a cash bar. It was a great time for a few laughs, rekindling old and new friendships with co-workers. We hope more will attend in the future.

## JOINT GOVERNANCE COMMITTEES

### *Learning Technology Collaborative Committee*

*Committee Chair: Todd Dresser*

*Committee Members: Caroline Boswell, Debra Pearson, Tohero (Francis) Akakpo, Sarah Pratt, Monika Pynaker, Kate Farley, Rebekah Vrabel, Kim Mezger, Alison Staudinger, Christina Trombley, William Hubbard*

**The main objectives for the Committee:** The Learning Technology Collaborative Committee serves as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs on matters involving learning and instructional technology. The members will consult the faculty and solicit feedback on issues of instructional technology planning and policy, as well as other items of general interest. The Learning Technology Collaborative Committee is a Joint Governance Committee.

**The charge of the Learning Technology Collaborative Committee is to:**

1. Develop and promote channels of communication between the learning and instructional technology staff and the faculty and students.
2. Make suggestions regarding the operational support required for instructional technologies at UW-Green Bay at an institutional level.
3. Evaluate learning and instructional services to identify efficiencies and possible areas of improvement.
4. Explore and exchange ideas about new, existing, and maturing technologies.
5. Advocate for the support of the University's instructional technology budgetary, professional development, and support needs as necessary.
6. Act as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs.
7. Provide policy recommendations to the Technology Council as needed.

**Summary of committee activities:** The Learning Technology Collaborative Committee spent the year vetting, exploring, and advising on learning technologies. In particular, the Committee vetted the campus's current lecture capture system, Mediasite. This entailed going over a project run by Academic Technology Services to determine the degree to which Mediasite met the needs of our community in regards to capturing and storing face-to-face class sessions. The committee evaluated the report put together by ATS and advised on those findings.

Second, the committee explored technologies that were of interest to the committee members who wished to know more about promising trends in learning technology. In this regard, we explored ways to overcome the digital divide through new technologies and we explored ways to "humanize" online classes so that the instructor and students alike can have a greater sense of connectedness.

Finally, the committee also advised on learning technology. In this regard, we advised on active learning spaces that currently exist on campus and how they might work better in the future. Similarly, we advised on a new classroom response system (clickers) that might better meet the needs of the campus community.

In all these ways, the Learning Technology Collaborative Committee sought to provide guidance on the use of learning technology to the directors of ATS and Adult Degrees. We also sought to relay the user experience to them so as to continue to guide them in the thoughtful adoption of learning technology for the campus community.

## *Awards & Recognition Committee*

### **Members of the Awards & Recognition Committee were:**

Kristin Aoki, Shannon Badura (co-chair), Jeremy Intemann, Sarah Meredith, Minkyu Lee, Allison LeMahieu, John Lyon, Ruth Pearson, Erin VanDaalwyk (co-chair), Amanda Wildenberg,

### **Summary of Activities:**

#### **Regent Diversity Award:**

At the request of Associate Provost Clif Ganyard, the committee agreed on a team and an individual to recommend for the Regent Diversity Award

#### **Regent Teaching Award:**

The committee agreed on a sub-group of four individuals to recommend to Associate Provost

#### **Honorary Doctorate:**

The committee solicited nominations for Honorary Doctorates. A faculty sub-committee (Yunsun Huh, Minkyu Lee, John Lyon, and Sarah Meredith) reviewed and voted in favor of the recommendation of Mr. Lou LeCalsey for Honorary Doctorate of Law to be awarded at the Spring 2016 Commencement ceremony.

#### **Founders Awards:**

The committee solicited nominations for the 2016 Founders Association Awards and selected recipients from among those nominations.

#### **Commencement Speaker:**

The committee approved the eligibility of Lou LeCalsey for the Spring 2016 Commencement Speaker.

Respectfully submitted,  
Shannon Badura, Co-Chair  
Erin VanDaalwyk, Co-Chair

## *Legislative Affairs Committee*

The Legislative Affairs Committee (LAC) met once during the 2015-16 academic year in November. Committee members included Rick Warpinski (Convener), Jan Malchow, Holly Keener, Ron Kottnitz, Doreen Higgins, Alison Staudinger, Ron Pfeifer (ex officio), Alex Girard (Student Representative), Virginia Englebert, Christopher Paquet, and Christine Style.

At the November meeting, Rick Warpinski was elected chair of the LAC (nominated by Ron Pfeifer, seconded by Jan Malchow). The group examined the relevance of the committee charge, then pondered whether they were charged with taking action or just disseminating information to our various governance groups. If it is to provide information, is it possible to set up a website for the committee that will provide links to various news sources and other information sources?

In a discussion of past committee efforts, Jan provided information regarding some of the candidates who had been brought to campus by the Legislative Affairs committee. He then cautioned the group about using work email to send information to university employees that might be politically based. This led to a discussion regarding the difference between providing information and advocating for a specific outcome or candidate. Ron Pfeifer offered to research what the committee could and could not do as a group. Ron will also chat with the Chancellor regarding how our group might best be able to work with the administration.

Respectfully submitted,  
Rick Warpinski

## *Committee on Workload and Compensation*

No report submitted for 2015-16 Academic Year