

# University of Wisconsin – Green Bay Center Annual Reports 2018-2019

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# **UW Green Bay Education Center for First Nations Studies**

## **Annual Report 2018-19**

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 2018-2020:**

**Oral Traditional Scholars in Residence Program:** During this period, the Education Center for First Nations Studies continued to host the Oral Traditional Scholars in Residence Program. During these two academic years, the following oral scholars were in residence in the Center: Judge Richard Ackley (Ojibwe), Bernadine Vigue (Menominee), Dr. Carole Cornelius (Oneida/Mohican), David Turney, Molly Miller (Mohican), Sr./Napos (Menominee), Georgia Burr (Menominee), the late Chaz Wheelock (Oneida), and the late Susan Daniels (Oneida). 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. Faculty from across

campus in the following disciplines continue to consistently send their students to the Center to meet with the Elders: Psychology, Education, History, Social Work, Social Change and Development, and English. In addition, GPS faculty sent GPS students to meet with the Elders. In May 2019, all the tribal elders who have served as oral scholars in residence at UWGB came together and held a discussion and feedback session about the Center mission and areas of future development.

**Seven Generations of Native Voices Project:** In 2018-2020, Milwaukee Public Schools (MPS) Title VI First Nations Studies program partnered with the Ed Center for First Nations Studies and sent First Nations high school students from MPS to the UWGB campus to take part in the Seven Generations of Native Voices Youth Program. In this program, First Nations high school students come to the UW Green Bay campus for 4 day long campus visits. The primary goal of this experience is to engage four generations of First Nations people in an indigenous educational experience that reflects Tribal World teaching and learning. The 4 generations of First Nations people are: high school students, college undergraduates and recent alumni, academic scholars, and oral traditional Elder scholars from the local communities.

In the project, high school students learn First Nations Studies history and culture (content) by engaging in an oral traditional educational setting with an emphasis on the oral tradition (context). The students learn from oral traditional Elder scholars and academic scholars and take part in a First Nations Studies undergraduate class (Poupart's FNS/WOST 360: Women and Gender in First Nations Communities).

Seven Generations of Native Voices Project Outcomes:

Youth will learn First Nations Studies content (values, traditional knowledge) from tribal Elders and teachers in a college setting.

Youth will take part in oral traditional teaching and learning methods in a college setting.

Youth will develop relationships with First Nations undergraduates and professors in a college setting.

Youth will develop relationships with First Nations undergraduates in their schools with the undergraduates serving as mentors and tutors.

Youth will engage in community building and leadership exercises that reflect tribal world values with an emphasis on oration.

Youth will take part in a FNS college classroom learning experience (content and context) with undergraduates.

Youth will practice Tribal World values including respect, relationship, and reciprocity interdependence, and noninterference.

**Indigenous Education for the UWGB Campus Community:** The Ed Center for FNS continues to host educational events for the campus community. During the review period, these included presentations on the following topics by community guest speakers: Indigenous plant medicines, traditional First Nations doula and child birth, First Nations de-stress and wellness, missing and murdered Indigenous women's movement, and Indigenous food sovereignty, traditional arts workshops, and Indigenous hemp agriculture.

**Oneida Nation Tribal Leaders Meeting and New Positions:** In May 2019, the Center hosted a meeting with Oneida Nation of WI tribal leadership including Chairman, Tahasi Hill and tribal council members. The purpose of this meeting was to provide tribal leadership input into the proper use of state gaming reallocation. From this meeting two directives were implemented: create and hire a First Nations Studies Success Coordinator and hire a tenure track faculty member with research expertise in Haudenosaunee (Oneida) history, language, culture, and contemporary status. In the spring of 2020, search and screen processes took place and Crystal Lepscier was hired as the University's first First Nations Student Success Coordinator. Professor Lois Stevens was hired in a new tenure track position in FNS/FNED with expertise in Indigenous geography and food sovereignty with a focus on Oneida Nation of WI.

**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 review period, over 100 UWGB students worked as tutors and mentors to First Nations youth.

**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 the review period, the Ed Center for FNS offered a space for students to meet, socialize, hold student meetings, eat meals, and study. The UWGB Inter-tribal Student Council holds their student council meetings in the Center and co-plans and co-sponsors many events with the Ed Center for FNS.

**Center for Food in Community and Culture**

Annual Report 2018-19

No report submitted

## UWGB Center for History and Social Change

### ANNUAL REPORT FOR 2018-2019

- Harvey J Kaye, Director

This past year, we were going to host four Historical Perspective Lectures & Events. But unfortunately, our very first event had to be cancelled due to flooding in western Wisconsin, for artist Therese Agnew could not access and transport the works she was going to exhibit here at UWGB in the Lawton Gallery... We were very disappointed.

Still, we had a really good year. Attendance was very good to excellent at all events (120-180). And notably, community attendance continues to grow.

#### **In the Fall 2018 we hosted a talk by**

Elliott J. Gorn, Professor of History at Loyola University in Chicago –  
Spoke on Tuesday afternoon October 23rd  
on his new book *Let the People See: The Story of Emmett Till*

#### **And in the Spring 2019, we hosted two additional speakers:**

Jillian Jacklin, PhD Student, UW-Madison  
Spoke on Thursday afternoon March 28<sup>th</sup> in the Christie Theater  
On "Irresponsible Men and Incurable Women:  
Criminal Justice in Progressive-Era Wisconsin"  
In the Christie Theater

Dan Kaufman, Journalist and Writer (New York City)  
Spoke on Thursday evening April 11<sup>th</sup> in Rose Hall 250  
On his recent book *The Fall of Wisconsin: The Conservative Conquest of a Progressive Bastion and the Future of American Politics*

# Center for Middle East Studies and Partnerships

## Annual Report 208-19

Website: <https://www.uwgb.edu/middle-east-studies-partnerships/>

### Goals:

- Support courses that contain content related to the Middle East, Arab or Islamic World
- Organize and/or support lectures, film screenings, roundtable discussions related to pertinent topics from the region
- Support students on campus from the region
- Collaborate with other UW-System campuses or initiatives, as well as St Norbert College and NWTC
- Serve as a resource for the community regarding issues related to the Middle East and North Africa

## 2018-19 Summary Report

1. Supported the following courses:
  - a. Arabic 101/10
  - b. HUM STUD 384: Topics in World Cultures; The Contemporary Middle East
  - c. History 337 Rise of Islamic Civilization
2. Organized/supported the following events:
  - a. Invited community talk to NORTA (North Oconto Retired Teachers Association): "Islam and the West." September 19, 2018.
  - b. Invited community talk at Miller Art Museum Sturgeon Bay: "East Meets West: Causes and Consequences of Middle East Immigration" in conjunction with exhibition "Mitli, Mitlak." March 14, 2019
  - c. Organized screenings of the following films:
    - i. "My Brother Hero" (Israel, 2016) Neville Public Museum, Sept 5, 2019
    - ii. "In-Between" (Israel/Palestine, 2016) Neville Public Museum, Oct 17, 2019
    - iii. "The War to be Her" (U.S./Pakistan, 2018) Neville Public Museum, Dec 19, 2018
    - iv. "Where do we go now?" (Lebanon, 2011) Miller Art Museum, March 2019
    - v. "This is Home," Christie Theater, November 2019
  - d. Invited Panelist: "The Sunrise Storyteller," NWTC May 2, 2019.
  - e. Invited Panelist: Talk back, "The Diary of Anne Frank," Green Bay Community Theater May 4, 2019.
3. Supported the following student groups: Somali Student organization
4. Collaboration with other campuses: continued collaboration with St Norbert College and with Global Studies program and its roundtable discussions

**Center for Public Affairs**

Annual Report 2018-19

No report submitted



# Center for the Advancement of Teaching and Learning

## Annual Report 2018-19

### 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, 4-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 (10%) from a University Services Associate in the Office of the Provost (Pang Yang, full-time university staff).

The Center also hires a Director of our UWGB Teaching Scholars program on a yearly basis (Kris Vespia). 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 Forrest Brooks was appointed as the UWGB faculty representative.

### Major initiatives in 2018-19

- Fellows Programs/Learning Communities
- Grants and Awards
- Events
- UWGB Teaching Scholars and OPID Initiatives
- Workshops and reading groups
- Canvas transition & trainings
- Other initiatives
- Research

### Fellows programs/learning communities

Transparency in Teaching and Learning – Teaching and Learning Community Fellows Director Caroline Boswell and Learning Technologist Nathan Kraftcheck facilitated this learning experience designed to create a community of practitioners invested in examining and implementing research-based transparency techniques aimed at promoting equity and student success.

Learning Outcomes:

1. Examine research-based transparency techniques that promote equity and student success.
2. Understand how teaching across cultural frameworks fosters transparency and equity in student experience and learning for all students.
3. Implement research-based transparency techniques in assignment and course design to promote equity and student success.

Seven instructors participated in the program, including Debbie Burden, English Composition, Elizabeth Wheat, Public and Environmental Affairs, Franklin Chen, Chemistry, Gail Trimberger, Social Work, Joan Groessl, Social Work, Lorena Sainz-Maza Lecanda, Spanish, Myunghee Jun, Nursing.

Results:

- 100% of the participating instructors redesigned at least one assignment based on transparency research and frameworks
- 100% of responding instructors felt the application of a transparency framework enhanced student learning.

### Online Teaching Fellows

CATL offered the online teaching fellows' program in January 2019 and again in May 2019. The January program took place on the Green Bay campus and seven people participated. The participants came from a variety of areas: Business, English Composition, Math, and Continuing Education and Community Enhancement. There were also participants from the Manitowoc campus as well as the Green Bay campus. In May, CATL delivered the Online Teaching Fellows program at the Sheboygan campus to seven participants and on the Marinette campus to two participants. The May sessions lasted for two days each, which we truncated from the four-day program we typically offer.

CATL also developed a self-paced version of the Online Teaching Fellows that instructors may enroll in and take at their convenience. This online course covers much of the ground as the Online Teaching Fellows, but is more geared toward new online instructors than the face-to-face version, which works with instructors of varying familiarity with online instruction.

### First-Year Experience Community of Practice

This new community of practice emerged from two very different experiences. First, the Center had discussed creating this community with the former Director of Student Success and Engagement following their attendance at the First-Year Experience Conference in 2018. Upon her departure, the CATL reached out to Jennifer Flatt, the former Director of Engaging the First Year at UW Colleges, following the integration of the three branch campuses, and asked her to co-facilitate this program. The integration of the branches pushed CATL to move forward with the community both to support faculty development across all our institutions, but also to pilot a hybrid model of CoPs that we could strengthen over time. The community brought instructors and staff together from all four campuses, with 25 participating regularly in face-to-face and online environments.

The Community of Practice collectively read Sandra Yancy McGuire's *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*, which framed conversations on how to support student learning within the first-year. The book provoked lively debate about McGuire's approach to student success and fostered a series of conversations about instructor experience supporting first-year students as they make the transition to college.

Participants in the CoP were asked to:

1. Read McGuire, Sandra Yancy, and Stephanie McGuire. *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*, 2016.
2. Write three reflections on how you apply your learning from the book to your own courses or pedagogy.
3. Engage in four discussions about how you will and/or have integrated learning from the book and discussions into your approach to the student first-year experience.
4. Attend at least 4 of the 5 face-to-face meetings discussing McGuire's book and various approaches to supporting the first-year experience.
5. Attend the Instructional Development Institute at UWGB on January 24<sup>th</sup>.

Those who completed all required work were awarded a "First-Year Experience" Badge:



Project work on first-year courses and/or programming was supported by a one-time grant from UW System, designed to support the integration of branch campus faculty.

## Grants and Awards

### Online and Hybrid Program Design Grant

We continued this grant program which grows out of the campus's work with Quality Matters. The purpose of this grant is to provide resources for programs – as opposed to individual courses – to either enhance their existing online programs or build one from scratch. We completed our work with the first group to win this grant – headed by Kevin Kain as the PI – to improve quality assurance for Writing Intensive courses. This group developed: a quality checklist for online writing intensive courses and a rubric for instructors to use in assessing writing assignments in their courses. This group also used their quality checklist to conduct peer reviews on each other's courses.

CATL also facilitated the second round of grant applications. This year's award went to Nutrition Science, who will use the grant to develop the online version of their Masters' program. As of this writing, there may be a second award given to Public and Environmental Affairs to implement High-Impact practices in their online courses in the Public Affairs major.

This second round will expand the reach of the grant program as well as the involvement of Center staff in the implementation. These new programs are more expansive in their reach than the first program was, which was understandable given that the first program was a pilot. These new programs will call on the expertise in the Center for the creation of video-based lessons, implementing e-portfolios and other high-impact practices, and, hopefully, integrating professionalization and social capital building activities in the online environment.

### Teaching Enhancement Grants

In 2018-2019 academic year, CATL ran two award cycles (Fall and Spring) for the TEG. Across the entire academic year there were 19 TEG applications requesting \$17,025.06 in funding. The Instructional Development Council awarded 18 applicants funding totaling \$14,769.59.

Projects include (but are not limited to):

Kubsch, Mimi:

- Project Title: Development of an innovative assignment: "Through a Different Lens: Adaptation across Cultures"
  - Professional development opportunity in Peru (Cultural, Healthcare & Nursing Journey to Peru: Lima, Cusco & the Sacred Valley). Participation in conference to lead to development of innovative teaching-learning strategy in RN-BSN program. This course is taught to approximately 150 registered nursing students both on campus and online. Creating new assignment that uses Roy's Adaptation Model that addresses culturally competent care in a more holistic manner.

Gichobi, Mary:

- Project Title: National Council of Teachers of Mathematics Annual Meeting and Exposition
  - Attended conference and presented to enhance pedagogical practices and improve instructional practices to meet prospective teacher's needs. Attendance of conference to learn to support prospective teachers in their understanding of how to elicit and use students' mathematical thinking.

Bansal, Gaurav:

- Project Title: Scholarship of Teaching & Learning: Using brain sensor and eye tracker to examine effectiveness of various online learning elements
  - Purchase of supplies (brain sensor and eye tracker) to track the difference in attention and triggering of brain activity when viewing instructional webpages. The findings will be presented at CATL programs and may be used to design better online teaching instruction materials, such as challenging and engaging online students.

Gaines, Adam:

- Project Title: Jazz Piano Study
  - Completing 30, thirty-minute lessons to build consistency to gain basic skill with the piano. Proactively seeking to gain basic skills as they may be the only dedicated jazz professor on campus soon. Lessons will allow for ability to convey concepts to students with keyboard and piano.

Staudinger, Alison:

- Project Title: "Inside-Out:" Pedagogy and Practice for Community-Based Learning in multiple modalities
  - Attend training for the "Inside-Out Prison Exchange Program" which prepares educators to facilitate Inside-Out and other community-based learning courses in prisons and jails. Training will benefit teaching in community-based learning classes, as an online instructor, and building collaborative relationships with community partners.

Kabrhel, James and Wondergem, Julie:

- Project Title: Chemdraw software
  - Purchase of Chemdraw software for Chemistry professor's ability to build creative assignments and exams for students. This will allow professors to teach with updated software and build organic chemistry into FYE course that focuses on pseudoscience and information literacy.

### Student Nominated Teaching Awards

The Center and the Instructional Development Council awarded the Student Nominated Teaching Award in the Spring 2019 semester. This year, the Council decided to award all instructors who were nominated by at least three students, and whose nominations reflected strong teaching. Instructors from 2019:

- Aaron Weinschenk – Public Environmental Affairs
- Alan Kopischke – Theatre and Dance
- Carly Kibbe – Human Biology
- Franklin Chen – Natural and Applied Sciences
- Heather Clarke – Business Administration
- David Coury – Humanities
- Jason Cowell – Human Development
- Lydia Dildilian – Art and Design
- Peter Fields – Humanities (English Composition/Writing Center)
- Patrick Forsythe – Natural and Applied Sciences
- Georjeanna Wilson-Doenges – Human Development
- Kevin Kain – Humanities
- Katia Levintova – Democracy & Justice Studies
- Rebecca Meacham – Humanities
- Sarah Schuetze – Humanities
- Uwe Pott – Human Biology

### Events, workshops & reading groups

#### Instructional Development Institute

The annual January Instructional Development Institute set a tone for collaboration with the other branch campuses of Project Costal, and due to funding from the Tommy Thompson Center on Public Leadership, we were able to bring in a keynote speaker. The theme for this year's Institute – Making High-Impact Educational Experiences for All – could not be more timely. The workshops and presentations inspired attendees to make equitable high-impact experiences, but also provided concrete examples that participants could work into their own teaching practice. In addition, Peter Levine – author of [\*We Are the Ones We Have Been Waiting For: The Promise of Civic Renewal in America\*](#) – gave an inspiring keynote talk and lunchtime workshop on civic engagement in a higher education context.

The event included 22 different presenters/facilitators and hosted over 120 faculty and staff. It continues to be our largest and best-attended event that supports instructional development and fosters a sense of community amongst educators.

#### NASH HIPster Winter Camp

On January 23<sup>rd</sup>, CATL helped organize and run a "camp" for the seven programs/areas who the NASH Leadership Team

choose to pilot the NASH T3 High Impact Practices (HIPs) grant at UW-Green Bay. These programs right combination of interest and opportunity to develop equity-minded HIPs at UW-Green Bay.

This kick-off event introduced the programs to the project, and shared research on the inequities in student experiences in higher education, and in the two HIPs UWGB intends to expand using the grant -- Undergraduate Research and Creative Activity and Community-based Learning. In the afternoon, teams delved deeper into their chosen HIP, and members of the leadership team help facilitate workshops supporting the development of an action plan that integrated research on equity.

The programs then participated in the annual Instructional Development Institute the following day, which included a keynote by Peter Levine, Director of Tufts University's Center for Civic Life.

### NASH HIPster Summer Camp

This four-hour event brought six of the seven NASH pilot programs together to consider how to build culturally responsive courses and assignments as part of their project. Christin DePouw, Associate Professor of Education, ran a workshop titled, "Power, responsibility, and reciprocity: From culturally responsive theory to practice," which engaged the teams in a series of discussions about how to enact culturally responsive teaching in their courses. During the second half of the event, teams worked together to finalize plans for work necessary to pilot their project in the fall.

### Workshops and Reading Groups

- Sept 21; HIPs @ 10 Reading Series: Intro to HIPs

This reading series centered The Association of American Colleges and Universities' High-Impact Practices (HIPs). HIPs turned 10 this year, and in honor of that milestone and an initiative sponsored by UW System and the National Association of System Heads, CATL highlighted readings about Civic Engagement, Undergraduate Student Research, ePortfolios, and more with the help of the NASH Grant Leadership team.

This first session in the series gave our campus the space to discuss a series of short, recent pieces evaluating the effectiveness of high-impact practices.

- Oct. 1; The Course Crunch: Scheduling for Student Success with Kate Burns, Kate Farley, Jim Lobel, Sophie Sielen (student representative), Amy Van Oss, Alissa Warpinski

Last year, thanks to the "Becoming a Student Ready University Initiative," we read Sara Goldrick-Rab's *Paying the Price*, Beverly Daniel Tatum's *Why are all the Black Kids Sitting Together in the Cafeteria?*, and Cia Verschelden's *Bandwidth Recovery*. This year (2018-19) we tackled a series of "tough" issues that percolated up through our community: course-scheduling, textbook affordability, and bias in student evaluations. This was the first tough talk hosted by the Center, the Registrar's Office, Academic Advising, and GBOSS. At this event we isolated some groupings of future tough talks.

- Oct. 8; What Makes an Educational Experience High Impact? With Carleen Vande Zande and Fay Akindes

Facilitated by UW System Presenters: Carleen Vande Zande, Associate Vice President, Academic Programs & Educational Innovation and Fay Y. Akindes, Director, Systemwide Professional & Instructional Development In this workshop participants explored a set of quality indicators for high-impact practices as proposed by the National Association of System Heads (NASHE). These quality indicators were meant to both guide and reflect the nature of high-impact practices across programs and institutions that promote learning for all students. As a participant in the Taking Student Success to Scale grant, the UW System is working to apply these quality indicators to existing or newly designed high-impact practices to examine how these attributes are affirmed or how they may guide further refinement of the HIPs offerings on our campuses. Participants completed a mapping activity to apply the quality indicators to their own high-impact practices and reflected on how their HIPs align with the new vision for HIPs. The workshop ended with a look at integrative learning, outcomes, and assessment practices.

- Oct. 19; First-year Instructor Reading Group: *Small Teaching*

Last year's (2018-19) first-year instructor group reported that this was one of the most valuable aspects of their first-year at UW-Green Bay. We hoped to have similar success this year as we read and discussed the book *Small Teaching: Everyday Lessons from the Science of Learning* by James Lang. At these meetings we discussed the feasibility of the practical tips as well as the science behind the tips themselves.

- Nov. 7; HIPs @ 10 Reading Series: Civic Engagement with David Coury and Alison Staudinger

For this session, we read *We Are the Ones We Have Been Waiting For*, by Peter Levine which considers both the values that we need to re-invigorate our society as well as strategies to strengthen participatory democracy through greater civic engagement. In his book, Levine argues that the answer to the fractiousness of our society and the breakdown of civil society lies with greater civic engagement. Those who registered received Levine's book, who was also our keynote speaker at the Instructional Development Institute in January.

- Nov. 16; First-year Instructor Reading Group: *Small Teaching*

At this meeting we discussed the second installment of Lang's *Small Teaching*, where we discussed instructors' current practices, and found some opportunities implement some of the highlighted in the first part of the book.

- Feb. 15: First-year Instructor Reading Group: *Small Teaching*

This meeting centered around the last installment of *Small Teaching*, where we wrapped up the book discussion and lead into some upcoming plans for teaching in Summer 2019 and Fall 2019.

- Feb 18; HIPs @ 10 Reading Series: URSCA with Ryan Martin

To continue this series, Ryan Martin lead a discussion on two chapters from Nancy H. Hensel edited collection, *Course-Based Undergraduate Research: Educational Equity and High-Impact Practice*. The discussion questions surrounding the selected chapters ("Chapter 1: Crazy Observations, Audacious Questions"; "Chapter 18: Course-based Research Mentoring") have been re-formatted into a resource for the Center. It is now a part of a "guide" for how to infuse undergraduate research and scholarly and creative activity into a curriculum.

- Mar. 6; Tough Talk: Teaching to the Transition from High School to College with Vince Lowery

This "Tough Talk" brought in members from our campus community from student recruiters, advisors, the tutoring and learning center, instructors, and administrators. Vince lead this talk by asking participants to "stop and think about whether students in our classrooms understand how their education from their high school experiences" relates to their experience at UW-Green Bay. This talk spurred a new course resource for instructors who "teach to the first-year" experience.

- Mar. 12; Course Resources Day

Monica Wittrock from The Phoenix Bookstore organized an event to generate buzz about course resources for instructors. The Cofrin Library, a few publishers, and the Center set up stations where instructors could explore different resources to integrate into their courses, some of which have contributed to renewed interest in open educational resources.

- Mar. 15; Distance Education Working Group – Inservice for CAHSS

CATL and Client IT services ran a morning workshop on teaching via synchronous distance education technology for the College of Arts, Humanities, and Social Sciences. Using bridge technology, we were able to engage participants in an authentic session using distance education rooms at each of Green Bay's four campuses. We also explored web technology, and, discussed what technologies may work best for different pedagogical styles or to advance specific learning objectives. The event was well attended with by chairs and faculty in CAHSS, as well as several guests from CSET, AECSB, and CHESW.

- Mar. 29; Building a Mentor Network: *Slow Professor* Reading Group

This workshop focused on how campus mentors could help mentees build a network to support their professional growth. While UWGB assigns an "official" mentor in one's first year as a full-time faculty member at UW-Green Bay, most faculty build up networks of mentors to help them design a comprehensive career plan that outlines goals for research, teaching, and community engagement. At this session, mentors and mentees discussed who should be included in this network.

- Apr. 3; Tough Talks: Student Evaluations of Teaching with Jessica Van Slooten

Jessica Van Slooten lead this "Tough Talk" to help our campus review current research on student evaluations, learn about models from different institutions, and discuss the future of student evaluations at UWGB. Her work with the branch campuses and the evolution of student ratings sparked a lively discussion which generated some future ideas

for workshops.

- Apr. 5; Supporting Inclusive Group Dynamics: Beyond the Group Contract with Kate Burns and Caroline Boswell

This workshop highlighted and walked participants through the recent research on equitable team dynamics. The facilitators demonstrated how instructors may use equity-based methods to support the creation of group procedures and dynamics that work to minimize stereotyping and bias.

- Apr. 15; Transparent Assignment Design Webinar with Mary Ann Winkelmes

Faculty and staff from Green Bay, Manitowoc, Marinette, and Sheboygan joined other institutions participating in the Taking Student Success to Scale high-impact practice (HIP) project in an interactive webinar about designing transparent assignments.

- Apr. 19 + 29; Building a Mentor Network: *Slow Professor* Reading Group

This reading club for the mentor/mentee network discussed Maggie Berg and Barbara K. Seeber's controversial book on the high-pressure "culture of speed" in the academy. The authors expand the "slow movement" to the academy and ask if the pressure to be efficient has lessened our and our students' ability to reflect and deliberate. Some have charged the *Slow Professor* with being another example of "tenure privilege," so this short book helps mentors/mentees how they may set realistic goals to meet expectations for promotion without losing sight the importance of open-ended inquiry and work-life balance.

- May 13; Instructor Appreciation Day

CATL sponsored an instructor appreciation event on the Student Services Rooftop Plaza between the Union and Theatre Hall.

- May 16; Canvas Mentors Day

The Canvas Mentors lead sessions for their campus colleagues around issues like "collaborations for data/research projects," "how to do group projects in Canvas," "how to set up assignments," "how to embed multiple mediums into Canvas Pages for supplementary use," and "how to set up quizzes."

Collective attendance at these events was over 150 instructors, staff, and students.

## UWGB Teaching Scholars and OPID Initiatives

### UWGB Teaching Scholars Program

Kris Vespia, 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 Vespia designs the year-long program around a theme, and the 2018-19 theme was "Teaching and Technology." The scholars meet several 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 six 2018-19 scholars will present their projects on campus during the 2019-20 academic year.

### 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 (Bryan Carr and Sawa) participated in the yearlong program, culminating in the presentation of their research at the April OPID Conference in Madison.

### Faculty College

Each May the UW System's Office for Professional and Instructional Development hosts Faculty College at UW-Richland in Richland Center. In 2018-19, we sent eight instructors representing our four institutions to this three-day immersion in intensive, interdisciplinary seminars that delve into research-based practices in teaching and learning as well as engagement in SoTL research (Marinette, Manitowoc and Green Bay campuses sent folks). This unique experience brings instructors from across the System together to engage in critical discussions related to teaching and learning issues such as learning science, high-impact practices, conflict resolution, and writing instruction. Keynote speakers included Bill Cerbin and Nancy Chick.



## Canvas Transition and Trainings

In addition to their regular duties, the CATL team continued guiding instructors through the transition from D2L to Canvas. In addition to weekly “drop-in” sessions, the team conducted many 1-on-1 consultations and made multiple trips to each branch campus. Behind the scenes work on the transition was just as busy as members of the CATL team worked on many different subgroups with their colleagues at UW-System to ensure that Canvas works well. In this way, we hope that Canvas will not only replace D2L but offer features that will enhance teaching and learning so that the transition will prove to be worth the effort instructors and students put into it.

## Other Initiatives

### E-Portfolios

#### Fall 2018

- The Environmental Science and Policy Masters students (14 students) began their e-Portfolio projects in Perspectives in Environmental Science and Policy to create a professional portfolio that included their published research, their curriculum vitae or resume, as well as any other artifacts that were framed for potential employers or Ph D. programs.
- 19 Psychology majors in Kris Vespia’s capstone course completed a programmatic e-Portfolio that also included artifacts framed for potential employers or graduate schools.

#### Spring 2019

- From last year’s Teaching and Learning Community: Capstone Experiences, Karen Stahlheber implemented an e-Portfolio project for her Biology 490 course, where 20 students created a programmatic e-Portfolio within Canvas.
- 21 Public and Environmental Affairs students created portfolios in the capstone: Seminar in Ethics and Public lead by Kerry Kuenzi.
- 57 students across disciplines (Arts Management, Computer Science, English, History, Humanities, Photography, and First Nations Studies) also created e-Portfolios to suit their own professional and academic needs.

This academic year, the Gateway to Phoenix Success Program piloted e-Portfolios as a program-level High-Impact Practice. Of the 236 students enrolled in the program, 215 successfully uploaded four artifacts from their courses: a resume, their skills chart informed by the National Association of Colleges and Employers that was uploaded in two parts (one from Fall, one from Spring), a Spring semester reflection about their Service Learning project.

In addition to the work that the GPS students completed, the 11 GPS Peer Mentors created their own portfolios that are geared towards a professional portfolio, rather than a programmatic one. One of the GPS peer mentors also completed a two-credit independent study with Kris Vespia in Psychology, and a one-credit internship with Kate Farley to create an annotated e-Portfolio model that was informed by the research explored in the independent study.

Kate also presented with Kris Vespia at the Instructional Development Institute, and from that they’ve created a resource about how to use portfolios in different contexts: first-year experiences, general education courses, capstone experiences, and portfolios for professional presences.

## NASH Taking Student Success to Scale Lumina-funded Grant Project

CATL took a leadership role in the formation and implementation of UW-Green Bay’s iteration of the Lumina-funded High-Impact Practices grant, which funds the equitable integration of equity-minded high-impact practices.

### Background

High-Impact Practices have empirically shown “usually positive benefits that accrue to students who participate...including enhanced engagement in a variety of educationally purposeful tasks gains in deep, integrative learning; salutary effects for students from historically underserved populations... and higher persistence and graduation



rates” (Kuh and Kinzie). However, they must be carefully designed and implemented for these benefits to accrue, particularly for equity and at scale (ibid).

On December 1<sup>st</sup>, 2017, the UW System was awarded a grant “to advance... work on making HIPs available to underrepresented minority, low-income, and first-generation students” (UW System). Five campuses—Milwaukee, Parkside, Whitewater, Eau Claire and Green Bay—were chosen to work towards this goal as well as “design system-wide data collection processes for reporting student learning and student participation in HIPs” thanks to an application written by then Director of Student Success and Engagement, Denise Bartell (UW Green Bay).

Bartell assembled a leadership team consisting of Caroline Boswell, Director of the Center for the Advancement of Teaching and Learning; Kate Burns, Associate Dean of the College of Arts, Humanities and Social Sciences; Ryan Martin, Professor and Chair of Psychology, Amanda Nelson, Associate Dean of the College of Science, Engineering and Technology; and Alison Staudinger, Associate Professor and Chair of Democracy and Justice Studies. As the project continued and Dr. Bartell left the University, Mathew Dornbush, Associate Vice Chancellor for Academic Affairs and Director of Graduate Studies, joined the team, Caroline Boswell and Alison Staudinger took over leadership on the grant, and Kinga Jacobson, Institutional Research Analyst, joined the team. The team and representatives have attended strategic planning sessions and workshops in Los Angeles, Nashville, and Chicago with teams from the other three State Systems chosen, as well as several in Madison with the other UW campuses in the grant, to develop the plan summarized below.

### **Campus Implementation & Opportunity**

Our UW-Green Bay specific goal:

Increase equity of access to HIPs, focusing on problem-focused HIPs that are relevant to student and community needs and prioritizing access for historically underserved students. To do this we must transform our institutional culture and structures.

The two problem-focused HIPs we have selected to focus on are Community-Based Learning (CBL), including, but not limited to Service-Learning, and Undergraduate Research, Scholarship, and Creative Activity (URSCA.)

To move towards our goal, we have two tasks.

1. Gather current data on HIPs on our campus, disaggregated so that we can understand the equity and access issues we face.
2. Identify programs, five academic and one in student affairs, "that seek to improve the equity and quality of HIPs within their programs and provide structured support for development of HIP action plan."

### **Future of Project**

In 2018-2019, seven areas – Public and Environmental Affairs, Democracy and Justice Studies, Modern Languages/Spanish, History, Psychology, Computer Science, and Student Life began to develop and implementing their HIPs Action Plans. Kinga Jacobson has worked with System to support the coding of HIPs in SIS and to support data collection. We continue to work with programs/areas to support the broader goal of embedded equity-minded HIPs into our curriculum and culture.

**For an overview of the 11 recognized HIPs, see [www.aacu.org/leap/hips](http://www.aacu.org/leap/hips). For an argument for a 12<sup>th</sup> HIP, see *A Good Job: Campus Employment as a High-Impact Practice*.**

### **Works Cited**

- Kinzie, Jillian and George D. Kuh. “What Really Makes a ‘High-Impact’ Practice High Impact?” *Inside Higher Ed*. 5 May 2018. Web.
- McClellan, George, Kristina Creager, Marianna Savoca and George D. Kuh. *A Good Job: Campus Employment as a High-Impact Practice*. Herndon, Virginia: Stylus Publishing. 2018. Print.

UW Green Bay. *UW-Green Bay is one of five UW Institutions to Share NASH Grant*. Web.  
UW System. *UW System Wins National Award to Support Student Success*. 2017. Web.

## Behavioral Health Training Partnership

The CATL team created three self-paced courses for the Behavioral Health Training Partnership. These courses serve as professional development and training for workers across the state of Wisconsin and have enrolled over 500 learners since they were launched in February 2019.

## Research

### Works-in-progress

Currently the team is engaged in a series of educational research related to its programming and campus initiatives. Work continues to proceed in the development of a quality assurance replacement for Quality Matters. Todd Dresser and Nathan Kraftcheck joined the UWGB Teaching Scholars program to refine their research and development process for the course quality initiative. The first phase of the research process will begin in the summer of 2019.

Todd Dresser and Nathan Kraftcheck are also co-investigators in two other studies. The first is a study examining differences in instructor training and pedagogy style between Korean online nursing instructors, Korean-American online nursing instructors, and North American online nursing instructors. The second is a study of a self-paced course on teacher education in Math. This study grew out of a student-success grant that the CATL team won to implement the U-Pace model – developed at UW-Milwaukee – in courses at UWGB.

Caroline Boswell continues to research the faculty experience of designing, teaching and facilitating the capstone experience with colleagues at four other institutions. This project is supported by Elon University's Capstone Research Seminar, a three-year research seminar that provides space and guidance for multi-institutional research teams. As of now the team has a scheduled poster presentation at the Assessment Institute in October 2019 and is waiting to hear about another possible presentation at the POD conference in November.

Boswell also continues to research the effectiveness of faculty development that is embedded in an intensive first-year experience program designed to support equity in higher education. She is working with her co-investigator, Denise Bartell, to design further qualitative interviews that build on their 2018-19 study of faculty development within GPS. They will present on their research model at a workshop at the Assessment Institute in October.

### Forthcoming publications

Boswell., C. and Hagel, J. (forthcoming). "Historical Thinking Through Archives," essay in *Teaching with Archives*, under contract with University of Michigan's Maize Press for online & print publication Fall 2019).

Bartell, D. and Boswell, C. (forthcoming). "Developing the Whole Teacher: Collaborative Engagement as Faculty Development within a First-Year Experience Program," accepted for inclusion in *Journal of Faculty Development* 33:3 (Fall 2019).

### Conference presentations:

1. Caroline Boswell and Jonathan Hagel (University of Kansas) Teaching Undergraduates with Archives Symposium, University of Michigan Bentley Historical Library, November 6-9, 2018

#### *Workshop: Introducing Historical Thinking Through the Archives*

The workshop guided participants – largely archivists – through the use of unprocessed collections and re-photography as mechanisms to teach historical method and habits of mind.

2. Bryan Carr & Caroline Boswell, "You Never Know": *Equity and Empathy in the Classroom*, Instructional Development Institute, UWGB, January 24th

Bryan Carr and Caroline Boswell presented some options for equity-minded practices in the classroom and steps faculty can take to ensure an inclusive and empathetic course design and experience. In this workshop, participants engaged in several mini-activities aimed at analyzing key areas where minor changes and practices can help decrease the "equity gap" that can potentially limit student success.

3. Kate Farley, Nathan Kraftcheck, and Mike Schmitt, Jan. 24; Instructional Development Institute

#### *Scaffolded Audio/Video Projects*

Kate Farley and Nathan Kraftcheck, from the Center for the Advancement of Teaching and Learning, and Media Specialist, Mike Schmitt, hosted a workshop to help instructors create assignment and project prompts to better support students who will be making audio and/or video productions as a part of a course.

4. Kate Farley and Kris Vespia, Jan. 24; Instructional Development Institute

*How to be HIP: Pedagogical Best Practices with E-Portfolios*

Kate Farley and Kris Vespia presented potential uses of e-portfolios, pedagogical best practices related to them, student reactions, and the technological assets, complications, and problem-solving key to their success. Presenters also shared research completed on the use of e-portfolios in a capstone seminar, as well as the potential for collaboration among faculty, staff, and different offices (e.g., CATL, Career Services).

5. Caroline Boswell with Carleen Vande Zande (UW System) AAC&U, Atlanta, GA, January 24-26

*System Approaches to Taking Student Success to Scale: High-Impact Practices and Faculty Development*

NASH's "Taking Student Success to Scale: High-Impact Practices" seeks to identify the impact of a coordinated scaled approach to student success—with a particular focus on underrepresented minority and firstgeneration students—by identifying and scaling promising high-impact practices (HIPs) at both the campus and system level. Four states were selected to participate in the grant and are collaborating to bring new perspectives to current HIPs experiences across their institutions. Panelists will share approaches to working within a system framework, with a focus on faculty development created by individual institutions and university systems as well as the intersections among these levels of engagement.

6. Caroline Boswell and Denise Bartell (University of Toledo), HIPs in the States, WKU, Bowling Green, KY, February 20-22, 2019

*Interactive Session: Flipping the Narrative on Faculty Development: Empowering Faculty as Agents of Change through Collaborative Engagement in HIPs*

How can we flip the narrative of "developing" faculty to one of empowering faculty as grassroots agents of change within their institutions? Session facilitators will set the stage for this discussion by introducing a collaborative First-Year Experience initiative at the University of Wisconsin-Green Bay that engenders success for historically underserved students. We will consider how the intensive engagement of instructors required serves as a powerful high-impact faculty development experience. After briefly sharing preliminary data, facilitators will engage participants through questions that ask how they empower faculty on their campuses to be agents of change through faculty development in HIPs.

7. Caroline Boswell and Kate Farley, Apr. 1&2; UW System's LTDC Virtual Showcase

Center advertised this annual virtual showcase that facilitated by the Learning Technology Development Council. It was free and available to anyone with an internet connection with a timely theme: "Building the New: Innovate, Integrate, Motivate." On Apr. 1, Caroline Boswell and Kate Farley lead a presentation called "Choose-Your-Own-Adventure: Individual or Collaborative Twine Stories."

8. Caroline Boswell and Kate Farley, Apr. 11; OPID Spring Conference

*Open Pedagogy and Student Learning:* This session highlighted the collaboration between a research and instruction librarian (Jodi Pierre), a learning technologist (Kate Farley), and an instructor (Caroline Boswell) in the humanities to facilitate a workshop on open pedagogy. After a brief introduction of open pedagogy, its relationship to open education resources (OER), and some of the dissonance in the literature, we asked the audience to consider how open pedagogy enables instructors to engage in authentic approaches to information literacy and to "decode the discipline" for general education students. By asking students to research materials that the course will teach others, open pedagogy also promotes metacognition and creates substantive artifacts for assessment of student learning. Session facilitators lead participants through activities that support the design of a student-created open educational resource for their course.

## **Cofrin Center for Biodiversity**

Annual Report 2018-19

No report submitted

# **Environmental Management and Business Institute (EMBI)**

Annual Report 2018-19

No report submitted

## Gerontology Center

### Annual Report 2018-19

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, 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 was offered in the Fall and Spring semesters.

Also this past academic year, 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, Business, and Science and Technology) was planned through-out the year. A kick-off event featuring Jill Enos from Titledown Tech took place in November 2018, and a culminating idea-competition in February 2019. The Gerontology Center members involved in the Innovation in Aging Planning Committee and as Faculty-Consultants for students included Susan Gallagher-Lepak, Doreen Higgins, and Dean VonDras.

The culminating Innovation in Aging: Idea Competition attracted student-teams from across the four UWGB campuses, programs and disciplines, and included the support of Judges from each of the four colleges and from businesses and agencies from outside the University. We hope to continue to offer this event in the future, and involve and attract students and faculty from our four campuses, as well as community businesses and agencies from throughout our region.

Also this past year, one of our members, Stacie Christian, arranged a special campus presentation from the Alzheimer's Association on Dementia of the Alzheimer's type in March of 2019. This program was a professional development opportunity for UWGB personnel, but also a program that attracted an audience of students and other from our community.

The Center continues to sponsor a web-site with the support of Susan Gallagher-Lepak, Dean of the College of Health, Education, and Social Welfare. The web-site contains 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>.

Respectfully submitted,

Dean D. VonDras, Director  
UW-Green Bay Gerontology Center

**Hmong Center**

Annual Report 2018-19

No report submitted

# **Institute for Learning Partnership**

Annual Report 2018-19

No report submitted



## **Language Learning Lab**

Annual Report 2018-19

No report submitted

## **Lower Fox River Watershed**

Annual Report 2018-19

No report submitted

**NEW Partnership**

Annual Report 2018-19

No report submitted