

**University of Wisconsin – Green Bay
Center Annual Reports
2016-2017**

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UW Green Bay Education Center for First Nations Studies

Annual report 2016-17

Background:

The Professional Program in Education's Center for First Nations Studies is an Act 31 resource dedicated to improving and supporting First Nations education and teacher education programs. Our goal is to help educators do a more comprehensive job of teaching youth about the history, culture, sovereignty, and contemporary status of First Nations in Wisconsin.

The Center houses oral traditional Elder scholars in residence who assist in teacher education and prepare K-12 teachers and University faculty to deliver accurate, culturally competent instruction Wisconsin American Indian Nations. The key to the center is the development of relationships with tribal elders and students in the Education program. Students and practicing teachers will have the opportunity to gain a deeper knowledge of American Indian history and culture by spending time in the Center with Elders, and in turn, be better prepared to teach students. Elder knowledge and expertise highlight the center's emphasis on the time-honored oral tradition of First Nations teaching and learning.

The center is a curriculum and instructional resources clearinghouse that represents the best practices in the design and delivery of classroom instruction. Included in this clearinghouse is a website with electronic resources available. In addition, the Center offers a physical resource library with books and materials in First Nations history, culture, sovereignty, law, worldview, philosophy and classroom curricular materials for k-12.

Through the center, the resident elders, UW-Green Bay Education students and faculty offer consultation and services to teachers and school districts regarding curriculum, teaching materials and instructional methodology in First Nations Studies.

Goals/Objectives of the Center:

- Facilitate the improvement of teacher education programs to prepare K-12 teachers and university faculty to deliver accurate, culturally competent instruction about the history, culture and tribal sovereignty of American Indians.
- Support systemic, transformational curricular change through the creation and fusion of curriculum and instruction that is built upon the holistic epistemology of indigenous people and Elder traditional teachers.

Major Activities of the Center in 2016-17:

Oral Traditional Scholars in Residence Program: In 2016/17 the Education Center for First Nations Studies continued to host the Oral Traditional Scholars in Residence Program. During the academic year, the following oral scholars were in residence in the Center: Judge Richard Ackley (Ojibwe), Susan Daniels (Oneida), Bernadine Vigue (Menominee) and David Turney, Sr./Napos (Menominee). Faculty from across campus are encouraged to create opportunities for students to meet with the Elders and to relate their visits to the course content. This year, faculty in the following disciplines sent their students to the Center to meet with the Elders: Human Development, Education, History, Social Work, and English. In addition, GPS faculty sent GPS students to meet with the Elders.

Title VI Indian Education Collaboration: The Education Center for First Nations Studies continues to collaborate with and support the local school districts Indian Education Programs in Ashwaubenon School District, Green Bay Public Schools, and the West De Pere School District. Poupart works with each of the Title VI Indian Education staff from these districts to provide UWGB student mentors and tutors for First Nations K-12 students. In the 2016/17 academic year, 40 UWGB students worked as tutors and mentors to First Nations youth. In addition, in 2016/17 the Ed Center for FNS staff met with the Title VI Indian Education director from Ashwaubenon to begin developing Act 31 classroom materials for K-12 teachers in that district.

UW System Task Force on Diversity: During the academic year, Lisa Poupart (Ed Center for FNS Director), was appointed to represent UWGB on the UW System Task Force on Diversity. Dr. Poupart worked with Regent Ed ManyDeeds and members of the Task Force and recommended a series of initiatives to promote diversity across the UW System. These initiatives are currently before the UW System Board of Regents for review.

First Nations Student Recruitment: The Education Center for First Nations Studies continues to be involved in the recruitment and retention of First Nations students. Ed Center staff are regularly contacted by Admissions to take part in campus recruitment visits. Poupart hosts students and families in the Ed Center for FNS. The Center is often one of the only stops that First Nations recruits make during a campus visit. In addition, Poupart arranges and facilitates visits to campus by large groups of First Nations students from local schools and as far as MPS.

First Nations Student Retention: It is important for institutions of higher education to offer spaces for members of non-dominant identity groups to gather and meet. Such spaces have an impact on student retention. The Ed Center for FNS and the Oral Scholars in Residence program is increasingly becoming a resource and meeting place for First Nations students on campus. In 2016/17, the Ed Center for FNS offered a space for students to meet, socialize, hold student meetings, eat meals, and study.

Tribal Listening Sessions: In summer 2016, Lisa Poupart (Ed Center for FNS Director) traveled to all of the First Nations communities in Wisconsin and to the urban Indian communities in Milwaukee and Madison. Professors JP Leary and Forrest Brooks also attended many of these sessions. The goal of the sessions was to speak with tribal members about indigenous education and the development of the Ed.D. in First Nations Education. However, several of the listening sessions were held in collaboration with the UW System initiative on the success of First Nations students at UW campuses and institutions. The purpose of the UW sessions was to hear from First Nations community members, leaders, parents, and students about their perceptions of the UW System, what can be done to recruit and retain First Nations students, and how to promote indigenous education across UW campuses. The UW listening sessions were transcribed and reported to UW System administration.

Act 31 and Fusion of FNS: The Ed Center for FNS continues to work across the UW System in Fusion efforts. This includes ongoing work with UWGB education faculty and assisting in efforts to fuse First Nations education into existing Ed classes. Most notably, the Ed Center continues to work with Dr. Christen DePouw in her efforts to infuse FNS into all of her Ed classes. Dr. DePouw Ed students visit the Ed Center for FNS daily to meet with the Elders and to use resources in the Ed Center library.

Dr. Poupart worked with students, staff, faculty, and administration at UW Stout with regard to recent challenges facing the campus and First Nations education. Poupart met with the Chancellor, Provost, and Deans during her visits. This work included meetings building on UW System Fusion initiatives from the previous year.

Dr. Leary met with students and faculty at UW Superior in an effort to further Act 31 education and in continuation with previous UW System initiatives from the previous year.

The Ed Center for FNS also supports fusion outside of the UW System. For example, in spring 2017, faculty worked with Professor Brigetta Miller to fuse First Nations Studies at Lawrence University.

In Spring 2016, the Ed Center for FNS was invited by and collaborated with Milwaukee Public School System to create a two-day Act 31 training for MPS teachers, staff and administrators. The training will take place in June 2017.

The Ed Center for FNS (Poupart) is currently collaborating with the UW Green Bay MSW program in the development of an Act 31 training for school social workers. This training is in the development stages. We aim to offer the training to MSW students in January 2018. This training will be the first of its kind in the U.S.

Bitter Sweet Winds Campus Exhibit: In November 2016, the Inter-Tribal Student Council and the Ed Center for FNS, co-hosted the Bitter Sweet Winds Exhibit on campus. The exhibit explores the impact of stereotypes and imagery of First Nations people

Visiting Oral Traditional Indigenous Scholar: In April 2017, the Ed Center for FNS hosted Xong Xiong, as a visiting oral scholar at UWGB. Ms. Xiong gave presentations in Education classes, met with student groups, and gave a public campus talk on Hmong education. UWGB administrators encouraged the Ed Center for FNS to continue to collaborate with and highlight the work of indigenous Hmong scholars. The Ed Center for FNS hopes to continue the Visiting Oral Scholar program in 2017/18 but resources are limited in the coming year

UW Faculty Presentation: In April 2017, the Ed Center for FNS hosted its first UWGB faculty forum. Dr. Marcelo Cruz was invited to give a campus presentation on his indigenous planning project in Tena, Ecuador. The presentation drew over 30 participants including students and guests from the local tribal communities.

Meeting with Potential Donors: Lisa Poupart and the Ed Center for FNS affiliated faculty met with potential donors and spent a day with them. Donors attended FNS classes, met with the Oral Scholars in Residence, and took a campus tour.

Center for Food in Community and Culture
Annual report 2016-17

No report Submitted

Center for History and Social Change

Annual report 2016-17

This past year, we hosted five Historical Perspective Lectures. And once again, we had a really good year. Attendance was excellent at all events (100-180). Moreover, community attendance has continued to increase.

The Center received a most welcome gift of \$10,000 from a community member to fund lectures in 2017-2018 – which clearly enhances our \$4500 annual budget.

In the Fall 2016, we hosted two speakers:

Ari Berman, Senior Writer of THE NATION –
Spoke on Voting Rights on September 29

Richard Brookhiser, Senior Editor, THE NATIONAL REVIEW –
Spoke on George Washington on October 27

And in the Spring 2017, we hosted three additional speakers –

John Nichols, National Affairs correspondent for *The Nation* –
Spoke on The Fight Against a Jobless Economy on March 28

Liza Donnelly, Cartoonist and writer for *The New Yorker* –
Spoke on Cartooning and Politics on April 4

Ben Mankiewicz, Turner Classic Movies and Young Turks Network –
Spoke on Hollywood and Politics on April 25th

- Harvey J Kaye, Director

Center for Middle East Studies and Partnerships

Annual report 2016-17

Our small but dedicated group of faculty consists of Profs. David Coury (HUS/Global Studies), Heidi Sherman (HUS/History), Katia Levintova (DJS/Political Science), Meir Russ (Business) and Jemma Lund (Office of International Education). This past year, we maintained our collaborations with St Norbert College's Prof. Prof. Ozum Yesiltas (Political Science) and Bob Pyne (Norman Miller Center for Peace and Justice). With them, we established in 2015 a collaborative *Middle East Initiative*, which has consisted of a series of talks, discussions and film screenings on our two campuses.

Curriculum Supported:

Arabic 101/102 (F/S)
HUM STUD 360 Globalization and Cultural Conflict (F/S)
HUM STUD 384 Contemporary Middle East in Literature and Film (F)

Grants submitted

Displacement and Immigration: through a different lens. \$1701.00 from the Wisconsin Humanities Council. funded.

- According to the UN High Commission on Refugees, we are now witnessing the highest levels of displacement on record. Over 33,000 people are forced to flee their homes daily so that there are over 65 million forcibly displaced people worldwide. This displacement has important ramifications both globally and locally, in particular in the form of immigration.

Our program explored this issue through the visual and theatrical arts and provide public programming for an underserved population in our community, namely middle school children in grades six through eight. Special attention will be placed on how this displacement and immigration have affected N.E. Wisconsin and the changing nature of our demographics, exploring both the push and pull mechanisms that lead to these two phenomena. Four specially programmed events were held monthly at the Neville Public Museum in the Spring of 2017 for area Middle Schools. Each screening/performance was followed by a discussion led by a UW-Green Bay Humanities scholar, at times in conjunction with the artist himself.

Sponsored roundtable discussions and/or talks

- *Turkey in the Middle: Domestic and Foreign Perspectives on the Most Recent Events*. A Global Studies Roundtable. Friday, Sept 30, 2016. World Unity Room. Prof. Ozum Yesiltas (St Norbert), Prof. Alison Staudinger (DJS), Prof. David Coury (Humanities), Prof. Katia Levintova (DJS).
- *E pluribus Unum: Welcoming Strangers*. Richard Mauthe Center, February 23, March 23, April 20. Moderator: Prof. David Coury.
- *Pathways to the United States*. Sponsors: Diversity Taskforce, Women of Color, AIC, Office of International Education, Humanistic Studies, Center for Middle East Studies and Partnerships.
 - March 28, 2017: Roundtable discussion
 - April 4, 2017: Film screening Salam Neighbor
- "The Contemporary Middle East: A Persian Gulf Perspective," lecture by the UW-Green Bay/St Norbert College International Visiting Scholar Ahmad Abu Shouk, April 2017.

Other Outreach activities

- Green Bay Film Society co-sponsored screenings:
 - November 2, 2016: *Theeb* (Jordan, 2014)
 - December 7, 2016: *Frame by Frame* (USA/Afghanistan, 2015)
 - February 15, 2017: *Salam Neighbor* (USA 2015) (*shown as part of the series Displacement and Immigration: through a different lens*)
- Great Books Discussions. Co-Sponsored with Humanistic Studies
 - Naguib Mahfouz, *The Journey of Ibn Fattouma* (Nov 8, 2017)
- Somali/North Africa high school student outreach. Richard Mauthe Center. April 20, 2017. Together with Abdul Nur, a Somali paraprofessional at Green Bay East High School, we organized a dinner for local Somali and North African high school students to come to campus to learn about UW-Green Bay.
- “Syrian Refugee Crisis: History, Politics and International Relations.” UN edSummit. May 17, 2017. Prof. Levintova, Sherman and Coury gave the keynote address at the Mock UN Day for CESA 7 gifted and talented students.

Publications by Center faculty members

David Coury

1. “Ways of Belonging: Navid Kermani and the Muslim Turn.” Special issue: *Colloquia Germanica*, Eds. Heidi Denzel and Faye Stewart. 47.1-2, 2017: 9-30.
2. “A Clash of Civilizations? Pegida and the Rise of Cultural Nationalis,” *German Politics and Society*, ed. Patricia Simpson and Helga Druxes. 34.4 (Winter 2016) 54-67.
3. “Kafka and the Koran: Patriotism, Culture and Postnational Identity.” *Navid Kermani*. Ed. Karolin Machtans and Helga Druxes. (Berlin: Peter Lang, 2016). 49-67.

Center for Public Affairs

Annual report 2016-17

Great Lakes Career Ready Internship Grant

In the Fall, 2015, we secured funding from the Great Lakes Higher Education Corporation for the Career Ready Internship grant in the amount of \$441,324. The Internship Grant enables our campus to collaborate with organizations in the community to create new internship opportunities for students, and pay qualified students for their experience. The Center focuses on placing students into nonprofit and government internships, while EMBI offers additional opportunities in private business. Students with financial need gain valuable real-world experience in their fields of study and build strong resumes. These students are then able to secure jobs after graduation due to the high impact learning they receive through their internship experience.

This will be the third year and final year that Center for Public Affairs will manage the Internship Grant. Ashley Heath will serve as lead PI, in partnership with the Environmental Management and Business Institute (EMBI). This grant cycle introduced a three-year grant and an escalating local match is required in year 3.

In the past academic year, we placed 66 eligible grant-funded students into internships in the community. To date we have placed 14 interns for the summer term and are on track to fulfill the full amount of internship slots awarded to us for the year (82). This has required promoting the opportunity to students across campus, working with Financial Aid to determine financial need/eligibility, securing internship sponsoring sites, setting up payroll for each student, and working out the details to place and register students.

Below is a sample of internship placements this year:

- Bay Beach Wildlife Sanctuary
- WLUK Fox 11
- Brown County Historical Society
- Bellin Health
- De Pere Area Chamber of Commerce
- Literacy Green Bay
- Transformation House, Inc.
- Downtown Green Bay, Inc.
- Junior Achievement
- Brown County Emergency Management

Brown County LIFE Study

The CFPA obtained a \$50,000 grant to conduct the second Brown County LIFE Study, to follow up our breakthrough work of 2011. The grant, begun January 2016 and released January 2017, was conducted by PI Lora Warner (Center Director), Co-PI Aaron Weinschenk, David Helpap, and Janell Holstead with assistance from Ashley Heath, Center Associate Director. The grant employed three student Research Scholars. It involved collecting secondary data on ten aspects of Quality of Life in Brown County, making presentations to community groups about the data, working with the Strategic Research Institute of St. Norbert College, and collaborating with the funders to produce a major report.

Undergraduate Research Opportunities - Student Research Scholars

The Center for Public Affairs supports advanced students in conducting undergraduate research, offering Student Research Scholar positions (which may be taken for credit). Our Research Scholars work alongside faculty and staff performing high quality research by collecting and analyzing data and writing and editing reports. This past year, three scholar positions focused their work on the Brown County LIFE Study.

iPat Environmental Film Series

The Center for Public Affairs has served as a sponsor and organizer for the iPat series for the last 4 years in conjunction with the Public and Environmental Affairs department. This film series introduces important environmental issues and invites our campus and community to partake in the film screening along with expert commentary and a question and answer session after each film. This year the series celebrated the University's 50th Anniversary by sharing films that developed around the same time as our campus founding. The Center helped with the creation of the lineup, marketing materials, set up and promotion. Each showing attracted 50-75 attendees.

The 2016-17 lineup included:

- We Are All Related Here
- Bananas
- Tapped
- The Last Mountain
- Red Gold
- Big Boys Gone Bananas
- SoLa Louisiana Water Stories

2016-2017 Goals

- 1) Fulfill obligations for the successful management of the Great Lakes Career Ready Internship Grant. This includes placing a total of 82 internships during the academic year and raising \$34,843 in matching funds.
- 2) Secure additional grant funding to support Center staff and to offer community research projects and forums.
- 3) Involve four Student Research Scholars in Center Projects.
- 4) Initiate a new CFPA Policy Snapshot Report on a timely topic for the local community.
- 5) Plan for how to extend the NP Certificate program opportunities for professionals in the community.

Center for Public Affairs Staff

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Center for the Advancement of Teaching and Learning

Annual Report 2016-2017

Mission

The Center for the Advancement of Teaching and Learning partners with instructors to promote a culture of continuous improvement in teaching by investigating and engaging with evidence-based best practices, professional development opportunities, the Scholarship of Teaching and Learning (SoTL), and the cultivation of reflective learning communities. Our ultimate goal is to engender lifelong learning in instructors to enhance the student experience.

Staff and support

The Center is staffed by a Director (Caroline Boswell, 2 course reassignment appointment and summer stipend), a Lead Instructional Designer (Todd Dresser, full-time academic staff), and three learning technologists (Kate Farley, Luke Konkol and Nathan Kraftcheck, full-time academic staff). We receive limited support from a University Services Associate in the Office of the Provost (Avery Garcia/Mariah Pursley, full-time university staff). The Center also hires a Director of our UWGB Teaching Scholars program on a yearly basis (Ryan Martin). The Instructional Development Council and the UW System's Office for Professional and Instructional Development also support the Center. The Director of the Center serves as UWGB's administrative representative on the OPID Council and this year Alison Staudinger served as the UWGB faculty representative.

Programs and initiatives in 2016-17

- Center reorganization and new mission
- Quality Initiative: Quality Matters
- Online Teaching Fellows Program
- Faculty Development Institute
- UWGB Teaching Scholars and OPID Initiatives
- Grants and awards offered
- Workshops and reading groups
- Student success grants won

Center re-organization and new mission statement:

Associate Vice Chancellor Matt Dornbush reorganized the Center for the Advancement of Teaching and Learning during the spring and summer of 2016. He first hired an Instructional Designer and then he incorporated UWGB's three learning technologists into the Center. Finally, he reinstated the position of Director on a part-time basis, and hired a new Director in August (Caroline Boswell). The transformation of the Center led our team to create a new mission that reflects our commitment to research-driven pedagogies and continuous improvement in teaching, the thoughtful use of learning technologies, our university's commitment to SoTL, and our desire to foster learning communities around shared teaching and learning issues.

Old mission:

"The Mission of the Center for the Advancement of Teaching and Learning is to provide opportunities, resources and supportive communities to foster exemplary teaching, curricular innovation, and the professional development of faculty."

New mission:

"The Center for the Advancement of Teaching and Learning partners with instructors to promote a culture of continuous improvement in teaching by investigating and engaging with evidence-based best practices, professional development opportunities, the Scholarship of Teaching and Learning (SoTL), and the cultivation of

reflective learning communities. Our ultimate goal is to engender lifelong learning in instructors to enhance the student experience."

Quality Initiative: Quality Matters

To date, 103 Online Teaching Fellows have participated in the Starter and Advanced Online Teaching Fellows courses, resulting in over fifty sections of Quality Matters (QM) certified courses. This year, CATL helped six faculty certify nine courses. These courses go through the QM process that seeks to be collaborative, collegial, continuous, and centered. With the UWGB accreditation underway, and this Quality Initiative wrapping up, CATL is creating an asynchronous/hybrid course that will facilitate the course quality assurance process. This new process and rubric is informed by the QM rubric as well as CATL research supporting the adaptation of the QM rubric to better suit the needs of our institution.

Online Teaching Fellows

During the winter term, CATL provided two online teaching fellow tracks, the Starter Online Teaching Fellows and the Advanced Online Teaching Fellows, for thirteen instructors. The purpose of both tracks is to help instructional staff incorporate instructional design best practices into their courses. The Starter Track is an introduction to instructional design best practices and implementation, while the Advanced Track focuses on helping instructors meet Quality Matters (QM) certification. Although both tracks are most beneficial for instructors teaching online, knowledge gained can be transferred into face-to-face instruction as well. Both tracks are delivered in a hybrid format, consisting of both asynchronous online work and face-to-face sessions.

Faculty Development Institute

On January 19th, 2017, the Center hosted its annual Faculty Development event. For 2017, the event was rebranded as the Faculty Development Institute. The CATL team re-envisioned the day to encourage and promote more active session presentation and participation. Campus participation was high, with three of the four colleges represented in session presentation, as well as the Office of Grant and Research, Advising, Inclusive Excellence, the Writing Center, and individual student presenters. Turnout was on par with previous conferences, with overwhelmingly positive feedback.

UWGB Teaching Scholars and OPID Initiatives

UWGB Teaching Scholars Program

Ryan Martin, director, designed this program to provide four-to-five faculty and instructors the opportunity to enhance teaching and learning through scholarly research, reflection, and engagement with a community of practice. Each scholar designs and implements a SoTL (Scholarship of Teaching and Learning) project that the scholar develops over the course of the academic year. Professor Martin and the scholars meet four times to discuss relevant readings and to discuss the projects, and the scholars meet one-on-one with the director and engage in peer review. The four 2016-17 scholars, representing two Colleges, will present their projects on campus during the 2017-18 academic year. There were no scholars in 2015-16.

UW Teaching Fellows and Scholars

The UW System's Office of Professional and Instructional Development offers a similar opportunity to engage in scholarly, reflective teaching and SoTL research. Two faculty members from UWGB (Christin DePouw and Gail Trimberger) participated in the yearlong program, and they presented their research at the OPID Conference in La Crosse in April 2017.

Faculty College

Each May the UW System's Office for Professional and Instructional Development hosts Faculty College at UW-Richland in Richland Center. In 2016-17 we sent six faculty members representing three of the four Colleges to this three-day immersion in intensive, interdisciplinary seminars that delve into research-based best practices in teaching and learning as well as engagement in SoTL research. This unique experience brings instructors from across the System together to engage in critical discussions related to teaching and learning issues such as stereotype threat and the problem of implicit bias, student motivation, and the science of learning

Grants and Awards

Teaching Enhancement Grants

In conjunction with the Instructional Development Council, the Center supports instructional development opportunities for instructors through our Teaching Enhancement Grants. We have calls in fall and spring semesters, and in 2016-17 we awarded 14 grants for a total of \$10,002.55 in awards. These grants fund a range of development opportunities related to instruction and student success, such as a grant to bring in a speaker to discuss teaching religious controversy, to attend a pre-law advising conference, and to attend a conference related to successful undergraduate biology lab education.

Student Nominated Teaching Awards

The Center and the Instructional Development Council awarded the Student Nominated Teaching Award in the Spring 2017 semester. Unlike the Founders Award for Excellence in Teaching, this award is designed to recognize excellence in teaching from the student perspective. This year Megan Olson Hunt (NAS) won the award in the Early Career category, while Katia Levintova (DJS) won the award in the Experienced Teaching category. The award comes with a \$500 honorarium.

Workshops and Reading Groups

Since its reorganization, the Center has begun ramping up a suite of event offerings. These include sessions on timely topics, reading groups with emphases on particular concepts, workshops—including those tied to considerations raised in reading groups—and other experiences aimed at carrying out our new mission. In this short while, the Center has developed both a core group of partners and a larger (and expanding) “learning community” at large. The Center is pleased to have had well over fifty participants in attendance across our various workshops.

Student Success Grants

During the 2016-17 academic year, the Center applied for and received grants to support multiple initiatives related to teaching and learning. Note that we are also involved in the Advising Certificate grant run by Darrel Renier in Academic Advising.

U-Pace

We adapted this program from UW-Milwaukee where it has been highly successful at retaining diverse students and first generation students. U-Pace is a self-paced and mastery-based program in which students work at a rate they choose but are held to a 90% mastery level on all course assessments. Since students work at their own pace, the instructor provides individual - coaching style – help. Instructors target their help at the places where students get stuck and also gear their feedback to help with student persistence in the course. The goal of the project was to launch 10 total courses over three semesters: Fall '17, Spring '18, and Fall '18. We initially had four instructors lined up for Fall '17 – which would have put us on track for our goal, but two dropped out of the program due to unforeseen changes in their teaching responsibilities. We will launch two courses in Fall '17 and have three instructors lined up for Spring '18. We have yet to recruit for Fall '18 but we anticipate that we will be able to find instructors.

Teaching and Learning Community

This grant facilitates the creation of a Teaching and Learning Community Fellows program that will explore capstone experiences for the 2017-18 academic year. The objective of this program is to foster a community of practice among those who teach and administer our new Capstone Experience general education requirement as the first cohorts of students march toward graduation. Fellows will engage with SoTL research on successful capstone courses and experiences—seminars, travel courses, research assistantships, internships or other capstones—and consider how this requirement can meet goals of individual instructors, programs, and our general education curriculum.

Learning Glass/Lightboard

This grant allows for the construction and use of an innovative piece of learning technology—the "Learning Glass." This technology allows instructors to record illustrative content while still facing their students. The grant also allows for the creation of a recording studio so that instructors can produce course content especially designed to enhance engagement, retention, and to create a more intimate learning experience.

Equity Gap Fellows Project

We designed this program with Denise Bartell, Dir. of Student Success and Engagement, to reduce the equity gap and maximize student success in large, intro-level gateway courses. Approximately 60% of UWGB students are from underrepresented backgrounds (i.e., first generation, low income, and/or students of color). Underrepresented students are significantly less likely to complete college, and poor performance in courses is one of the greatest factors in drop out. The focus of this program is larger, general education courses that students frequently encounter in their first year. These courses serve a large number of our first year students, and first year students are at greatest risk of non-retention and academic underperformance. Large courses also tend to have relatively high equity gaps, defined as poorer course grades and completion rates for historically under-represented students (i.e., low income, first generation, and students of color). Finally, intro courses serve as a gateway into majors. High equity gaps in these courses reduce access to, and student interest in, the majors served by the course.

Becoming a Student-Ready College

We designed this project with Denise Bartell, Dir. of Student Success and Engagement, and Kate Burns, chair of the Inclusive Excellence in the Classroom Committee, to rally the campus around a year dedicated to enhancing student success in relation to our institutional vision. We secured funds to bring in two nationally known speakers to campus and creating reading groups. This program will provide a framework for the various projects on student success and inclusive excellence supported by the Provost's one-time funds (e.g., Equity Gap Fellows; Inclusivity Fellows) and encourage cross-campus buy in. At the start of each semester in 2017-18 we will provide campus-wide, professional development events by national experts in the field of student success, focused on topics critical to maximizing the long-term benefits of the grant funded projects. We will tie these events to existing, large-scale campus events – fall convocation and the spring Faculty Development Institute - to maximize audience and therefore impact.

Cofrin Center for Biodiversity
Annual report 2016-17

No report submitted

Environmental Management and Business Institute (EMBI)

Fiscal Year 2017 Summary

Introduction

This summary will serve to document the activities of the Environmental Management and Business Institute (EMBI) during FY 2017. It should be noted that FY 2017 has been marked by continued focus on Certificate enrollment, student internships, and grant funding received.

Accomplishments / Activities

In pursuit of achieving EMBI's key goals of seeking practical, cost-effective solutions to environmental problems, providing business outreach services, promoting research on environmental problems, and driving campus sustainability initiatives, the following accomplishments were achieved during FY 2017:

- Six grant proposals were collaboratively developed and submitted to support regional sustainability in the areas of developing student internships, Lower Fox River watershed nutrient reduction, regional agricultural outreach efforts, and a recycling materials database for the state of Wisconsin.
- Grants received included: the Alliance for the Great Lakes Perennial Forage grant, the Alliance for the Great Lakes Agricultural Outreach project, the Wisconsin Recycling Markets Database, and the WDNR Cooperative Internship Agreement, with the total funding award of **\$32,702**. While this is a decrease from FY 2016, last year's major grant provides support over a three-year period. We are still waiting to hear on a **\$3,609,136** S-STEM grant proposal from the NSF that will contain support for the EMBI Director to assist in internship creation for the engineering program.
- Five new students added the Certificate in Environmental Sustainability and Business. This decline over last year is attributed to the fact that two of EMBI's environmental science course offerings were not offered due to lack of available faculty. Reduced faculty/student interaction negatively affects overall student recruitment for the program.
- Ten student internships were completed in conjunction with the Certificate in Environmental Sustainability and Business. The internships / projects were completed at the following organizations:

Briess Malt and Ingredients Company	Manitowoc Winter Farmers Market
Eggs & Bacon Mobile Food Service	UW – Green Bay University Union Composting Project
Future Neenah	Warrior Jungle
Green Bay Botanical Garden	Wild Rivers Carbon
Oneida Nation Community Education Center	Wisconsin Conservation Corps

- EMBI either sponsored or participated in the following events:
 - Brown County Lead Abatement Coalition – Quarterly Meetings
 - Brown County Phosphorus Reduction Committee – Quarterly Meetings
 - UW-Green Bay Sustainability Committee – Monthly Meetings
 - NEW ERA Faculty Dialog Group – Monthly Meetings
 - “The Farmory” grant discussion – August, 2016
 - Wisconsin Healthcare Energy Leaders Conference –August, 2016
 - New North Sustainability Roundtable (**Hosted**) – September, 2016
 - Community Roundtable Grant Discussion – October, 2016
 - Science Open House – November, 2016 & April, 2017
 - New North Summit – December, 2016
 - WI Sustainable Business Council Conference – December , 2016 (**5 students participated**)
 - Luxemburg-Casco Middle School Brainstorming Session – February, 2017
 - Wisconsin Biogas Council (**Hosted**) – February, 2017
 - WIRMC Conference – March, 2017 (**2 students participated**)
 - Earth Caretaker Award Ceremony (**Hosted**) – April, 2017
 - WE Energies Solar Olympics (**Judged**) – May, 2017

Budget Analysis

EMBI actively managed five funds for a combined total budget of **\$86,946**, administered the Sustainability Committee budget of **\$17,500**, and had financial oversight of **\$1,543,913** across ten grants including:

Description	Sponsor	Grant Amount
Briess Malt & Ingredients Co. EMS	Briess Malt and Ingredients Company	\$ 4,392
Determination of the optimal chloride	Green Bay Metropolitan Sewerage Dist.	\$ 2,420
Improving Water Quality through	Alliance for the Great Lakes	\$ 10,220
Aurora BayCare Healthcare Internship	Aurora Health Care, Inc	\$ 107,910
Targeting Sediment Reduction	Environmental Protection Agency	\$ 688,800
Managed Grazing - Paired Field Assess.	Environmental Protection agency	\$ 200,000
Linking Soil Health Assessment	USDA, NRCS	\$ 507,989
Lower Fox Perennial Forage Program	USDA, NRCS	\$ 6,695
State Natural Area Restore Internships	WDNR	\$ 10,708
Wisconsin Recycling Markets Directory	WDNR	\$ 4,779

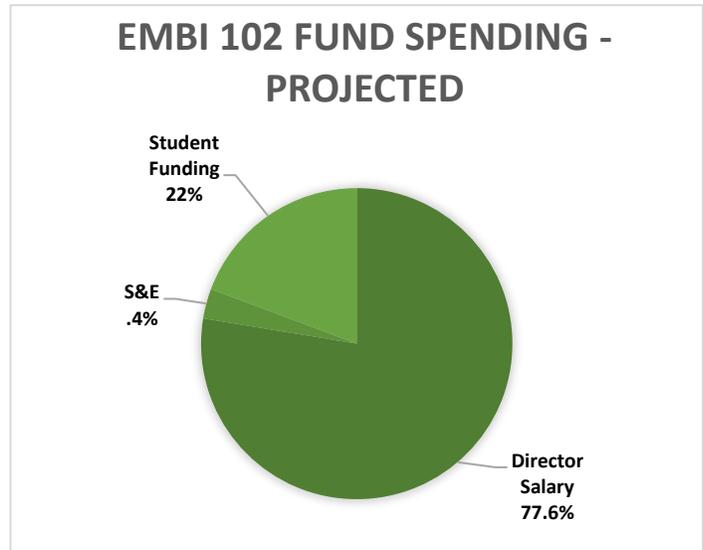
Operating funds managed by EMBI include 102-243000, 131-243000, and 233-243000. Fund 102-243000, with an annual budget of \$7,728, serves as EMBI’s main fund for supporting the director. Fund 131-243000, with a budget of \$4,272, is used to support the office operating expenses. Fund 233-243000, with an annual privately funded balance of \$64,000 (ending after FY 2017), serves as the primary funding source for the EMBI Director. Additional funds include 150-243000, which varies dependent on revenue received through indirect cost reimbursement, and 136-243000, which contains revenue from service.

Fund allocations by major spending category projected through the end of FY17 are listed below.

102-243000

- EMBI Director Support \$ 6,000
- Student Salary Funding \$ 1,700
- S&E \$ 28

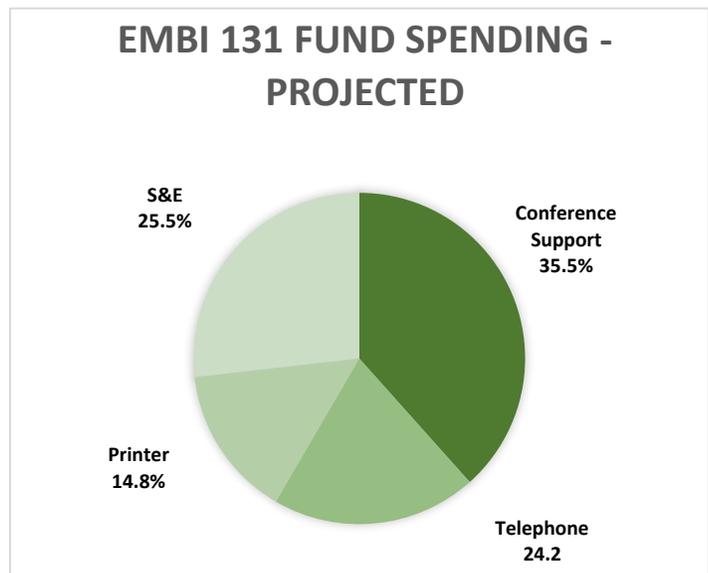
EMBI Director support is currently the largest expenditure in the EMBI 102-269000 budget, leaving approximately \$1,728 available for student salary funding and annual operations in conjunction with the 131-269000 fund.



131-243000

- Telephone \$ 1,034
- Printer \$ 630
- Supplies & Expenses \$ 1,090
- Conference Support \$ 1,518

The largest budget expenditure for the 131 funding was to support bringing the Director and seven students to two Wisconsin conferences.



233-243000

For FY 2017, \$48,049 will be expensed to cover salary and fringe benefits for the EMBI Director. It should be noted that the total annual salary and fringe benefit costs of \$64,000 were offset by 25% through support from other funding sources. Deans Furlong and Mattison provided authority for EMBI to carry these fund balances over into future years, thereby extending the ability of this funding source to pay for the salary and fringe benefits of the EMBI Director.

Development of Revenue Sources / Internship Opportunities

Two major revenue opportunities exist to reduce the need for 233 funding and move the EMBI Associate Director position toward self-sufficiency. These opportunities include EMBI service supported projects and salary supported grants. During FY 2017, two proposals aimed at increasing internship opportunities for UW-Green Bay students (both EMBI Certificate enrollees and graduate students) were submitted and received. The proposals received during FY 2017 that include a salary component for EMBI are summarized below:

- Wisconsin Recycling Markets Directory \$ 4,779 (1 Student)
 - Great Lakes Higher Education (3 Years)* \$ ~~441,324~~ (262 Students)
- \$ 446,103**

*Year 3 covers the period from Sept 1, 2017 through May 31, 2018.

Other grants containing a salary and/or intern support for EMBI, developed in conjunction with UW-Green Bay faculty members and outside organizations, are summarized below:

- Wisconsin Coastal Management Grant \$ 110,911
- NSF S-STEM Grant \$3,609,136

Looking forward, the first six months of FY 2017 will have a minimum of 14% of salary and fringe benefits for the EMBI Director offset by other funding sources.

Conclusion

Since hiring an Associate Director in 2013, EMBI has been able to create a more stable foundation for future growth. John Arendt promoted in July 2016 to Director, has proven to be a tremendous resource for students, faculty and the community. As EMBI continues forward into FY 2018, it is expected that opportunities for both internship and grants will continue to increase, allowing more students to complete the Certificate in Environmental Sustainability and Business and increased external funding of the EMBI Director.

Gerontology Center Annual Report 2016-17

The Gerontology Center brings together faculty and students from many different programs across the UW-Green Bay community as well as members from the broader community to promote discussion and research across disciplines, and to follow the interdisciplinary mission of the university. The Gerontology Center includes faculty from Business, Humanistic Studies, Human Development, Psychology, Nursing, and Social Work, all interested in working toward the common goal of promoting education and knowledge of continuing adult development and aging processes.

Each year the UWGB Gerontology Center hopes to offer students, faculty, and others in the community interested in gerontology opportunities to exchange ideas and information, and learn more through various sponsored presentations.

This past academic year, the UWGB Gerontology met for an Executive Council planning meeting early in the Fall 2016.

During the Fall and Spring semesters there was an Intergenerational Discussion moderated by Dean VonDras that involved UWGB students, members of the Life-Long Learning Institute, and other individuals from the broader community.

A "Round-Table" discussion moderated by Stacie Christian was held in February 2017, with consideration of ways to enliven interest in Gerontology issues on campus and throughout our community. The Round-Table meeting was lightly attended, but there was lively discussion of the upcoming "Innovation in Aging" program, and consideration of this program as a catalyst and central feature of future Center programming.

The Innovation in Aging: Idea Competition co-sponsored by the WISYS Technology Institute, the College of Health, Education, and Social Welfare, and The Gerontology Center (with support from the College of Arts, Humanities and Social Sciences) was planned through-out the year and culminated in a program in early March 2017. Gerontology Center members involved in the Innovation in Aging Planning Committee and as Faculty-Consultants for students included Susan Gallagher-Lepak, Doreen Higgins, Leanne Lu, and Dean VonDras. The Innovation in Aging: Idea Competition attracted student-teams from across campus programs and disciplines, and included the support of Judges from each of the four colleges, as well as individuals from businesses and agencies from outside the University. This event took considerable planning, and was held in early March 2017. It was a very successful event, and thus planning for 2017-2018 is now ongoing. The hope is that this will become an annual event, and involve and attract students and faculty from our campus, as well as students, faculty, and community businesses and agencies from throughout our region.

A Web-site containing the Center's listing of Executive Committee and Faculty Affiliates, as well as the Mission Statement and other information about the Center is found at the following web-page: <http://uwgb.edu/gerontology>. A review of the UWGB Gerontology Center's web-site was conducted in the Spring of 2017, and the Center received recommendations for updating and revising the web-page and the particular information it contains. A revision of the web-site is now ongoing with the support of Susan Gallagher-Lepak, Dean of the College of Health, Education, and Social Welfare.

The Center's Executive Committee in 2016-2017 included the following persons:

Stacey Christian, M.S. (Co-Director)

Doreen Higgins, Ph.D. (Co-Director)

Susan Lepak-Gallagher, Ph.D. (Dean of the College of Health, Education, and Social Welfare)

Brenda Tyczkowski, Ph.D.

Dean D. VonDras, Ph.D. (Director)

Mimi Kubsch, Ph.D.

Members of the Center in 2016-2017 also included the following persons:

Karen Dalke, Ph.D.

Susan Gallagher-Lepak, Ph.D.

William Lepley, Ph.D.

Dennis Lorenz, Ph.D.

Jan Malchow

Steven Mutzako, Ph.D.

Uwe Pott, Ph.D.

Christine Smith, Ph.D.

Le (Leanne) Zhu, Ph.D.

The Center's Emeritus and Deceased Members include the following persons:

Kumar Kangayappan, Ph.D.

Karen Lacey, M.S (Emeritus)

E. Nicole Meyer, Ph.D. (Emeritus)

Sandra Stokes, Ph.D. (Emeritus, October 23, 1947 - March 26, 2012)

Hmong Center
Annual Report 2016-2017

No report Submitted

Institute for Learning Partnership
Annual Report 2016-17

No report Submitted

Language Learning Lab
Annual Report 2016-17

No report Submitted

**Lower Fox River Watershed
Annual Report 2016-2017**

No report Submitted

**NEW Partnership
Annual Report 2016-17**

No report Submitted