SHOWCASE 2018

March 21, 2018

The Invention of Public Radio
At UW—Madison, 1917-1919

If you were listening to the radio in 1915, Morse code is all you would hear.

G O
B A D G E R S

Fall 1916: Lee de Forest in Manhattan invents a triode vacuum tube which allows voice to be transmitted hundreds of miles. It looks like radio is about to take off.

April 6, 1917: the US enters World War I. All radio transmitters and receivers are taken over by the US Navy, or else dismantled:

President Woodrow Wilson
The White House
Executive order 2585:
Taking over necessary and Closing Unnecessary Radio Stations.

Whereas a state of war exists between the United States and the Imperial German Government...such radio stations...as are required for naval communications shall be taken over the Government...all radio stations not necessary to the Government...may be closed.

All radio research stops.

The University of Wisconsin: 100 years of Badger History

"The time will come when wireless receivers will be as common as bathtubs in Wisconsin homes."
--Prof. Earle Terry, circa 1919

This is where public radio began:

Room 38, Sterling Hall, 1919
Original 9XM AM Transmitter

"It is safe to say that Terry viewed the medium of radio communications as an instumentality capable of bringing knowledge and understanding to all persons in all places."
--B.F. Miller, student of Earle Terry

The University of Wisconsin: 100 years of Badger History

May 8, 1917: Prof. Earle Terry of UW, alone among researchers, granted authorization by the Navy to resume both reception and transmission of radio signals by station 9XM.

1916-1919: Prof. Terry and student Cyril Jansky, Jr. learn to construct triode vacuum tubes better than any commercially available.

March 5, 1919: "Wireless telephonic communication with Great Lakes Naval Training Station [North Chicago] is now carried on the the University of Wisconsin wireless station...[t]he first clear speech was transmitted last week."
--UW Press Bulletin

From 1919 onward: Terry and Jansky freely share their work

1920: Radio Takes Off

The Office of Strategic Consulting

Merger of OQI and APR Offers Lessons in Change Management

Stages of Change
Based on Bridges' Transition Model

Ending, Losing, Letting Go	The Neutral Zone	The New Beginning
Where We Started	**During Transition**	**Now**

Where We Started

OQI   APR

- Fearing the unknown
- Focusing more on our differences than similarities:
  - In who we served
  - In the services we offered
  - In the language we used
  - In our cultures
- Having separate "brands" or identities, including separate websites
- Occupying separate physical spaces (on 2 different floors in Bascom Hall)
- Thinking about what we were losing

During Transition

Office of Quality Improvement — OQI ➕ APR — Administrative Process Redesign

What	How
Getting to know each other as people	- Combined staff meetings - "Mixing up" offices (while still occupying spaces on 2 different floors of Bascom Hall) - Lunch outings - Informal project huddles
Learning about each other's previous work cultures	- Peer Learning and Collaboration (PLC) sessions - Collaborating on new shared website - Dedicated time at staff meetings
Understanding each other's skillsets and expertise	- Teaming up on internal projects (e.g., for merger activities) - Partnering on new client projects
Recognizing opportunities while acknowledging loss	- Staff retreats to plan our future - Assessing campus needs

Now

Shared suite of services | Shared business model

Office of Strategic Consulting

Shared culture | Shared values

- Defining our suite of services
- Launching new website
- Announcing new office name
- Looking forward to the future!

Transition Timeline
Communicated with stakeholders throughout the process

8/1 Merger date	2017	2018
July Aug Sep	Oct Nov Dec	Jan Feb Mar

Campus Art Exchange

Want fine art for your department?

It's easy to request art for your building!

Three Problems:

•Desire for art in public spaces

•Scarce funds for new art

•Many campus artworks in storage

One Solution:

Art Exchange relocates Campus Art to interested departments so that it can be enjoyed by our UW-Madison community at no or little cost

How?

Visit our mobile-friendly gallery

Easy-to-complete online request form

Installation assistance

ALL at no or little cost to you

Our Strategy:

•Inventory the Campus Art Collection

•Create an art accession and deaccession protocol

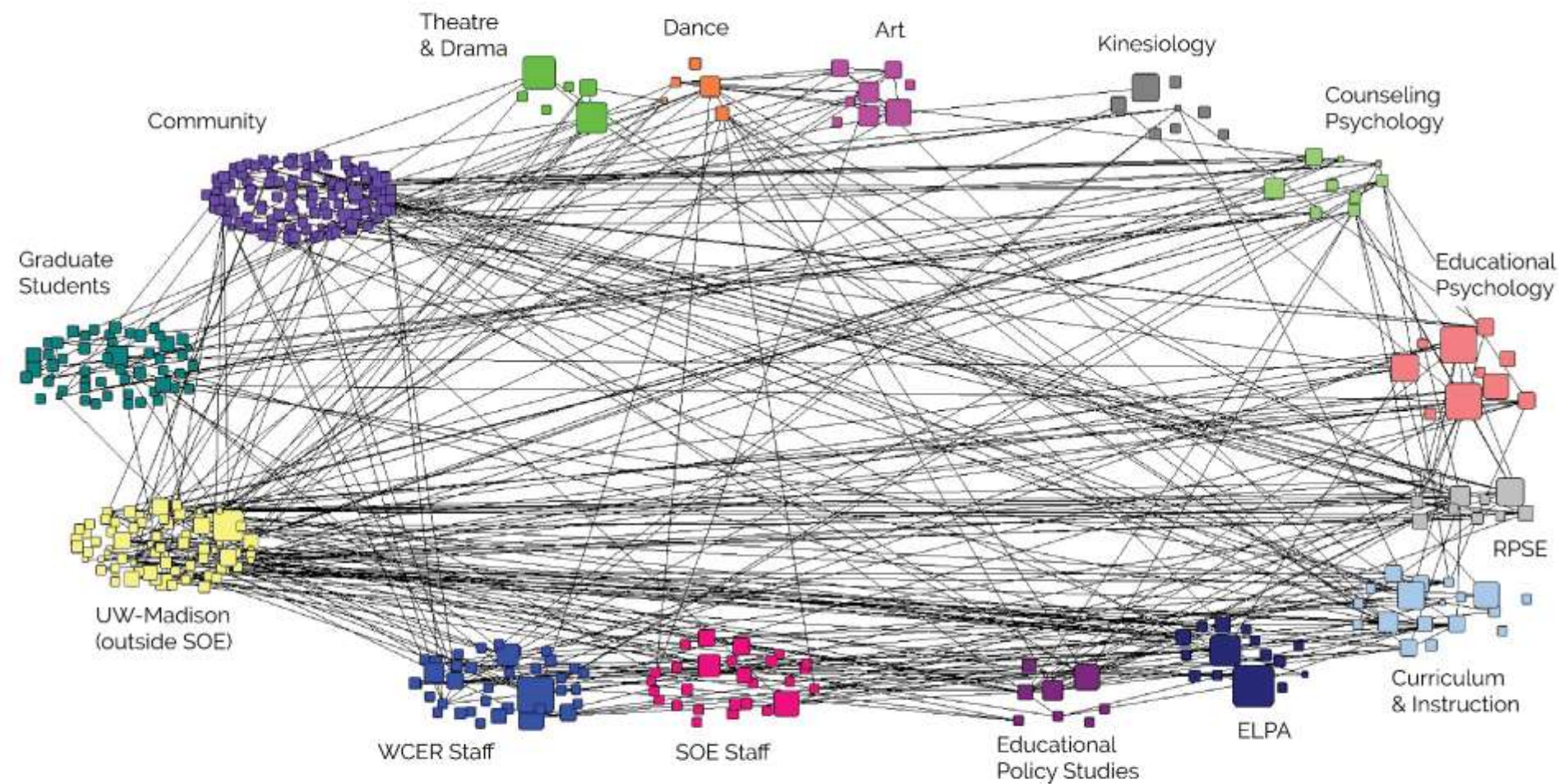•Establish an exchange process

•Design an easy-to-use website

Contribute Art?

Do you have unused artwork?

Consider sharing it with the Campus Art Exchange. We will find a new home for your work here on the UW campus!

Contact:

Daniel Einstein
Historic and Cultural Resources Manager
Office: 608-265-3417
Email: daniel.einstein@wisc.edu

Facilities Planning
& Management
UNIVERSITY OF WISCONSIN-MADISON

GRAND CHALLENGES

UW MADISON SCHOOL OF EDUCATION

Theatre & Drama · Dance · Art · Kinesiology · Counseling Psychology · Community · Graduate Students · Educational Psychology · UW-Madison (outside SOE) · RPSE · WCER Staff · SOE Staff · Educational Policy Studies · ELPA · Curriculum & Instruction

From February 2017 - February 2018, Grand Challenges interacted with 400 people who are each represented by a square node. Each node is sized according to the number of times the person interacted with Grand Challenges initiatives, including topical meet-ups, consultations about grant proposal ideas, and more. A tie between two nodes indicates that the people connected by the line collaborated on one of 32 Grand Challenges grant proposal teams, illustrating the interdisciplinary nature of teams.

Department of Obstetrics and Gynecology
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

Supporting First-Year OB/Gyn Resident Development with More Effective Performance Feedback on Clinical Rotations

Ryan McDonald MD, Jacqueline Peebles MD, John Street PhD, Ellen Hartenbach MD

PURPOSE:

To better support resident development through the use of rotation-specific clinical evaluations that highlight resident learning priorities, focus faculty teaching efforts, and provide outcome-based measures to more accurately gauge resident development.

BACKGROUND:

Twenty years ago the Accreditation Council for Graduate Medical Education (ACGME) initiated the "Outcomes Project" and began a transformation of graduate medical education. Before this, the accreditation had focused on a program's "structure and process," i.e. faculty and staff, clinical facilities, curriculum, and training experiences. The assumption was that programs meeting ACGME standards were graduating competent residents.

The "Outcomes Project" required *evidence* of resident competence. Programs were required to develop evaluation methods to provide the evidence of resident competence. In recent years ACGME has further defined expectations with developmental Milestones and 28 specific performance criteria.

To better support resident development our program revamped the evaluation process for first year residents (PGY1).

We expect this evaluation process to:

1. more closely focus resident clinical learning efforts
2. provide more effective performance feedback to residents
3. focus faculty teaching efforts,
4. provide strong evidence of resident development.

Evaluation completes the teaching cycle by providing feedback to residents, faculty, and program administrators about the learner's strengths and areas needing improvement.

evaluation on cell phone

METHODS:

The project began in the summer of 2016 with our department's Education Committee, which is comprised of faculty members and senior residents. Our original goal was to develop a daily feedback process for PGY1 residents. Implementation of daily feedback encountered intractable logistical problems and ended, but spawned the idea of evaluations specific to each clinical rotation.

The first step in the process was to review and refine the learning objectives for each PGY1 clinical rotation. The final product was a focused and realistic set of learning objectives containing the essential clinical skills and knowledge for PGY1 residents on each rotation.

Next, clinical evaluations were developed that were directly aligned with the PGY1 rotation learning objectives. These new evaluations were reviewed and approved by the Education Committee and faculty directors of each PGY1 rotation.

RESULTS:

Draft evaluations specific for each first year rotation are complete and will be available to faculty on their cell phones. The last hurdle is finalizing the behind-the-scenes reporting functions to ensure accurate reporting of resident performance on ACGME Milestones. We plan to roll out the new evaluations during the spring rotations. So far, we are very encouraged by the response of residents and faculty.

Faculty and Resident Response

"Great plan. It will be helpful for the residents and faculty."
Faculty member

"Oh, I like the idea! It will be helpful to know where I should be and what skills I should work on." PGY1

"It gives interns more direction on what they should accomplish on the rotation. I think most residents will like it." PGY4

DISCUSSION:

We expect these new evaluations will provide the educational benefits mentioned in the background section. The project is based on long-accepted educational principles regarding feedback and development of expertise. In a significant 1983 paper, Ende asserted the importance of specific feedback and warned that without it a learner may "self-validate and continue negative behavior." Ericsson's seminal work on expertise (1993) stressed the critical role of "deliberate practice" in developing expertise. These rotation-specific evaluations will provide the specific feedback residents need to correct errors and systematically develop expertise in their practice of Obstetrics & Gynecology.

Department of Obstetrics and Gynecology
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

A Quality Improvement Project: Senior Residents Develop a Simulation Lab to Improve Patient Handoffs

Haley Barnes MD, Ross Harrison MD, John Street PhD, Ellen Hartenbach MD

> *"Programs must ensure that residents are competent in communicating with team members in the handover process."*
> ACGME Common Program Requirements, Transitions of Care

PURPOSE:

To promote patient safety and quality care through a handoff simulation lab developed and led by senior residents.

BACKGROUND:

Since the release of the Institute of Medicine reports "To Err is Human" (2000) and "Crossing the Quality Chasm" (2001), there has been a special emphasis on patient safety and quality improvement. Due to restrictions on resident work hours (2003) and the inter-professional nature of healthcare, patients receive care from multiple providers, increasing the frequency of handoffs. The Joint Commission estimates the typical teaching hospital has 4000 handoffs a day. The same article shared findings estimating that over the course of five years communication failures contributed to 1,744 deaths and 30% of all malpractice claims costing $1.7 billion.

Effective handoffs create a shared mental model in a healthcare team, which enhances situational awareness and contributes to patient safety and quality care. While there is an expansive literature on handoffs providing a multitude of methods and tools, a 2017 ACGME study found just 69% of clinical learning environments have a standardized handoff process. ACGME requires residents to develop competence with handoffs. In order to reinforce the essentials of an effective handoff, senior residents in our program developed and led a handoff simulation lab for residents.

IDEAL Handoff

I	Identify patient and physician
D	Diagnosis and current condition
E	Events/changes in condition or treatment
A	Anticipated changes in condition or treatment, what to watch for in the next interval of care and/or contingency plans
L	Leave time to ask questions and clarify information

pocket reference card

METHOD:

Two of our program's senior residents developed this handoff simulation lab. Preparation required the development of a schedule of lab activities, creation of an example video for critique, writing clinical scenarios for the simulated handoffs, and producing laminated IDEAL pocket reference cards.

First Simulation:
1. junior residents paired with seniors
2. juniors reviewed the assigned patient scenario
3. juniors conducted a handoff, evaluated by seniors using IDEAL
4. seniors share their evaluations, handoff discussed

Group Activity:
1. residents view flawed video & score individually using IDEAL
2. group discussion of the video and evaluations

Second Simulation:
1. junior receives new scenario, paired with different senior
2. pair repeats simulation process

Post Simulation Lab Activities:
1. residents complete online survey
    a. perceived impact of lab on future handoffs
    b. evaluation of the lab activities.
2. six month follow-up IDEAL survey

RESULTS:

Resident Handoff Scoring Average, 5 pt. scale, N=17.
1st simulation average: 3.5 / 5
2nd simulation average: 4.6 / 5

Post-Lab Survey, 4 pt. scale, N=14
Lab relevance to clinical practice   3.79 / 4
Overall rating of simulation lab   3.50 / 4
Do you think this lab will lead to improvements in handoffs?
    Yes   100%
Would a structured process improve resident handoffs?
    Yes   100%

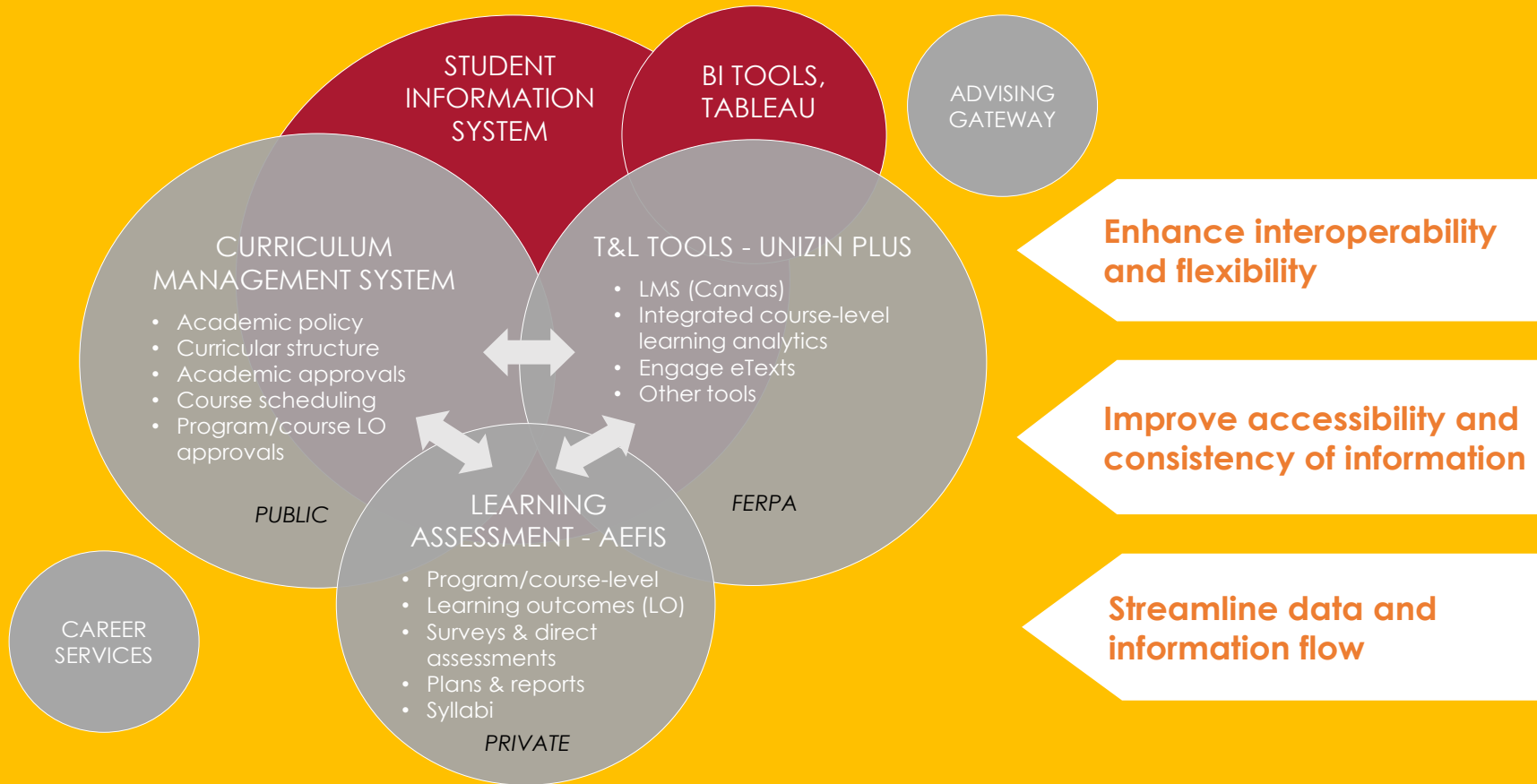*Six Month Follow-up Survey, N=11*
Only 3 residents could fully explain the IDEAL acronym.
Did the sim lab improve your handoffs?   Yes 78%   No 22%
Do you use IDEAL for handoffs?   Yes 30%   No 70%
How often do you receive feedback from faculty on handoffs?
    Seldom or Never 90%
Would a structured process improve resident handoffs?
    Yes 90%   No 10%

DISCUSSION:

The importance of effective handoffs is self-evident. Despite an extensive literature on the topic providing methods, tools, and implementation tips, handoffs remains a widespread and costly problem in terms of patient health and financial resources. The Joint Commission requires a standardized transition of care, which is reinforced by the ACGME and local GME offices. Unfortunately, policy does not insure use. Handoff standardization will require an extraordinary commitment to overcome individual preferences, inter-professional differences, specialty self-interest, and organizational inertia.

Student Digital Ecosystem

The connection of university wide, digital systems to better support faculty, staff and student success

STUDENT INFORMATION SYSTEM

BI TOOLS, TABLEAU

ADVISING GATEWAY

CURRICULUM MANAGEMENT SYSTEM
- Academic policy
- Curricular structure
- Academic approvals
- Course scheduling
- Program/course LO approvals

PUBLIC

T&L TOOLS - UNIZIN PLUS
- LMS (Canvas)
- Integrated course-level learning analytics
- Engage eTexts
- Other tools

FERPA

LEARNING ASSESSMENT - AEFIS
- Program/course-level
- Learning outcomes (LO)
- Surveys & direct assessments
- Plans & reports
- Syllabi

PRIVATE

CAREER SERVICES

Enhance interoperability and flexibility

Improve accessibility and consistency of information

Streamline data and information flow

UW-Madison Engage eText Pilot

Reduced textbook costs, richer student learning experience

Benefits of eTexts

- More affordable option for students

- Immediate availability of all course materials

- Enhanced ability for instructor-student, student-student and student-content interactions

- Real-time learner data

- On-demand printing and offline viewing

Participation & Support

- 16 courses, 5 schools/colleges

- Over 3,000 students

- Integration with Canvas

- Online and in-person resources

GOALS

Drive down costs of course materials for students

Explore potential for broader implementation of eTexts

Improve means for acquiring high-quality course materials

Enhance instructors' capabilities to interact with students

Change model of how publishers market products to campus

Leverage cross-campus partnership to spark systematic change

Unizin Engage Platform

- More affordable option than what UW-Madison or instructors/students could obtain on own

- Significantly lower prices for eTexts

- Instructor and university control over annotation features and usage data

- Consistent user experience

- Discounted publisher packages, typically allowing longer student access

- Ability to print eTexts

Sponsored by:
Educational Innovation (EI) Initiative, Associate Students of Madison, Office of the Provost, Office of the Registrar, DoIT Academic Technology

edinnovation.wisc.edu/engage-etext-pilot

Micro-Learning Path

Competency-based supplemental micro-courses are a new way to increase learner success and prepare students to enter a competitive workforce. This trend in higher education focuses on developing concise, sustainable, and scalable self-directed online courses focused on a specific topic.


Micro-Learning Path Example

Showcase of Micro Courses:

Micro Course on Copyright and Fair Use

Building Online Learning Community with Personalized Micro-LearningPath

Educational Innovation Program Development (EIPD) has been supporting multiple online programs to help working professionals advance their careers. One of the unique services EIPD provides is to build an online learning community with a personalized micro-learning path in the Community of Practice (CoP).
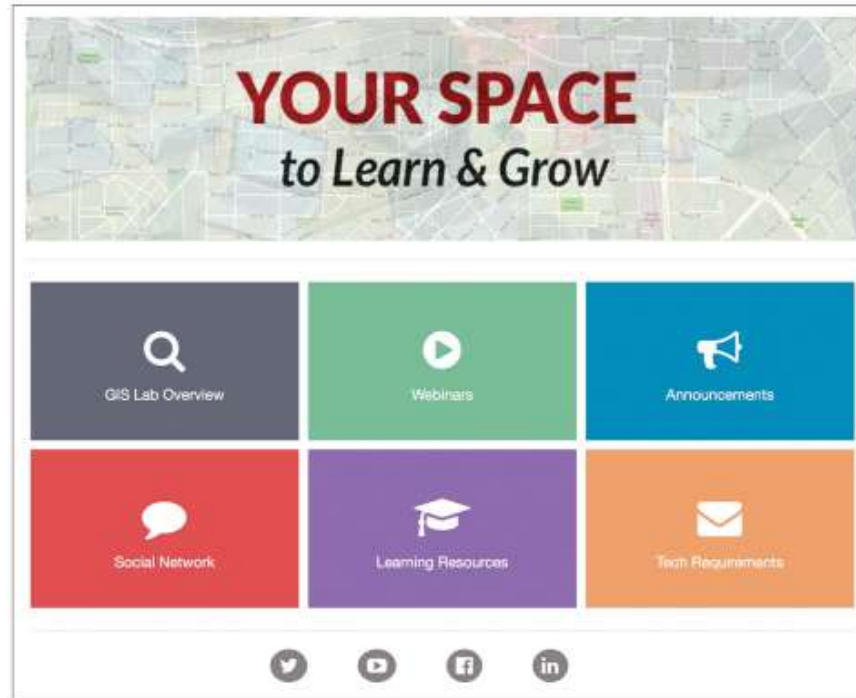
CoP Program Portal Example

Micro Course on GIS Technology

Current List of Active CoPs:

- Advance Your Career (164)
- Clinical Nutrition (56)
- Digital User Experience Design (22)
- Environmental Conservation (53)
- GIS and Web Map Programming (126)
- Occupational Therapy (10)

Campus Partners:

- Adult Career and Special Student Services in Division of Continuing Studies
- Robinson Map Library
- Steenbock Library
- UW–Madison Libraries Teaching and Learning Programs

edinnovation.wisc.edu

Presented by:

Continuing Studies
UNIVERSITY OF WISCONSIN–MADISON

CORPORATE COLLABORATION COUNCIL: IMPROVING THE PARTNERSHIP

Helping companies navigate mutually beneficial relationships with UW–Madison

CHALLENGE

- Dozens of business facing departments/units with different purposes/missions
- Multiple scattered points of entry for a business
- Missed opportunities for businesses and campus

OPPORTUNITY

Improve company interactions by

- Fostering coordinated campus and business communications
- Structuring relationship management process
- Creating shared plans and opportunities

STATUS

- Quarterly meeting format with rotating agendas and networking updates
- Involvement from every school and college plus 14 additional units across campus
- Development of indicators for process and outcomes with campus partners and businesses

Future Vision: Model and process developed for campus-wide strategic plan for highly engaged target companies

Office of
Corporate Relations
UNIVERSITY OF WISCONSIN-MADISON

Where We Started

- We identified a need based on student feedback about early start programs.
- International students needed additional support in ESL courses.
- Our peer institutions offer early start programming.

Where We're Going

- ISSI expansion and growth
- Mechanical Engineering Summer Launch
- Continue to meet the needs of students and incorporate feedback

A Model for Early Start: The International Student Summer Institute (ISSI)

Creation of an early summer start program for international students.

What is the International Student Summer Institute?

- The ISSI program launched in summer 2017. 25 incoming international freshman attended UW–Madison four weeks early to take a 3-credit English as a Second Language course with wraparound programming and support.
- The course, ESL 113, included essential speaking, reading, writing, and listening skills through lectures, building note taking skills, and becoming an active participant in classroom discussions.
- Programming included ISS orientation, SOAR, UHS health session, academic and career advising session geared toward international students, Hoofers kayak outing, and a campus scavenger hunt.

Benefits

- Ease transition to American university life.
- Improve English speaking, reading, writing, and listening skills.
- Become familiar with campus resources, meet new friends, and adjust to being in the United States.
- Student evaluation feedback was overall positive and they would recommend ISSI.
  - Students said they felt more confident in their coursework and navigating campus in the fall.
    - 71% of students said the program gave them confidence for starting in the fall
    - 100% of students said they feel like they can navigate campus

ISSI Dates for Summer 2018

- Program dates: **Jul 30-Aug 24**
- **Jul 27-29:** Move-in
- **Jul 30:** First day of summer course
- **Aug 21:** Move from Kronshage hall to University Housing location
- **Aug 24:** Last day of summer course
- **Aug 27-28 or 28-29:** Attend SOAR
- **Sep 5:** First day of fall courses

Campus Partners

- Bursar's Office
- Chadbourne Residential College
- College of Letters & Science
- English as a Second Language Program
- International Student Services
- Office of Admissions and Recruitment
- Office of the Registrar
- Office of Undergraduate Advising
- Student Orientation, Advising, and Registration
- University Housing

Contact

Maiya Weber, Summer Term, maiya.weber@wisc.edu

summer.wisc.edu

Problem

Dozens of shared governance committees with hundreds of participants and a wide variety of appointing authorities

Tracked on spreadsheets within individual offices with no shared access, making for intensely manual processes

Solution

The Secretary of the Academic Staff and the Secretary of the Faculty Offices worked together with DoIT to create and maintain a centralized system to track committee membership

Administrative view gives Secretaries offices' ability to monitor membership in real time

User view gives participants in governance ability to see past and current committee services

Contact for Academic Staff

Jake Smith
Deputy Secretary of the Academic Staff
263-2985
jake.smith@wisc.edu

Shared Governance Committee Tracker

Governance Service Data at Your Fingertips

Shared Decision-Making

Academic Staff · Administration · Faculty · Students · University Staff

https://committeetracker.wisc.edu

Results & Other Features

Tied to employee database, which helps automate input

Quicker, more reliable reference for past and current service

Provides platform for running elections and automating appointment letters

Creating and maintaining the tracker has fostered even more cooperation between the offices, including sharing best practices

Next Steps

More robust reporting features

Further integration with Secretaries' offices websites

Committee interest surveys

Involve more partners

Contact for Faculty

Jane Richard
Deputy Secretary of the Faculty
262-3958
jane.richard@wisc.edu

Department of Engineering Professional Development
UNIVERSITY OF WISCONSIN-MADISON

The Power of Connection
Onboarding and supporting online teaching and learning

Need

Bring learners on board, establish connections, and streamline the support process—at scale—for multiple online programs

Solution

Develop a holistic and integrated network of support for our students in their online program—from start to finish—and beyond

Impact

- Provide support matrix across environments
- Optimize learner experience, engagement, and success
- Onboard learners with essential skills and resources
- Structured, yet flexible approach
- Unify students, faculty, and staff
- Small team sustainable setup and implementation
- Easy UW systems access

Community and Support
Deliver a central access point for community and support

Welcome Webinar
Create peace of mind for learners via synchronous connection

1 Plug in
2 Get charged
3 Start strong
4 Feed the current

Online Orientation
Introduce learners to systems, tools, and best practices in online learning, digital literacies, and productivity

Custom Course Homepage
Offer learners access to key support resources to use throughout their online experience and provide a standard look and feel across all courses

> *I feel very prepared for my first course as well as working in the [online] program. Many new tips, tricks and life hacks were provided which I have already implemented.*

> *[EPD] provides a student support structure that many other online programs lack. That support structure brings a wealth of information that is shared throughout the group and adds a tremendous amount of value to the learning experience.*

Continuous Improvement

- Establish and nurture lifelong learning relationships
- Based on user feedback and continuous vetting of smarter tools, continue to grow, strengthen, and refine these systems of support and share with the wider campus community

Strategic Communication: A Happy Medium

Learn how the **Morgridge Center for Public Service** used The Medium platform to bring a diverse group of voices into its effective communication strategy.

Strategic Plan

At the Morgridge Center for Public Service, we aim to become a more equitable and inclusive organization and holistically prepare UW-Madison students to be their best civic selves.

What is the Medium?

The stories and experiences shared on The Medium helps the Morgridge Center for Public Service attain its vision by allowing staff and students an opportunity to readily seek involvement in our programs and create more programs and connections resulting in increased participation of students.

Results

Each story that is written is then shared onto our social media sites. We have gained readership throughout campus and have even received comments on how some stories may have impacted them.

Red Gym, Suite 154
716 Langdon Street
Madison, WI 53706

morgridge.wisc.edu
medium.com/morgridgecenter

Medium

Wisconsin Idea Fellowship

Work towards solving a challenge identified along with a local or global community partner.

Badger Volunteers

Foster meaningful and consistent connections between community partners and students.

Civic Engagement

Supporting voter engagement and education at the University of Wisconsin – Madison.

Public Service

Public service comes in many forms, and we encourage all who partner with us to discover how they can best contribute to democracy.

Defining Me
by Mickey Nguyen

Engaging in the Work of Democracy Together
by Kathy Cramer

How to Process Payments to Students

A comprehensive guide on payments made to students at UW-Madison to improve compliance and consistency throughout campus
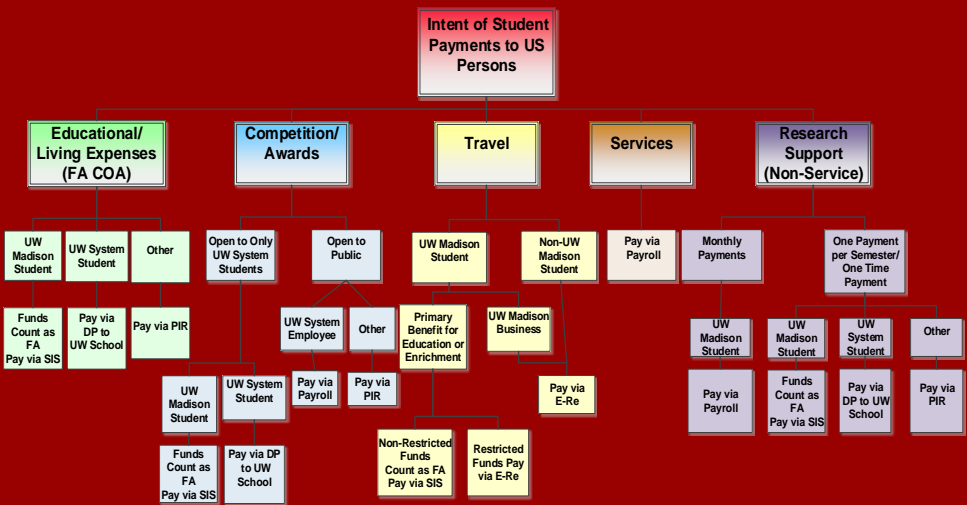
Background

- Departments have used multiple ways to pay students for the same type of payment – AP, Bursar/Financial Aid, Payroll

- There have been questions as to how payments should be processed

- The terms used for payments have varied from department to department – award, scholarship, fellowship, etc.

Challenges

- Departments want to utilize a payment method that results in a perceived benefit to the student

- Culture change

- Determining Student vs. Employee

- Donor intent suggests that payment cannot be applied to tuition or affect financial aid

- Awards during periods of non-enrollment

- Need for compliance in regards to federal regulations (financial aid, tax, etc.)

Benefits

- Streamline the process to pay students

- Consistent practices across campus

- Make sure the University is compliant with federal regulations (financial aid, tax, etc.)

- Collaboration among departments that are processing payments

Solution

- **Student Payment Guidelines** – provide documented guidance

- **Departmental Tool** – interactive flowchart to assist departments in making payments to students. End result gives the department the type of payment they are making and which office they need to submit their payment

Flowchart: Intent of Student Payments to US Persons — Educational/Living Expenses (FA COA); Competition/Awards; Travel; Services; Research Support (Non-Service)

At UW-Madison, there are only four acceptable ways to provide funds to students. It is important to understand which method is correct for each set of circumstances in order to facilitate accurate treatment and reporting for both the student and the university.

Contacts
UW-Madison Departments:
- Accounting Services: Jose Carus & Liv Goff
- Bursar's Office: Laura Rader
- Office of Student Financial Aid: Shane Maloney
- Office of Human Resources: Allison Niles

Questions: Contact scholarships@bussvc.wisc.edu

Innovations in Inclusion:
Diversity Forum Planning Process Improvements

Background

- Ownership of this event has been fluid; most recently housed with the Campus Diversity Climate Committee (CDCC)

- The office of the Vice Provost and Chief Diversity Officer (OVPCDO) shares responsibility for planning

- Frequently, committee and staff members were left rushing to plan and assemble the Forum

Action Steps

- Formed a CDCC subcommittee

- Implemented yearly milestones

- Modeled diversity and inclusion

- Increased transparency in planning and spending

- Included event info on website

- Collected surveys to create a feedback loop

- Strived to learn how to better serve students and 2nd and 3rd shift employees

- Implemented a schedule template

Goals

Update
campus and community on progress toward diversity and inclusion on campus and implementation of goals in the REEL Change document, including the Campus Climate Survey and the Diversity Inventory Program.

Educate
campus and community through lectures, workshops, films, panel discussions, etc. on ways to improve campus climate, inclusion on campus, and/or other cultural competencies.

Activate
campus and community with ways to contribute to causes facing under-represented minority groups, the traditionally marginalized, low-income, and first-generation students, campus, and community members.

Survey Results

Daytime

Update 84%

Educate 83%

Activate 81%

Late Night

Activate 88%

Update 88%

Educate 73%

DIVISION OF
Diversity, Equity & Educational Achievement
OFFICE OF THE VICE PROVOST
UNIVERSITY OF WISCONSIN–MADISON
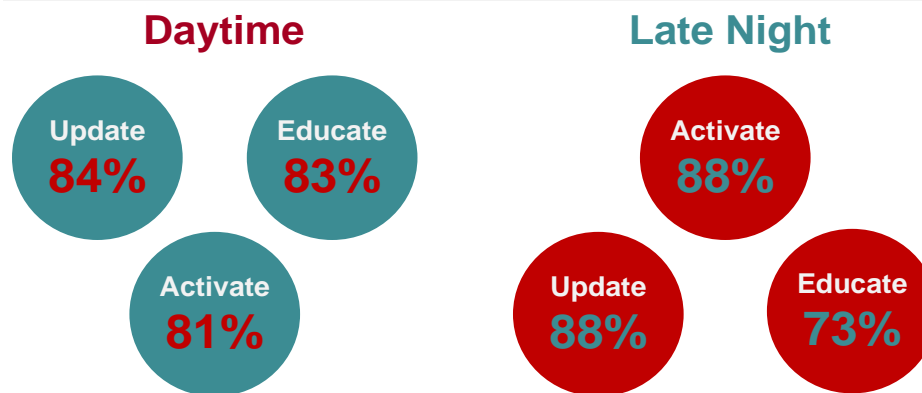
Next Steps

- Populate the UW Guide App for access to event information on smart phones

- Continue partnership with the VCFA EID Council

- Increase attendance rate

- Create conference-style tracks

- Establish key performance indicators to determine levels of success

- Release the schedule earlier in service to inclusive as possible for all of our attendees

- Become a national thought leader as a diversity conference

Contact

Traci Gaydos
traci.gaydos@wisc.edu

Gabrielle Tielman-Fenelus
tielmanfenel@wisc.edu

MEANINGFUL *engagement*

"*Presenting information in an eye-catching way draws viewers in and keeps them more fully engaged in the content*"

TECH
TECHNOLOGY, ENTREPRENEURSHIP CHANGING HEALTHCARE

Graphic Design • Photography • Video • Illustration

PROCESS

1. ASK A LOT OF QUESTIONS.

Understand the user (researcher) goals for information: *what do they want to know and do?*

2. MOCK UP EARLY & OFTEN.

Present early drafts to sample users and observe their interactions.

Try for one-on-one sessions with 6-10 users in their home environments.

3. USE LOW and HIGH TECH.

Use paper drawings, whiteboard sketches, & powerpoint designs for early user feedback.

4. KEEP TESTING. BE FLEXIBLE.

Return to users for ongoing feedback. Anticipate that the user experience will evolve with design changes – be open to additions, reversals, and surprises.

Will they use it?
Designing a Directory of Resources for Researchers

Assessing the researcher user experience

to design an effective, responsive and well-used online directory for campus-wide shared resources, equipment and services.

> *mass spectrometry*   🔍 **Search**

105 cores : 486 resources : 336 services *...and more being added*

Office of Campus Research Cores
UNIVERSITY OF WISCONSIN–MADISON

Office of the Vice Chancellor for Research and Graduate Education
UNIVERSITY OF WISCONSIN–MADISON

Add a resource! Contact **Isabelle Girard**
Director, Office of Campus Research Cores
isabelle.girard@wisc.edu

OUTCOMES

CREATE LOCAL CHAMPIONS. Invested test-users become allies and advocates.

ADDRESS USER NEEDS. Provide information that is valuable and easy to access for both new and experienced researchers *(without requiring lots of administrative knowledge).*

**YES!
They will use it!**

ADD VALUE FOR RESEARCH. Researchers find services, equipment and expertise to save time and money, and expand their work.

Thank you to Showcase 2017 Phyllis Triege, Scott Owczarek & Cindy Bush: *Stop Surveying and Start Interviewing for Better Websites*

Preceptor Boot Camp: Development and implementation of graduate clinical preceptor training program

Smita Sikhrakar[1], MS, RN, DNP student; Sarah Endicott[1], DNP, APNP, GNP-BC; Kristen Panther[2], MSN, APNP, ANP-C

[1]UW Madison-School of Nursing, [2]UW Health-Office of Advanced Practice

Introduction & Background

- **Graduate clinical preceptors** are experienced practitioners who provide clinical education for nurse practitioner and physician assistant students
- Nationally, there is an inadequate number of clinical sites and clinical preceptors[1234]
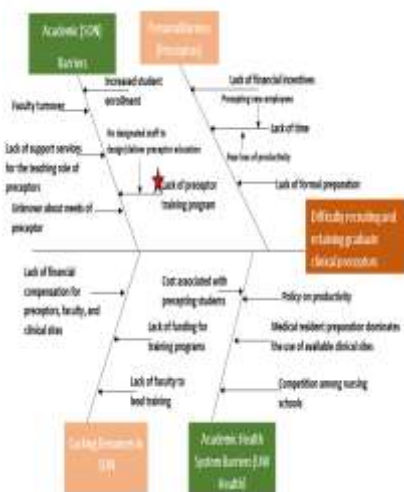
Figure 1: Root Cause Analysis

Aim

A pilot QI improvement project was conducted to:
- Develop and implement a preceptorship education program for graduate clinical preceptors
- Increase quality and number of preceptors and clinical sites for DNP students in primary care

Method

Design: Pre-post test (3 time interval; T0=Pre-test, T1=Immediate post-test, & T2=Delayed post-test at 16 weeks)

Setting & Sample: UW Madison-School of Nursing & UW-Health; Nine General Internal Medicine and Family Medicine preceptors

Instrument: (a) Demographic Questionnaire, (b) Program Evaluation Questionnaire, (c) Preceptor Self-efficacy Questionnaire, (d) Knowledge Assessment Tool, & (e) Preceptor Evaluation Form

Variables: Knowledge gain and self-efficacy to precept among preceptors

Data Analysis: Descriptive and non-parametric testing using SPSS 24

Program Description: A Half-day Workshop

- Phase I: Development of Program
  - Building Project Team
  - Grant Application
  - Development of Clinical Vignettes
  - Development of a Didactic portion
- Phase II: Implementation of workshop
  - Determine workshop date
  - Establish Agenda
- Phase III: Evaluation
  - Data collection & Data Analysis
- Phase IV: Modification
  - Implement on a larger scale after modification
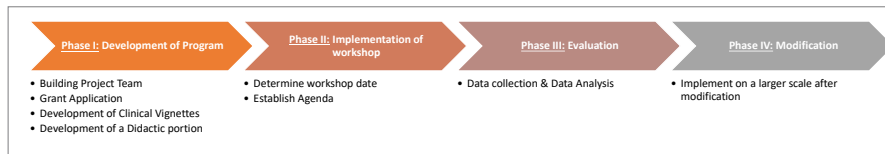
Didactic Content

Session Title	Topics/Highlights
Critical Thinking	❖ Didactic ❖ Introduce OMP, SNAPPS, Thinking Aloud Method ❖ Critical Thinking Video
Feedback versus Evaluation	❖ Didactic ❖ Feedback Video ❖ Role Play on One Minute Preceptor (OMP) Model ❖ Debrief
Time management for preceptors	❖ Didactic ❖ Control of Session Video
Motivation and Challenging Preceptee	❖ Didactic ❖ Case Studies

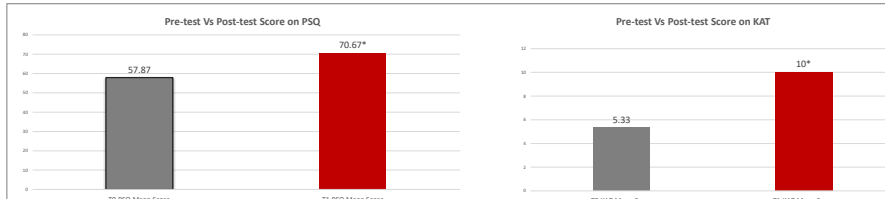### Videos of Clinical Vignettes

Results

Figure 2: Comparison of pre-workshop and post-workshop scores on PSQ and KAT

Note: PSQ= Preceptor self-efficacy questionnaire, KAT=Knowledge Assessment Tool
*The results were statistically significant

Discussion

- All participants expressed high levels of satisfaction with the workshop
- All participants enjoyed the in-person workshop and did not want to change the method of delivery
- Preceptor knowledge scores and self-efficacy significantly improved upon completion of the workshop

Next Steps

1. Complete delayed post-test survey at 16 weeks i.e. in mid May 2018
2. Modify the didactic portion of the workshop before implementing on a larger scale i.e. offering the workshop to preceptors from different health care systems
3. Collaborate with the School of Nursing Clinical Placement Office to develop online preceptor modules for distance learners and offer Continuing Education Credit
4. Ongoing evaluation of program to improve the clinical experience of the graduate students

References

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2. American Association of College of Nursing. (2015). *Nursing faculty shortage.* Retrieved from http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-faculty-shortage
3. Fitzgerald, C., Kantrwowitz-Gordon, I., Kartz, J., & Hirsch, A. (2012). Advance practice nursing education: Challenge and strategies. *Nursing Research and Practice,* 1-8. Doi:10.1155/2012/854918
4. Forsberg, I., Swartwout, K., Murphy, M., Danko, K., & Delaney, K. R. (2015). Nurse practitioner education: Greater demand, reduced training opportunities. *Journal of the American Association of Nurse Practitioners, 27,* 66-71. Doi:10.1002/2327-6924.12175

Using a Video Interview Platform to Enhance the Admissions Experience

By empowering WSB admissions teams with an online video interview platform, more quality candidates can be considered for the program, the candidate's experience is augmented, and staff productivity is improved.

- "The ability to record and share interviews has allowed for a collaborative admissions decision."

- "The technical support offered includes quick response times, thorough investigation of our issues, and timely resolutions."

- "This system makes it easy to schedule interviews by empowering candidates to book an interview based on my calendar which optimizes everyone's time."

Steve Van Der Weide
Director, ITS
wsb.wisc.edu
608-262-7597

Problem

- Competition for top talent continues to increase, making it difficult to increase the size of the program

- Are we missing out on great candidates because we haven't interviewed them in person?

- Are we interviewing the right candidates?
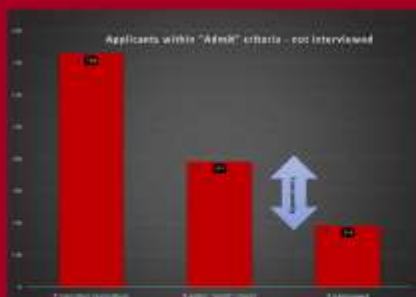
What if...

- ...we could gauge an applicant's level of interest in OUR program?

- ...we could screen applicants by assessing their communication skills, "stage presence", and professionalism?

- ...we had more dimensions to the online application?

- ...we could include feedback from faculty, center staff, career coach, or board members in our admissions decision?

Benefits

- Screen for communication skills and "stage presence"

- Voluntary participation so we can gauge applicant interest in the program

- Ability to share with stakeholders for additional feedback

- Interviewer can fully engage during the interview

- Video Messaging to newly admitted students from staff, student organization presidents, faculty, or advisory board members

Future Development

- Discussion to identify other areas where video would be beneficial such as employee hiring, advisory board member evaluation, or other non-admissions activities

- Monitor solution effectiveness for impact on the admissions process to help WSB improve overall business processes

- Introduce one-way interview component to allow more applicants to present their stage presence and communication skills in advance of a live interview

The External Services Assessment Wizard

A One-Stop Shop for Campus Users Who Need to Obtain Information about Contracting External Services

https://www.rsp.wisc.edu/SAGuidance/index2.cfm

Need

- When campus users need to secure external services, it can be difficult to determine what form it will take.

- There is little guidance available to assist campus users with this assessment.

- Three campus offices, RSP, Purchasing Services, and HR (local and central) work together to make decisions on these matters.

- Starting in the wrong place or with the wrong assumption can lead to big delays, budgeting problems, and frustration.

BUDGET COMPARISON

TYPE	Extra Charges?	F&A
SUB-AWARD	None	On first $25K only
CONTRACTOR	None	On entire amount
EMPLOYEE	Fringe	On salary and fringe

TYPE	AMOUNT	35% FRINGE	SUB TOTAL	53% F&A	GRAND TOTAL
SUB-AWARD	$60K	$0	$60K	$18,550	$78,550
CONTRACTOR	$60K	$0	$60K	$31,800	$91,800
EMPLOYEE	$60K	$21K	$81K	$42,930	$123,930

Solution

- A web resource that collects guidance, links, definitions and other resources together for easy consultation by campus users.

- The External Services Assessment Wizard that takes user input to quickly determine the most likely form the external services will take and sends the user to the correct office to start the conversation.

Guidance for Contracting External Services on Sponsored Projects

Page Updated: February 1st, 2018

Grant-funded projects provide the University an opportunity to collaborate with external partners. These relationships can be complex to administer. These external service contracts allow us to retain independent contractors who provide services that the UW cannot provide itself, but are required for the scope of work. When preparing proposals and managing awards, PIs and research administrators need help determining when a situation calls for an independent contractor, a subaward, or standard employment. Additionally, dean's offices, human resources representatives, and purchasing agents depend on these guidelines to inform routing and approval processes.

Responsibility for making a determination on these matters is shared among several units. This collaborative decision making is needed because these situations may involve purchasing, personnel, grant, and other authorities. PIs and Departments do not make this determination, but can use this website to make a preliminary assessment of what will be decided.

For questions or information related to grant-funded service agreements please consult the Contacts tab below.

Service Contracting Wizard	
Definitions	
Pre-Award Guidance	
Divisional Office Guidance	
Employee/Independent Contractor Assessment Tool	
Post-Award Guidance	
Links and Forms	
Contacts	

Project Goals

- Guide users to the right office for assistance
- Avoid the delays and budgeting problems
- Provide other resources and guidance to help users understand the decisions to be made

Contacts

Research and Sponsored Programs www.rsp.wisc.edu 608-262-3822
Purchasing Services www.bussvc.wisc.edu/purch/purch.html 608-262-1526
Office of Human Resources www.ohr.wisc.edu 608-265-2257

Challenges Met

The final decision cannot be made online because it requires human judgment.

No need to provide a definitive answer online. It's okay to simply point the user to the best starting point.

Creating the website required collaboration among three independent offices with different cultures, responsibilities and points of view.

Go slowly and communicate clearly so all units can be heard and have their concerns taken into account. Buy-in becomes a natural outcome of this deliberate approach.

Next Steps

- Go Live!

- Set up links between the Wizard and OHR and Purchasing Services home pages.

- Share the resource with campus.

- Listen to user feedback and respond accordingly.

- Keep up with changes to policy and procedure, adjust the Wizard and other website resources as needed.

Key Contributors: John Varda, Doreen Forslund, Laura Fisk, Robert Gratzl, Hartley Murray, Andrew Norman, and John Bolliger

DIP: Diversity Inventory Program

The journey towards understanding the scope and breath of UW-Madison diversity and inclusion efforts, and how you can help

Background

- **Diversity Framework Implementation Plan:** Retain, Equip, Engage, and Lead (R.E.E.L.) Change
- **Initiative 8:** Equip campus with an online database of UW-Madison diversity resources

Challenges

- Large, decentralized university structure makes it difficult to find diversity related initiatives
- Information previously collected in Access data files & only accessible to senior leadership
- Ability to accurately communicate diversity & inclusion efforts

Solutions

- Centralize information into one database
- Create a system that is accessible to UW-Madison campus community
- Further institutionalize value of diversity on campus through consistent & shared messaging about diversity initiatives

INITIATIVES BY TYPE

Filter By Year: All | 2013 | 2014 | 2015 | 2016 | 2017

Initiatives for All Fiscal Years

142

Assessment	Event	Program	Research	Support Services
1.41%	47.18%	32.39%	1.41%	17.61%

Diversity @ MyUW

Diversity

- Discover DIP
- Submit to DIP
- Diversity website

Open website

Contact

Website:
www.diversity.wisc.edu/dip

Email:
diversityinventory@cdo.wisc.edu

Collaborative Process

- Held listening and feedback sessions targeting all customers and engaged them in product testing

Key Features

- Web accessible database
- Ability to collect diversity information about: Research, Programs, Events, Support Services, & Data Analysis, Assessment, and Evaluation
- Secured by UW NetID login
- Tiered levels of access to data (Public, Campus, Individual User)
- Accessible to limited sighted users

Lessons Learned

- Get the voice of all customers & stakeholders
- Incorporate and/or address all customer needs & requirements
- Know who the decision makers are that can influence the users to utilize the system

Next Steps

- Develop additional data visualizations
- Develop additional reports
- Develop a marketing campaign
- Focus groups on usability

UW-MADISON LIBRARIES SUPPORT FOR RESEARCHER UNIQUE IDENTIFIERS

LIBRARIES
University of Wisconsin-Madison

UNIQUE ID PROBLEMS

Issues with name as an identifier:
- Common family names
- Hyphenated names
- Frequently misspelled names
- Cultural differences in name order
- Name changes

SOLUTION: MEET ORCID!

An ORCID iD provides researchers with a unique identifier, linking their research and activities.

Why should you register? Your ORCID iD:
- Improves recognition and discoverability
- Connects your affiliations and contributions
- Meets grant and journal submission requirements
- Interoperable and persistent
- Enter data once, re-use often

KEEPING IT ALL TOGETHER

RESEARCHER TESTIMONIALS

Researchers at UW-Madison are already taking advantage of the ORCID iD. Here's what they say:

"[ORCID] integrates your authorship with all of these other systems on the web, and that is one of the coolest things about it."

"There's really no drawback to doing it. It takes you two minutes to open one up, and obviously it's a smart system and you don't have to do too much. It's going out there and learning what you've done and what your publication history is."

"I have benefitted from the exposure that ORCID has provided [for my works]."

SAMPLE ORCID iD

http://orcid.org/0000-0001-6217-9737

CONTACT US | GET HELP | FIND RESOURCES

go.wisc.edu/orcid

ORCID SUPPORT

Who we are:
The UW-Madison Libraries ORCID Working Group is an Interdisciplinary team of librarians committed to promoting ORCID awareness and adoption on campus.

WE CAN:

- Connect your ORCID iD to systems to streamline research & publishing workflows
- Save you time
- Maximize the impact of your ORCID account

REGISTER TODAY!

Registration is free, easy, and quick!
Enter your information once, and then connect across multiple platforms.

An Expanded Presence

• Began hosting drop-in office hours across campus including: Cooper Hall, Education Building, Multicultural Student Center, Health Sciences Learning Center, IAP Office, Rennebohm Hall, Veterinary Medicine Building

• Expanded FAFSA Frenzy events to additional locations helping lead to a 13% increase in FAFSA completions

• Collaborated with UW South Madison Partnership on info sessions at Goodman Library

• Joined together with VITA to assist students and community members with tax preparation

• Volunteered for 100 Black Men of Madison's Annual Back to School Celebration

• Partnered with Madison Metropolitan School District on the Personalized Pathways program

• Enhanced partnership with the Office of Admissions and Recruitment on support for prospective and recently admitted students

• Amplified engagement with UW Advising Community

• Initiated outreach with K-12 school counselors and educators including joining WSCA and Wisconsin Public Education Network

• Launched Facebook and Twitter pages in June 2017

Reaching Students and the Community Where They're At

As a result of our streamlined processes, we have been able to devote more time to building partnerships in the community, collaborating with others across campus, and expanding our presence for students.
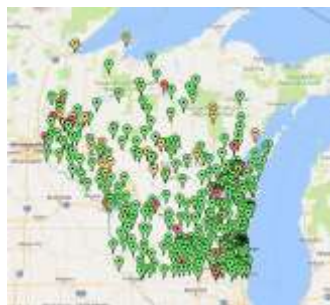
We have hosted over 190 events so far this academic year and have reached out to school counselors and educators across the state.

FAFSA FRENZY
FALL 2017
Need help completing your FAFSA?

Source: "Reaching out to prospective students" by Bryce Richter (https://news.wisc.edu/reaching-out-to-prospective-students/)

Source: Office of Student Financial Aid Twitter page

Office of Student Financial Aid

Greg Offerman, Alyssa Geldernick, MollyJo Bautch, Mary Condon, Martina Diaz, Joselyn Diaz-Valdes, Clyde Gaines, Heidi Johnson, Darren Martin, Lea Polizzi, Lynne Siewert, Cori Splain, Karla Weber

How We Did It

• Streamlined processes to leverage resources elsewhere

• Re-designed the structure of the Office of Student Financial Aid creating true Outreach and Communications units

• Built partnerships focusing on proactively informing the future of financial aid

• Leveraged capacity to connect Financial Aid to other groups across campus and the community

Next Steps

• Analyze key performance indicators and make data driven decisions

• Continue to expand drop-in office hours with additional partners across campus

• Develop more relationships throughout the community and across campus

• Launch Financial Wellness Working Group on-campus

• Begin hosting virtual events

• Continue to expand outreach with K-12 school counselors and educators

• Implement Ivy ChatBot to allow community members, campus partners, students, and their families to chat questions 24/7
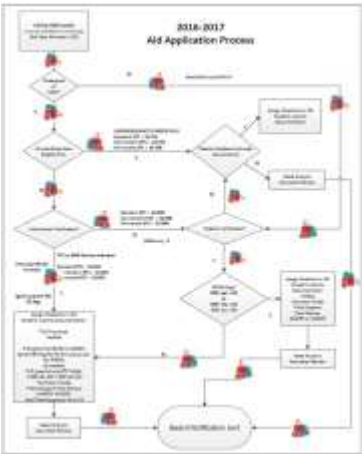
• Utilize SMS text messaging

All Aboard the Streamline Express

Improve the student experience by reducing processing time, providing an online student portal and enhancing communications

Source: Office of Student Financial Aid webpage

Changes Made

• Limited our verification population to only those selected by the Dept. of Education

• Implemented an easy on-line student portal for families to submit & sign documents electronically

• Enhanced communications to students: custom email messages, PDF award notification, etc.

A New Flow!

Office of Student Financial Aid

Karie Cunningham, Karyn Graham, Eric Gentz, Shane Maloney,
Doug Jorewicz, Kristen McRoberts, Phia Vang, Amy Whitford, Maggie Zabinski

How We Did It

• Partnered with a cloud-based software vendor in November 2016 & went live January 12, 2017

• Created a core implementation team consisting of functional business analyst, developers and expert end users

• Implemented single sign-on and branded vendor portal to ensure seamless transition for students

• Created interfaces and custom pages in SIS to process the data

Next Steps

• Integrate with ImageNow

• Single-sign on for OSFA team

• Non-verification submission and document review

• SMS text messaging

• API interfaces to send/receive data

Innovated changes for visitor parking options at UW-Madison

An 8 year overview of the changing landscape of visitor parking

2010 ┄┄▶ 2015 ┄┄▶ 2018

2010
- **640** visitor stalls
- **28** visitor locations
- 521 meters
- ✗ No audits or ability to track visitor counts and usage
- 14,019 visitor citations

2015
- **1,370** visitor stalls
- **22** visitor locations
- 112 meters
- 616,158 gated facility visitor transactions
- 4,447 visitor citations

2018
- **1,330** visitor stalls
- **23** visitor locations
- 81 timed parking stalls
- 275,256* gated facility visitor transactions
- 2,398* visitor citations

*FY18 through Jan. 1, 2018

✗ Challenges with coin meters

Customer Restrictions and Challenges
- Malfunctioning meters require those parking to not park in stall and go to next available stall
- Potential for more citations due to not knowing time or plugging meter wrong
- Limited time options at all locations, no longer than 2, 3, or 8 hours each day
- Customers required to have coins with them
- Restricts customers from staying longer than originally planned

Process Challenges
- Battery change out twice a year, close to 1500 9-volt batteries campus wide annually
- Difficult to capture occupancy and usage information
- Audit the meter every time it was collected, audit equipment not always align with revenue
- Reserving spaces for events required physically bagging meters
- Labor costs (approximately 832 hours a year) to audit, collect, count, and process coins
- Labor costs for more time mowing and snow removal around meters
- Having to clean around meters in parking facilities

Benefits of adjusting from meters to gated lots and mobile payment

Customer Benefits
- No more broken or malfunctioning meters causing confusion and citations when parking
- Mobile payment system communicates to customer when time is close to expiring
- Gated facilities provide live occupancy status on UW Transportation Services website and the interactive campus map
- Broader payment options using coins, cash, credit cards, and validations
- More campus visitor parking options
- Opportunities for longer stays, up to 72 hours in gated facilities

Process Improvements
- Reduction of cash handling on campus
- Immediate reporting of pay status and occupancy information in gated facilities
- Accurate accounting and equipment status reports
- Stalls can be controlled more efficiently; increases and reductions of stall allocations can be immediate based on demand
- Cleaning parking facilities became more efficient
- Shifted labor expenses to other needed areas

Converting the last meters on campus to mobile payment

The final campus meters were removed from campus in the summer of 2016 and converted to a mobile payment process by an outside vendor. During this transition, a plan was in place for coordination and communication of the change of meters to the mobile payment process.

Phasing out meters
July 2016 through Aug. 2016 meters were phased out in four phases over approximately one month. Each phase was coordinated across multiple departments. Process steps included the following:
- Blocking metered locations
- Audit and coin removal
- Removal of meter heads
- UW Physical Plant | Removal of posts
- UW Physical Plant | New sign creation
- Placement of new signs and posts

Developing a communication plan
Communication planning began in May 2016 for the transition happening in July. The following outreach took place:
- Met with building managers and departments who regularly use meters, provided education and received feedback
- Sign placed on every meter post communicating the process
- UW Transportation Services website provided information on the process
- Disseminated by UW Communications

Comparing revenue one year after meters removed
Revenue was compared between meters and mobile payment revenues with comparative outcomes. Meter revenue was from Nov. 2014 through Oct. 2015, while mobile payment was between Nov. 2016 through Oct. 2017.

Sept. 2011 — Gate tech at Lot 17 (Engineering Drive), 10 (University Avenue), 76 (University Bay Drive), 60 (Union South), and 83 (Time Center) goes live

Nov. 2011 — Park and display station placed at Picnic Point Lots 129/130 and Lot 60 Boat Landing

June 2012 — Validation and value permit process begin for departments and visitors. Meters removed from Lot 2, pay and display station placed until lot closes

Nov. 2012 — Gate tech at Lot 7 (Grainger Hall), 29 (N. Park Street), and 16 (Lake & Johnson) goes live, meters removed from Lot 16

Jan. 2013 — Gate tech at Lot 6 (H.C. White) and 36 (Observatory Drive) goes live, meters removed from Lot 6 and 36

Sept. 2015 — Meters removed from Lot 91, pay station placed until the lot closes

Oct. 2016 — Final meters removed from campus at Lot 92, pay station with coin/credit card options placed for those using Babcock Hall Dairy Store

Sept. 2016 — All but five meters removed from campus and replaced with mobile payment option

2011 — 2017

ESL's Te[A]ch Challenge: Advancing Skills, Creativity & Sustainability in an Active Learning Classroom

The Teach-Tech Challenge is a fun & inspiring opportunity for instructors to push their boundaries with learning technology by reflecting on teaching, discovering new skills & sharing expertise.

About the Challenge...

In 2016, the Program in English as a Second Language inaugurated an innovative Active Learning Lab...

With new technology & a flexible space, the key question is "how" to make the best use of the facilities into the future...

HOW?

- ✓ Choose from an open-ended list of technology-related tasks.
- ✓ Complete a set number of tasks within the academic year.
- ✓ Journal about the experience.
- ✓ Share new skills with colleagues.

WHO?

Instructors volunteer to take part & start the challenge by identifying the training they need.

WHY?

...to work at instructors' own pace, experimenting in their own classes...

...to explore, discover & reflect about technology & teaching...

...to create a community of practice around technology & an active learning space...

...to bridge the gap between technology & training by harnessing individual initiative...

About ESL's Active Learning Lab

a flexible & welcoming space to facilitate communication & collaborative learning

the best of high, low & no-tech

its flexible layout maximizes free movement

Equipment & Features

9 x 27" iMacs
9 x iPad Pros
79" 4K LED Display
Wireless Bluetooth Audio
Wireless Apple TV Video
Document Camera
BYOD Audio & Video Sharing
6 Moveable 3ft² central tables
Moveable, stackable chairs
Swivl Robotic Camera Mount
8 portable whiteboards

Goal: Complete 6 tasks in a year

15 suggestions for tech-tasks to choose from

Te[A]ch Challenge 2017

Ideas for recording details & observations

Reflection questions

CONTACT US

Dan Pell (DoIT AT) — dan.pell@wisc.edu
Tracy Iftikar (ESL) — tracy.iftikar@wisc.edu
Shauna Crowther (ESL) — scroft@wisc.edu
Andrew Leinberger (English IT Support) — leinberger@wisc.edu

Program in English as a Second Language
https://esl.wisc.edu/   askesl@wisc.edu

The Making of the
List Library

UW's simple, streamlined system to send targeted campus emails

The Problem

Before List Library, sending emails to a group of campus contacts was an opaque, expensive, multi-step process. Access to campuswide emails generally required either payment or the setup of a WiscList Custom email list. Both systems required knowledge of specific audience groups of faculty and staff to deliver a tailored message. The process was not user-friendly and required time and resources.

The Solution

Create a user-friendly, cost-free tool that democratizes targeted communication on campus. The List Library was born from a collaboration between University Communications, DoIT and the Office of Strategic Consulting (formerly Administrative Process Redesign). Users can now choose from more than 50 tailored email lists, accessible to communicators and campus leadership, to send official messages. The easy-to-navigate interface makes choosing contacts easy, and delivering your message even easier.

The Benefits

- Free for authorized users.
- Easy-to-find campus populations to share official business messages.
- 50+ unique campus email lists to choose from.
- Lists are pulled from official institutional data sources and updated daily.
- Easy-to-navigate user interface.
- Fully supported by the WiscList team and UW Communications.
- Create personal "Favorites" from available lists.

The Lists

- Employee Groups (15 lists)
- Major Units (24 lists)
- Schools and Colleges (13 lists)
- Shared Governance (1)

Best Practices

- Identify your target audience.
- Determine what you want users to do with the provided information.
- Target lists of recipients to minimize the number of people who receive any given bulk emailing.
- Send collaborative messages with other units to avoid redundancy.
- Provide recipients with a strong call to action or next step when appropriate.
- Explore alternate communication channels.

Authorized Users: my.wisc.edu/listlibrary
General Information: kb.wisc.edu/wisclist/page.php?id=72409
Email: listlibrary-coordinator@lists.wisc.edu

WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

University Communications
Division of Information Technology
Office of Strategic Consulting

Opportunity

ICS's partners want affordable and effective mobile learning to complement in-building conferences, including:

- **In**tegrating in-building facilities with mobile delivery, access and participation capabilities

- **A Pr**emium on instructional design over development

- **Re**-usable instructional activities

UWEX Grant

The Virtual Conference initiative was made possible with a generous UW Extension innovations grant

Virtual Conference

Mobile-Hybrid Conferencing for Resource-Limited Units

Project Goals
A No-Development Solution
A Focus on Instructional Design
Using Existing Processes
Anyone can create one

Contact
Instructional Communications Systems (ICS)
www.ics.uwex.edu
608-516-6639

Process

Analysis – Decide on platform suitability

Design – Use EBMS to convey instructional goals. ID designs "events" and selects re-useable learning activities

Develop – Automatically creates an instance of virtual conference

Implement – Go-live! Full-duplex in-building with mobile participation

Evaluation – Refresh, improve and reuse

Future Development

- Integrated registration
- Virtual campuses

Developing International Projects & Partnerships

What we do

- Provide support in setting up initial meetings to discuss potential partnership opportunities

- Conduct pre-contract development due diligence

- Collaboratively craft the scope of work, develop a budget, and provide logistical support (program administration, travel, finances, and reporting)

- Work closely with the UW–Madison Institute for Regional & International Studies (IRIS) centers to ensure country/area/regional-level expertise to help inform and guide all projects

The following four criteria guide the work of IPO. Projects must:

- Be **internationally-oriented**
- Focus on **capacity development**
- Have a **multi-unit and/or university focus**
- Have an **institutional impact**

The **International Projects Office (IPO)** facilitates the development and management of internationally-focused projects and partnerships which require collaboration between two or more UW–Madison units.

Example Partnership

140+
visits to Astana, KZ

Start-up university
Nazarbayev University (Kazakhstan)

60+
UW–Madison units

300+
NU VISP students

250+
faculty/academic staff

Projects -in- development
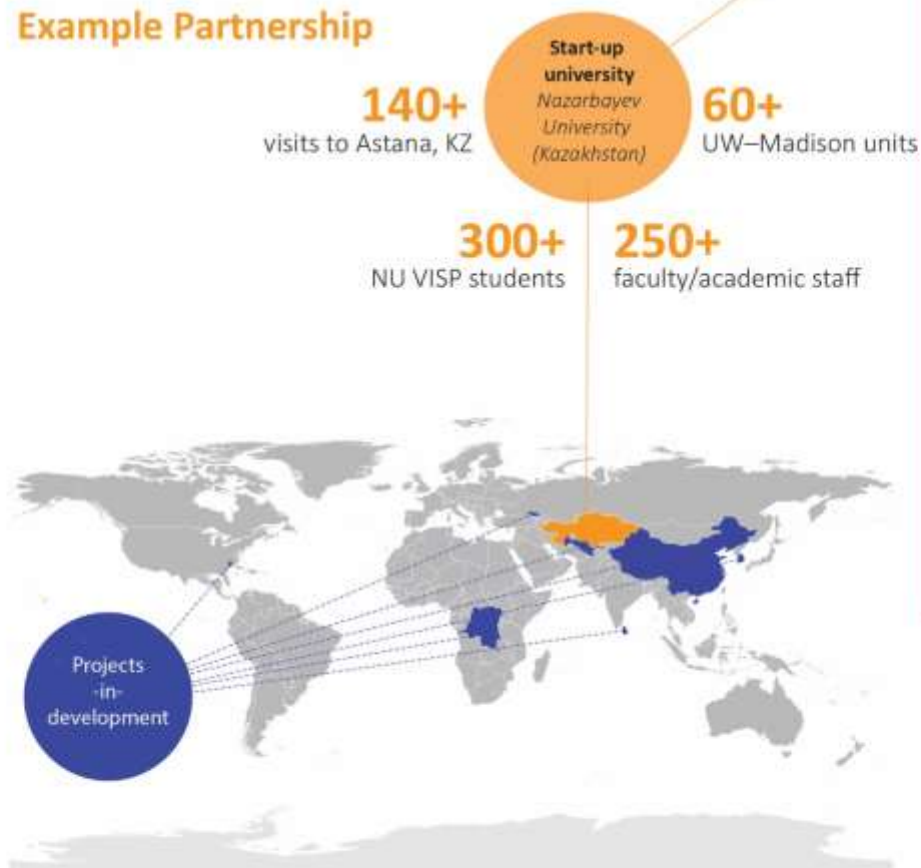
with
Foundations ● Governments ● Research Centers

projects.international.wisc.edu

Our history

IPO developed out of UW–Madison's partnership with Nazarbayev University (NU), an English language research university in Astana, Kazakhstan, that was established in 2010. UW–Madison is a member of NU's original group of strategic international higher education institutional partners.

The focus of UW's work with NU has been to connect the experience and expertise of UW faculty and staff with NU faculty, administrators, staff, and students to help build a sustainable institution by investing in people. At its core, the UW–Madison partnership with NU is a capacity-building project fundamentally informed by the Wisconsin Idea, i.e., that universities exist to support and contribute to the development of the societies in which they are situated.

International Division
UNIVERSITY OF WISCONSIN–MADISON

Contact Us
International Projects Office
UW–Madison International Division
Director: Elise S. Ahn
Email: eahn@international.wisc.edu
Phone: 608-263-3112

MAXIMIZING CAPACITY WITH STUDENT HOURLY EMPLOYEES

AIMS

The program specifically focuses on developing students in the following areas:

- Inter-personal communication
- Professional etiquette
- Project planning
- Organizational skills

CHALLENGES

- Staff takes on administrative and support work in addition to full time jobs
- Student skills were underutilized and their work lacked substance

Division of Diversity, Equity & Educational Achievement
UNIVERSITY OF WISCONSIN-MADISON

"I have been granted so many **opportunities** to challenge myself and draw on my **strengths**."
- Student

"I value the opportunity to work closely with **bright students** and help them develop their professional skills and identities."
– Staff

"The internship program has provided me with students who are able to contribute to our work in meaningful ways that **positively impact** the division." – Staff

CONTACT

Torsheika Maddox – Development Coordinator
Jerry Xiong – Programming Coordinator
Nathaniel Haack – Lead Intern

EMAIL: ddeea_interns@provost.wisc.edu

SOLUTIONS

- Annual student training on paraprofessional tasks that support their supervisors
- Allow students to participate in campus professional trainings as a part of their work develop skills and abilities

OUTCOMES

- Develop an internship program that allows staff to be more effective in their work
- Increase student capacity
- Respond quickly to customer needs
- Efficiently prepare students for work through training

Collaborative Partnerships: from Prototype to Production

Developing the Agefully App to Support the Health and Well-Being of Aging Adults

Project Goal:

With the goal of improving older adults' quality of life, the UW-Madison School of Nursing's Center for Aging Research and Education (CARE) began developing an evidence-based guidance, support and planning tool for family caregivers of older adults.

Challenge:

As the subject matter experts, CARE had the knowledge to populate the app with content, but only some of the technical expertise required to develop it. They needed a partner with a flexible, collaborative approach, cutting-edge technical expertise, and a shared commitment to the Wisconsin Idea. In addition, the partner had to blend with the team and deliver quality work within a short timeline. The collaborative team had to produce rapid iterations of design and coding in response to small-scale usability tests.

Prototype

User Testing

Refinement

Evaluation & Planning

Solution:

CARE partnered with Teaching & Research Application Development (TRAD) to round out their team. The two partners used an iterative process that included multiple communication touchpoints to ensure the prototype was developed rapidly and incorporated a wide range of feedback.

Successes:

- Completed five rounds of usability testing, which included 33 family caregivers

- Delivered to pilot group of 33 participants in August 2017, eight months after project kick-off

- Enthusiastic and robust feedback at every stage led to continual and significant improvements

Next Steps:

- Pilot phase 2 slated for May

- Potential for partnering with national organization

MANAGING ACCESS TO SHARED UNIVERSITY DATA

CHALLENGES:

- Collaborators lose access to docs/files stored in departing employees accounts
- Expensive to recreate lost data
- Former employees retain access to data when they should not

GOALS:

- Minimize loss of data due to content owner departing UW without changing ownership of docs/files
- Save resources (time/money) by preserving important university data for the long haul
- Ensure important data is accessible to only those who need access

SOLUTIONS:

Use UW–Madison's *free* and **supported** collaborative workspaces that are optimized for team sharing and group projects. NetID deactivation removes the accounts of departing employees while retaining the shared resources.

Office 365 — **Groups** — collaborate with and easily set up a collection of shareable resources **go.wisc.edu/office365groups**
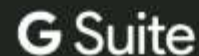
G Suite — **Team Drives** — files and folders are shared and owned by the team **go.wisc.edu/gsuiteteamdrives**

box — **Project Directories** — a minimum of two co-owners share folder access to other users **go.wisc.edu/boxprojectdirectories**

DoIT
Division of Information Technology
UNIVERSITY OF WISCONSIN–MADISON

THE SITUATION

Feedback from training and onboarding previous hires revealed inconsistent experiences for employees and dissatisfaction for our clients.

So we developed a **Coordinated Approach to Service (CATS)** with these goals:

- Increase employee retention and base knowledge
- Improve customer service
- Build employee confidence and enhance team cohesion

OUR SOLUTION

9 PEOPLE

2 TEAMS
(Security & Application Support, General Desktop Support)

1 ORGANIZATIONAL UNIT (DoIT Departmental Support)

40 HOURS OF INSTRUCTION

3 WEEKS OF FULL STAFF SCHEDULES

STAFF ONBOARDING & TRAINING

★ DoIT DEPARTMENTAL SUPPORT ★

DEVELOPING CATS

1. Content creation
2. Team building
3. Identifying collaborators
4. Identifying different learning styles
5. Mentor selection and training

IMPLEMENTING CATS

TRAINING
- Problem solving vs. tech skills
- Critical thinking
- Identifying the right person
- Tools and resources

BUILDING COMMUNITY
- Icebreakers
- Guest lecturers
- Field trips
- Mentors

ASSESSMENT

Feedback collected from new staff to improve the immediate onboarding experience and for future programs consisted of:

26 DAILY SURVEYS

19 WEEKLY SURVEYS

RESULTS

66 Being able to learn a lot about our cohort made our onboarding process much smoother. We were all able to interact with and learn from each other.

66 It seems like we have a lot of time to learn all of the new systems and policies within UW, which has been great since it's much different than other places I've worked.

66 I really appreciated the structured schedule. There was a lot we had to get accomplished, but there was always enough time to get it done.

66 The department and group presentations did a very good job of depicting our place in the support landscape and how we relate to other groups.

DoIT
Division of Information Technology
UNIVERSITY OF WISCONSIN-MADISON

★ **CONTACT DoIT** USER SERVICES/DEPARTMENTAL SUPPORT

★ Jesse La Grew ★

jesse.lagrew@wisc.edu
608.262.5828
1210 W. Dayton St. #B213
Madison, WI 53706

INSPIRING AND INSPIRED –
BECOME A NATURAL-MADE LEADER WITH

NEED

Many employees and students on campus—whether in formal leadership roles or not—face challenging situations in their daily work lives in managing or collaborating with peers and non-peers alike. By learning and practicing improvisational skills, which share the same core competencies as leadership, these leaders can better resolve these daily challenges.

OUTCOME

Participants reap the benefits from the start. They become:

- Better communicators — listeners and talkers
- Confident public speakers and confident overall
- Assertive but flexible
- True team players

Participants become inspiring and are inspired.

PROCESS

Once a month, **Leadership Improv** provides a forum for anyone to learn and practice leadership skills through participation in improvisational comedy exercises and sketches. In this monthly meeting, participants practice:

- Public speaking
- Outside-the-box thinking
- Being present, in the moment, mindful
- Building trust with team members
- Advancing ideas proposed by others

CIO and Vice Provost for
Information Technology
UNIVERSITY OF WISCONSIN–MADISON

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GO.WISC.EDU/ITCONNECTS

CONTACT

Sean Bossinger: *sean.bossinger@wisc.edu*

Jason Erdmann: *jason.erdmann@wisc.edu*

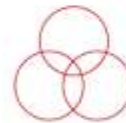# LEADING. LEARNING. CONNECTING.

IT Connects

CHALLENGE

Multiple IT leadership programs on campus, among groups with shared interests and goals, operating without cohesion or a sense of community.

SOLUTION

The establishment of IT Connects. IT professionals from DoIT and campus departments and units now work together to:

- Develop leadership skills
- Promote individual career growth
- Foster an environment of leadership
- Build relationships across campus
- Facilitate information-sharing among peers

CONTACT IT CONNECTS TO LEARN MORE

Mary Evansen: mary.evansen@wisc.edu
Meloney Linder: meloney.linder@wisc.edu

go.wisc.edu/ITconnects

CIO and Vice Provost for Information Technology
UNIVERSITY OF WISCONSIN–MADISON

BUILDING A STRONGER CAMPUS IT COMMUNITY

We are stronger when working together
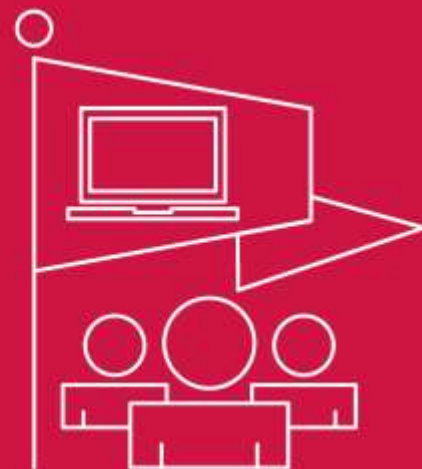
CHALLENGE

- UW is large and siloed

- IT professionals lack sufficient onboarding and tech resources to make decisions efficiently

- Disparate decisions across school, college and division levels create redundant outcomes and double the costs

PROCESS

UW IT Professionals formed in November 2016, and since that time has committed to:

- developing a set of standard guidelines

- assembling a directory of training resources and onboarding tools

- establishing resource-sharing pool

- offering events for educational purposes and relationship building

Ultimately, the goal is to build a stronger campus IT community across colleges, schools and divisions.

OUTPUT

UW IT Professionals has sponsored a series of interactive events to encourage campus collaboration:

- **Fall 2017 kickoff event** highlighting strategic and tactical items relevant to IT professionals

- **Inaugural IT Professionals Conference** — June 20, 2017

This is just the beginning. We're planning our second annual IT Professionals Conference on May 31, 2018.

—LEARN MORE—

IT PROFESSIONALS **go.wisc.edu/it-professionals**

IT CONNECTS **go.wisc.edu/ITconnects**

—CONTACT—

Laura Grady: *laura.grady@wisc.edu*

Sara Tate-Pederson: *sara.tate-pederson@wisc.edu*

David Parter: *dparter@cs.wisc.edu*

COMPELLING UW WEBSITES MADE EASY

Providing all the tech, tools, and support you need to create and maintain your department website.

800+ sites hosted currently

25+ new sites created each month

PROBLEM

Units across the UW campus use a wide variety of services for hosting and publishing their websites. The result is inefficiency, waste, and unnecessary "wheel reinvention" as everyone works to build and maintain their own standalone version.

SOLUTION

Create a campus-wide CMS hosting service:

- Using industry-leading WordPress due to ease of use, breadth of features, and familiarity across campus.

- Featuring a base infrastructure and first service level that cover everything needed for quick and easy UW-themed website builds.

- Providing an optional second service tier for those who have the time and talent to build upon the service level 1 offering.

BENEFITS

- Out of sight, out of mind infrastructure.

- Meet accessibility guidelines and support all major web browsers, including mobile optimization.

- Expert assistance when needed.

- Automatic feature and security updates.

- No additional cost for Basic and Level 1 service.

- Option to build upon the Level 1 service by adding themes and plugins with Level 2 service.

WHAT'S NEXT?

- Service Level 1: WiseWeb is a fully functioning production service to which feature updates will occur on an ongoing basis.

- Basic Shared Infrastructure will be in place spring 2018.

- Service Level 2: Application Service Provider beta testing will be completed summer 2018.

- Project updates can be found at cms.it.wisc.edu.

WISCONSIN UNIVERSITY OF WISCONSIN–MADISON

PARTNERS
Campus Libraries
College of Agriculture and Life Sciences
College of Engineering
College of Letters & Science
Division of Information Technology

Law School
Registered Student Organizations
School of Business
School of Education
University Marketing

CONTROLLED
UNCLASSIFIED INFORMATION

Ensuring researcher compliance with Federal data protection mandates

CHALLENGE

Nearly 200 campus research projects must comply with Federal mandates for protecting sensitive data described in NIST 800-171, but few campus resources or processes existed to guide them in assuring compliance.

NIST 800-171
imposes requirements in the following areas:

* Hosting environment
* System security and separation
* Access Requirements
* System use restrictions and conditions
* Logging and documentation

NIST REQUIREMENTS INFO
go.wisc.edu/nist

Learn more at

GO.WISC.EDU/CUI

SOLUTION

The Office of Cybersecurity (OC) worked with researchers to research, develop and document a compliance process to ensure compliance with NIST 800-171

PROCESS
* Principle Investigator (PI) Completes Control Classified Information (CUI) checklist

* PI submits intake form

* OC assigns to data an Availability, Integrity, and Confidentiality level

* OC selects methods and controls to meet NIST-800-171

* OC signs off on assessment or determines that risk is too high

* Cybersecurity Surveillance & Operations Center monitors project and reports anomalies

RESULT

PIs for nearly 200 campus research projects now have a process and resources to remain compliant with federal mandates regarding CUI.

CONTACT
General inquiries
cybersecurity@cio.wisc.edu

CUI process questions
grc-cybersecurity@cio.wisc.edu

Office of Cybersecurity
CIO AND VICE PROVOST FOR INFORMATION TECHNOLOGY
UNIVERSITY OF WISCONSIN-MADISON

MyUW
A Modern Experience for Legacy Applications

Challenges

- Separate systems for time entry, project time tracking, approval, and reporting
- Existing user interfaces were difficult to use
- Different processes for academic staff vs university staff
- Academic staff leave reporting still paper-based

Goals

Create a single user interface that is:

- Simple, easy to use, and mobile friendly
- Integrates with existing systems
- Performs most common time and absence functions for DoIT employees

STAR Time and Leave Entry

Launch full app

Solution

- Build a new user interface in MyUW to talk with existing systems
- Reduce paper-based steps
- Easy to use, mobile friendly app
- Easy to find on departmental intranet and MyUW

info@my.wisc.edu

go.wisc.edu/myuw

DoIT
Division of Information Technology
UNIVERSITY OF WISCONSIN-MADISON

ONE ONLINE APPLICATION.
COUNTLESS PRE-COLLEGE OPPORTUNITIES.

Piloting a Shared Online Application for UW-Madison's Pre-college Programs

LANDSCAPE

Nearly 150 UW-Madison programs serve pre-college students. The programs range from one-week camps to multi-year college preparedness opportunities like DoIT Academic Technology's Information Technology Academy (ITA) and the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) Program.

NEED

ITA and PEOPLE identified a need for an online application system that was:

- User-friendly for applicants and administrators
- Effective at data management
- Compliant with data security

SOLUTION

ITA and PEOPLE realized they had shared needs and connected with the Division of Continuing Studies (DCS) about adapting their iApply application to create a shared, online application for pre-college programs. With DCS' support, ITA and PEOPLE are piloting the new application for their spring 2018 recruitments.

BENEFITS

- Easier for prospective students to join the UW-Madison community
- Decreases staff time and effort in recruiting processes
- Improves outreach to prospective pre-college and college students
- Sets the stage for integrated data management systems for the university and students

NEXT STEPS

- Learn lessons, improve, and scale for all pre-college programs
- Integrate online application with future cloud-based campus data management systems

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

PARTNERS
DoIT Academic Technology
Division of Diversity, Equity & Educational Achievement
Division of Continuing Studies

ITA.WISC.EDU
Information Technology Academy
DoIT Academic Technology

PEOPLEPROGRAM.WISC.EDU
Pre–College Enrichment Opportunity Program for Learning Excellence (PEOPLE)
Division of Diversity, Equity & Educational Achievement

ACSSS.WISC.EDU
Adult Career and Special Student Services
Division of Continuing Studies

INTEGRATED READING GROUPS
BUILD COMMUNITY AND INSTRUCTIONAL SKILLS

Opportunity [1]

Enhance culture and advance teaching and learning by engaging faculty and instructional staff in a community of practice.

Our Approach [2]

- Integrated reading groups on practitioner-focused topics
- Relationship building and idea exchange about academic work
- Low cost; minimal participation barriers

Book Selections [3]

make it stick

HOW LEARNING WORKS

WHAT THE BEST COLLEGE TEACHERS DO

A GUIDE TO Teaching IN THE Active Learning Classroom

A More Beautiful Question

Inclusive Teaching (collection of articles)

Participant Observations [4]

"I truly found value in connecting with and hearing from colleagues across the School."

"This group inspired me to reduce curriculum content to allow for greater depth in key areas."

Growing Interest [5]

Participation overview: Fall 2016—Spring 2018

8 reading groups

80 total participants

10% Faculty   **65%** Instructional staff   **25%** Administrative staff

19 departments/ units

6 books (2 repeated)

How to Start Integrated Book Groups in Your School or Department

Get support from senior leadership

Train facilitators to guide discussions

Survey participants for book preferences and schedule availability

Schedule biweekly group sessions, approximately 10 people per group

Facilitate sessions with reflection, discussion, provocative questions

Measure satisfaction

School of Pharmacy
UNIVERSITY OF WISCONSIN-MADISON

Course Snapshot Tool for Curricular Review

Purpose

Course Snapshot is a survey tool that facilitates regular review of the design, delivery, and sequencing of the PharmD curriculum

Goals

- Create a process for periodic curricular review
- Align with accreditation requirements for periodic review of teaching methods and course content

History

- Subcommittee formed to create & monitor process
- Qualtrics survey created, modified per stakeholder feedback
- Coordinators for required courses complete survey every semester
- Survey reports shared with divisions, Curriculum & Assessment Committees
- Results shared with faculty, staff, and students

Course Snapshot Process

End of semester survey

Each course reviewed annually

Course coordinator reflects on course

Assemble reports

Small group reviews reports

Address course consistency

Streamline topic scheduling

Pursue course changes as necessary

Contact

Beth Janetski
beth.janetski@wisc.edu

Emily Tarter
emily.tarter@wisc.edu

Other subcommittee members:
Denise Pigarelli and Beth Martin

Who are the TEEM Scholars?

TEEM Scholars is a program focused on growing and increasing the diversity of future Madison Metropolitan School District (MMSD) teachers.

TEEM Scholars began in 2015. There are currently 26 students from MMSD participating.

What is MERIT?

MERIT (Media, Education Resources, and Information Technology) offers information and technology services to the UW-Madison School of Education and community partners.

MERIT is designed as a collaborative and comprehensive cluster of services and support for the School of Education, UW-Madison, and beyond. Staff play an active role in the design and implementation of programs that connect the K-12 community to UW-Madison.

Teaching & Learning Podcasting
Amplifying the Voices of Underrepresented Students

Program Outcomes

○ Identify, analyze, and discuss issues focused on education.
○ Use technology to create a 20-minute podcast focused on storytelling.
○ Use multimedia publishing and production to introduce student voices in the media.

Anjali Bhasin (MERIT)
Jacqueline Forbes (TEEM Scholars)
Angie Schiappacasse (MERIT)
Maria Widmer (MERIT)

askmerit@education.wisc.edu

Curriculum

The collaboration between MERIT and TEEM Scholars focused on creating a podcasting curriculum.

The curriculum takes place over seven sessions of approximately 120 minutes each.

By the end of seven sessions, the students will have collectively produced six podcast episodes focused on issues related to education.

The curriculum is divided into broad themes and focuses on providing hands-on, active learning experiences.

1-2: **Conceptual Planning**
3-4: **Recording**
5-6: **Editing**
  7: **Publishing**

Podcast Topics

Students identified topics to explore and individuals to interview when creating their podcasts.

Topics include:

○ **Policing**
○ **Standardized testing**
○ **Teachers**
○ **Students**
○ **Race**

UW-Madison is ranked 6th in the nation for Research and Development Expenditures, yet until recently we did not have a formalized education program for our hundreds of research administrators.

In 2016, The Office of Research and Sponsored Programs (RSP) established resources to prioritize the creation and management of a structured educational program.

4 Steps Taken

1. Other University Review
Review of research administration educational programs at 12 different universities across the country

2. Campus Needs Assessment
Focus Groups and Interviews with 14 Colleges/Schools, 18 Departments, FCOI, Export Control, Research Compliance, Business Services, and OHR

3. RED Advisory Group Created
Group consists of individuals from a variety of Colleges/Schools, Departments, and RSP

4. Design & Development
Design, Development, and Implementation of participant centered RED programs with assistance of campus subject matter experts

RED
Research Education Development

Building Campus-Wide Community And Learning Experiences For Research Administrators

RED has resulted in over 1,086 individual learning experiences since 2016!

Contact
UW-Madison Office of Research and Sponsored Programs (RSP)
Melanie Hebl, Education Coordinator
melanie.hebl@wisc.edu
608-890-3068

What participants are saying about RED:

Workshops:

"This was absolutely the most engaging, informative, and useful training I have been to since coming to the UW."

"The 3-hour workshop went by quickly and I felt very involved the whole time."

Mentoring Program:

"I've learned so much from my mentor and have been able to enhance my career in ways I know I could not have just navigating the system on my own."

"RSP's implementation of and support for this program is critical to developing and retaining research administrators."

Annual Symposium:

"The day is a great way to network with other grant administrators across campus!"

"There is something for everyone, the variety of sessions is great and everything is well organized."
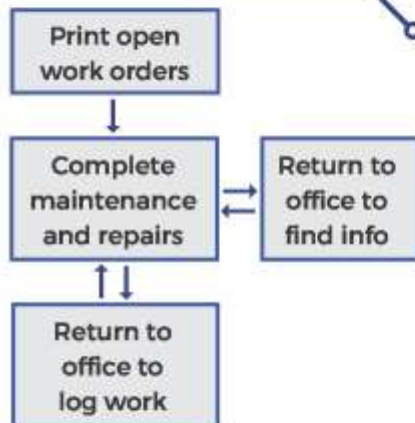
"I like that the presenters come from all levels and corners of campus."

BIOTRON MAINTENANCE LOG APP

ABOUT THE BIOTRON

The Biotron Laboratory offers **controlled environment testing** rooms and greenhouses for academic and commercial clients in **plant, animal, and materials research**.

WORKFLOW

- Print open work orders
  ↓
- Complete maintenance and repairs ⇄ Return to office to find info
  ↕
- Return to office to log work

OBJECTIVES

- Integrate **location data** to identify problem trends
- Optimize the controls for easy **touch-screen use**
- **Eliminate paper** copies of work orders
- Allow easy access to room characteristics

-PROJECT GOAL-

Design a mobile interface in Microsoft Access to allow maintenance staff to log and view information from anywhere in the building

> How many open work orders are there today?

> Where has maintenance been done this week?

> Who is the primary contact for the project in this room?

TOOLS & PROCESS

- Existing backend database and desktop interface
- Dell 2-in-1 tablets with protective cases
- Iterative design approach with feedback from users

RESULTS

- Greater visibility to data that can help us **solve problems faster**
- Increased **efficiency** of non-value added tasks
- A low-cost, **adaptable solution** built in-house

FUTURE WORK

- Move the backend database to a more robust platform, such as MySQL
- Integrate buidling system connections to identify the root causes of failures

BIOTRON LABORATORY
Controlled Environment Research Center

Thomas Whitten
twhitten@wisc.edu
Samantha LeBlanc
sleblanc2@wisc.edu

WIN!

SOARING TO SUCCESS
SHARING LIBRARY SPACE WITH SUMMER ORIENTATION & ADVISING

WIN!

YEAR-LONG PLANNING PROCESS

- identify stake-holders
- allocate funding
- facility analysis
- logistics; space planning
- coordinate with other library partners
  - Media Studios
  - WisCEL
  - Library Instruction
- remodel library
- prepare signage

College Library
- restroom expansion planned
- more electrical outlets

Center for the First-Year Experience
- permanent home for SOAR
- long-term cost savings

Students
- exposure to library
- year-round access to improvements

power added to large study rooms

raised floors added hundreds of outlets

able to promote library services to new students

The **UW-Madison Libraries** have been long-term partners with the **Center for the First-Year Experience**, working closely on the Wisconsin Experience seminar, information literacy, and the common book program, Go Big Read. Libraries also have space to offer, especially during less-busy summer months. Holding events in library spaces helps introduce students to vital resources for their academic work and solves space issues for UW programs.

Center for the First-Year Experience
Heather Ferguson · Chris Verhaeghe

College Library
Steve Frye · Carrie Kruse · Jay Ray

ABOUT

The Leadership Certificate and Mentor Program (LCM) through the School of Pharmacy is based on the UW-Madison Leadership Framework. The program includes 30 Doctorate of Pharmacy students paired with 30 practicing pharmacy mentors. The objective is for students to develop essential leadership skills.

RATIONALE FOR THE LCM PROGRAM

• Accreditation Council for Pharmacy Education (ACPE) Standards Alignment

• American Association for College of Pharmacy, Argus Committee Recommendations

• 75% of Pharmacy Directors will retire over the next 10 years creating a leadership shortage

UW-MADISON LEADERSHIP FRAMEWORK INTEGRATION

MENTEES & MENTORS

• Rank competencies & values by perceived importance or actual importance in the Pharmacy Profession

• Reflect on which competencies & values are most explored in 1:1 meetings

• Rate growth on competencies & values during midpoint & final evaluations (mentees only)

• Develop a Competency Essay & Leadership for Change Capstone based on the competencies & values (mentees only)

PERSONAL EXPERIENCE

"Through everything I learn in the pharmacy school, in and out of the classroom, I am gaining the ability to self-reflect on my experiences, accomplishments, and challenges, while applying the leadership competencies and values."

- PharmD Student

CONTACT

Leadership @ UW

Web: leadership.wisc.edu

Email: leadership@wisc.edu

Future Leaders in Pharmacy

A Collaboration between the Leadership Certificate Program & the School of Pharmacy

School of Pharmacy
UNIVERSITY OF WISCONSIN-MADISON

Center for Leadership & Involvement
UNIVERSITY OF WISCONSIN-MADISON

Leadership @ UW

LCM PROGRAM REQUIREMENTS

INVOLVEMENT REQUIREMENTS

100 hours (in 3 areas)

• Organizational/Group Leadership

• Civic Engagement

• Trainings & Workshops

EDUCATIONAL REQUIREMENTS

• 3 Online Learning Modules

• Academic Courses (grade of B or better)

    • S & A 414 and 515 - Managing Pharmacy Systems for Patient Care

REFLECTION REQUIREMENTS

• Competency Essay

• Leadership for Change Capstone

MENTEE REQUIREMENTS

• Meet 3x with a practicing pharmacist mentor

• Complete pre & post meeting reflections

• Attend 3 mentee debriefing sessions

SUPPORTING EMPLOYEE
POTENTIAL

THE PERFORMANCE MANAGEMENT AND DEVELOPMENT PROGRAM

A collaboration of the Office of Human Resources and the Office of the Vice Chancellor for Research and Graduate Education

THE **NEED**

The university's performance management policy requires several documented conversations between staff and their managers/supervisors

Variations in work environments create inconsistencies in recording these conversations

One centralized system for campus establishes consistency, transparency and efficiency

THE **WHAT**

WHAT IS THE PERFORMANCE MANAGEMENT AND DEVELOPMENT PROGRAM?

It is a campus-wide software program for streamlining and tracking performance management conversations between employees and their managers or supervisors.

HOW DOES PMDP BENEFIT EMPLOYEES?

▸ Allows for greater clarity in employee goals and expectations

▸ Supports increased equity and fairness in how employees are evaluated across campus

▸ Employees can access their performance management documentation from MyUW
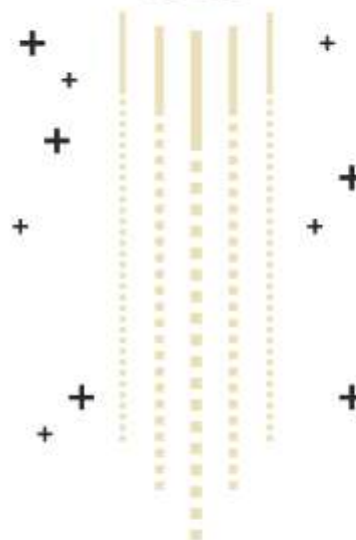
THE **APPROACH**

ENGAGEMENT
▸ Cross-campus and cross-functional advisory committee

▸ Program adoption is not required

▸ One-on-one consultations with every area interested in using the program

LISTENING TO CAMPUS NEEDS
▸ Program features, training, and materials are all customized to accommodate specific requirements

▸ Staggered implementation timeline allows for individualized approach

CONTINUOUS IMPROVEMENT
Based on user suggestions and feedback, enhancements are continuously introduced to improve usability

QUESTIONS? EMAIL PMDP@WISC.EDU AND LEARN MORE AT

HR.WISC.EDU/PMDP

Talent Recruitment and Engagement
OFFICE OF HUMAN RESOURCES
UNIVERSITY OF WISCONSIN-MADISON

UniverCity Alliance
UNIVERSITY OF WISCONSIN–MADISON

Advancing equity and sustainability throughout Dane County

A three-year partnership with the Dane County Board of Supervisors

Better • Places • Together

UniverCity Year helps local governments find practical solutions to their toughest challenges. We address needs that community leaders identify through a three-year collaboration between city officials and staff, local stakeholders, and UW-Madison students, faculty and staff.

Dane County Board of Supervisors identified four focus areas, and students worked on:

Closing the Housing Gap
- Analyzed 95 sites throughout Dane County
- Developed proposals and financing options
- Shared best practices for affordable housing in small and large communities

Frequent Users of County Services
- Researched best practices for data integration
- Produced data visualizations

Water Quality and Nutrient Management
- Designed watershed conservation plans
- Proposed profitable models for anaerobic-digester operations
- Conducted user experience design analyses

Economic Development
- Planned Community Supported Agriculture marketing campaigns
- Studied housing, childcare and food cooperatives

433
total people involved

26 projects

20 courses

11 UW-Madison departments

Agricultural & Applied Economics

Civil & Environmental Engineering

Consumer Science

Engineering Physics

Information School

Journalism & Mass Communication

Life Sciences Communication

Nelson Institute for Environmental Studies

Planning & Landscape Architecture

Population Health Sciences

Real Estate & Urban Land Economics

7 UW-Madison schools & colleges

Contact us to learn more and get involved

univerCity.wisc.edu
univerCityalliance@wisc.edu
608-890-0330
@UWUniverCity

Center for Professional & Executive Development and the Fluno Center

Partnerships Across Campus

Your Campus Partners For Professional Development

What UW-Madison Participants Are Saying

> CPED has provided professional development to over 250 UW-Madison participants in the last 12 months

> The Fluno Center hosted over 304 UW-Madison events in 2017

UW-Madison Employees Receive a 50% Discount on All CPED Courses

"A number of my colleagues have taken courses at CPED, and I feel the more people in my unit who know these awesome techniques, the faster projects will push through, and the stronger our partnerships will be throughout."

"I will be able to take what I have learned and apply it right away. A lot of what we do spans several departments, so these processes are very helpful. Also, class participation really sparked some ideas for future improvements."

WISCONSIN SCHOOL OF BUSINESS
UNIVERSITY OF WISCONSIN-MADISON
TOGETHER FORWARD®

CENTER FOR PROFESSIONAL & EXECUTIVE DEVELOPMENT

FLUNO CENTER
FOR EXECUTIVE EDUCATION

W ‖ BADGERS

Implementing an Electronic Workflow and Storage System

Former Process

- UWIA Business Office managed the manual approval of all payment documents
- Physically carried documents to approvers
- Complete process restart for revisions/corrections
- UWIA document approval process averaged 5 days
- Documents stored for 7 years

Challenges

- Long Delays for completion
- Inability to track documents
- Lack of storage space
- Manual document retrieval during audit and payment inquiries
- Athletic Staff must be on site for signature approval

Solution: Perceptive Content

Electronic Automated Workflows- Ability to review and approve documents from any location and at any time

Perceptive Document Approval/Rejection Workflow
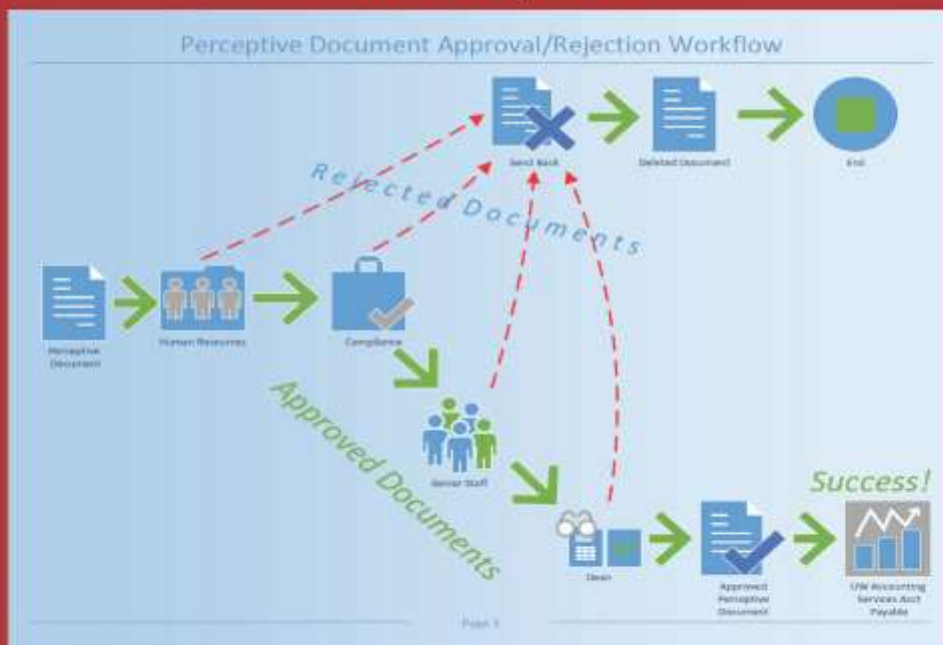
Electronic Document Storage- Facilitates electronic access to all documents 24/7

Benefits

- Improves auditing process by reducing document retrieval turnaround time
- Adheres to UW record retention standards
- Eliminates storage room
- New UW Interdivisional work flow improves the approval, payment and turnaround time for UWIA accounts payable activity
- Ability to track and review documents at all times

Results

- Reduces UWIA A/P approval process from 5 to 2 days.
- Utilizes electronic stamps as signature approval
- Generates daily and weekly Performance Dashboards
- Over 82,000 pages currently scanned in Perceptive
- Strengthens UW Divisional Internal controls
- All UWIA Staff are trained on new process

Contacts
UW-Madison Athletic Business Office
businessoffice@athletics.wisc.edu

Solution

By 2025, for-credit cohort model programming will comprise at least one-fourth of UW–Madison's precollege offerings; noncredit enrichment cohorts would make up another quarter; and the remaining half would be commuter, after school programs, clinics, and internships. Currently, the Division of Continuing Studies (DCS) provides admission and dean service to the high school special student population, including an orientation year-round. Housing precollege in DCS allows for collaboration with campus departments and other stakeholders to streamline the admission process and orientation experience as precollege for-credit programming expands

Benefits

- Creating early access to college will increase a student's likelihood to attend college.
- Precollege offerings at UW–Madison would attract top middle and high school students who reside outside of Madison.
- Precollege cohort models would expose students to college at an earlier age, increasing our ability to pipeline the 200,000 students that we will serve directly in to UW–Madison.

What is Precollege at the University of Wisconsin–Madison?

How to Serve a Greater Population

Landscape

UW–Madison hosts more than 47,000 minors on campus each year through precollege programs. In July 2018, 4-H youth programming will become part of UW–Madison precollege, bringing the number of minors served to more than 200,000. Programs include camps, after school programs, internships, sports and music clinics, youth summits, and more.

Need

Studies show that 4 out of 10 youth will not be ready for life after high school, whether attending college or joining the workforce. Only 2 out 5 students are taking advantage of resources like precollege programs, after school programming, and mentoring services to help increase readiness in the following areas:

- Emotional Readiness for Life
- Academic Readiness for Life
- Occupational Readiness for Life

Increased credit and noncredit program options within this precollege cohort model at UW–Madison could greatly help students not only in the city of Madison, but also across the state of Wisconsin, prepare for life. UW–Madison currently offers only one for-credit option in a cohort model where minor students can reside on campus. Offering more residential programs would give students who live outside of Madison access to its rich academic offerings, onsite academic and leadership development training, and the opportunity to intern and shadow professionals doing research at a top university. Currently, these options are available only for commuter students.

Next Steps

- Educate and collaborate with campus-wide stakeholders to increase course offerings within the cohort model.
- Integrate college prep programming into current noncredit recreation programs.

Contacts:

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608-262-4532

precollege.wisc.edu

Presented by:

Continuing Studies
UNIVERSITY OF WISCONSIN–MADISON

Key Program Details

Timeframe: 12-16 months

Mode: Typically face-to-face, but blended and online options are possible.

Requirements: Coursework only, no thesis. At least 30 credits required.

Tips For Building a Program

1. **Start with what you have:** Build on an existing undergraduate degree program that has a strong market for graduates with master's degrees.
2. **Focus on careers:** Coursework only (no thesis). Emphasize an applied, career-ready curriculum.
3. **Accelerate approval process:** Create a new named option within an existing master's degree.
4. **Be accessible:** Minimize admissions barriers for current UW–Madison students by creating simplified admissions requirements.
5. **Recruit local:** Recruit qualified students from the pool of UW–Madison undergraduate students.

What is an accelerated master's program?

Accelerated master's programs, also known as a fifth-year master's, offer students a master's degree in a condensed time period. These programs involve minimal design and approval steps since they build on an existing degree.

Expertise and Assistance From Continuing Studies

Continuing Studies provides the following services to campus partners interested in developing new, high-demand programs designed to serve nontraditional audiences:

- Market Research And Analysis
- Project Management
- Program Design Or Redesign
- Program Evaluation
- Course Design, Production, And Support
- Recruitment Strategies And Support

- Faculty And Staff Professional Development
- Budget Planning
- Financial Support For Program Development
- Marketing Strategy And Support

Benefits to Students

Cost savings: The time to degree is shorter, and therefore the cost to students is lower. They also enter the workforce more efficiently, earning salaries sooner.

Momentum: UW–Madison students use momentum from their undergraduate experiences to earn graduate degrees.

Benefits to the Department

Reach: Serve more students by offering them access to a valuable degree pathway for their careers.

Revenue: Generate new revenue for the department.

Resources: Save time and other resources by building on an existing program rather than designing a new one.

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Continuing Studies
UNIVERSITY OF WISCONSIN–MADISON

College of Engineering
UNIVERSITY OF WISCONSIN–MADISON

The **Part-Time MSW Program** is designed to allow students who are not able to pursue full-time study to work towards a master's degree on a structured, time-extended basis. Classes are held only on Saturdays, and are **offered at two sites**: the UW-Madison campus and the UW-Eau Claire campus. Students select a site based on their proximity to each campus, personal connections to either community, and/or the best option for their commute.

Connecting Classrooms:
How the School of Social Work connects
with students in the Eau Claire area

One class,
two sites

Russ Portier, portier@wisc.edu
Assistant to the Directors

Audrey Conn, amconn@wisc.edu
Director of Field Education

School of Social Work
UNIVERSITY OF WISCONSIN–MADISON

Saves Money
One instructor
Two classes

Remote, not Online
Using technology to create an in-person experience

Face-to-face learning better for practice classes

Interaction in Real-Time:
Conversations
Group work
Networking

Diversity of Experiences
Students
Instructors
Guest Speakers

Flexibility
Technology and tools
Instructor location
Student location

Problems & Solutions
Something always goes wrong with tech = Technical Support!

More equipment = more training

CAMPUS SUPERVISORS NETWORK

OUR MISSION:

Support supervisors and managers in a welcome and safe environment to promote leadership and effective personnel management.

HOW?

CSN hosts & facilitates networking events, discussion groups, & book clubs focusing on information pertinent to the supervision and leading of staff on the UW-Madison campus.

We also maintain a website with resources, campus events & a blog.

campussupervisorsnetwork.wisc.edu

Last summer, CSN facilitated a book club with local author and former UW employee Kathleen A. Paris, PhD.

In October, we partnered with Leadership @ UW to hear how implementation of the Leadership Framework has developed leaders on the UW-Madison campus.

More 2017 events we hosted:

Shelly from OHR on SMART Goals

Bridging The Generational Divide

Employee Assistance Workshop with Sherry

What's Coming?

CSN is planning several more events in 2018, including:

A Book Club on Crucial Conversations

crucial conversations

A Session on Hiring Techniques

Mini Sessions on Wellbeing and Employee Recognition

...and more!

Stay connected by joining our email list or LinkedIn group!

We're on **Linked in**

Radical Reorganization
A New Framework for Academic Affairs

Katie Bleier, Tina DeGroot, Jonathan Henkel, Karen Mittelstadt, Mandi Moy

School of Nursing
UNIVERSITY OF WISCONSIN–MADISON

Challenges

The School of Nursing's Office of Academic Affairs faced a number of issues just one year ago:

- A structure **organized by academic program** (e.g., BSN, DNP, PhD) that resulted in redundant roles,
- A **growth agenda** within the school that could not be supported by current structure or staff,
- Staffing levels and divisions of labor based on **bygone priorities** and business needs,
- A **vertical organizational structure** with many staff members reporting to very few managers,
- Recent and impending **staff changes** due to retirement and other turnover,
- Dire **need for technological solutions** to enhance efficiency and streamline processes,
- **Siloed processes and staff** leading to inefficiency and doubling of effort, and
- Insufficient resources to secure the **volume and breadth of clinical placements** necessary

Solution

So we restructured the office and:

- Organized the **staff based on role/function** (e.g., admissions) as opposed to academic program,
- Created a **Leadership Team** (The Collaborative) to move toward a more horizontal organizational structure,
- **Rewrote position descriptions** to reflect current roles and needs,
- Moved offices to **cluster team members** in proximity to one another, and
- Prepared ourselves to be **more nimble and less constrained** for the future

Venn Diagram

1 Admissions & Recruitment

2 Advising & Student Services

3 Clinical Placement

4 Student Information & Technology

Summary of Organization and Roles

**Leadership:** Associate Dean, Assistant Dean, Executive Assistant
Advising & Student Services: Director, Undergraduate Academic Advisors (3.0 FTE), Academic Support Coordinator (0.5 FTE), Graduate Academic Services Coordinator, Career Advisor, Administrative Support/Office Manager
Admissions & Recruitment: Director, Undergraduate Admissions and Recruitment Coordinator, Graduate Admissions and Recruitment Coordinator, Administrative Support
Clinical Placement: Director, Administrative Support (2.0 FTE)
Student Information & Technology: Manager, Administrative Support
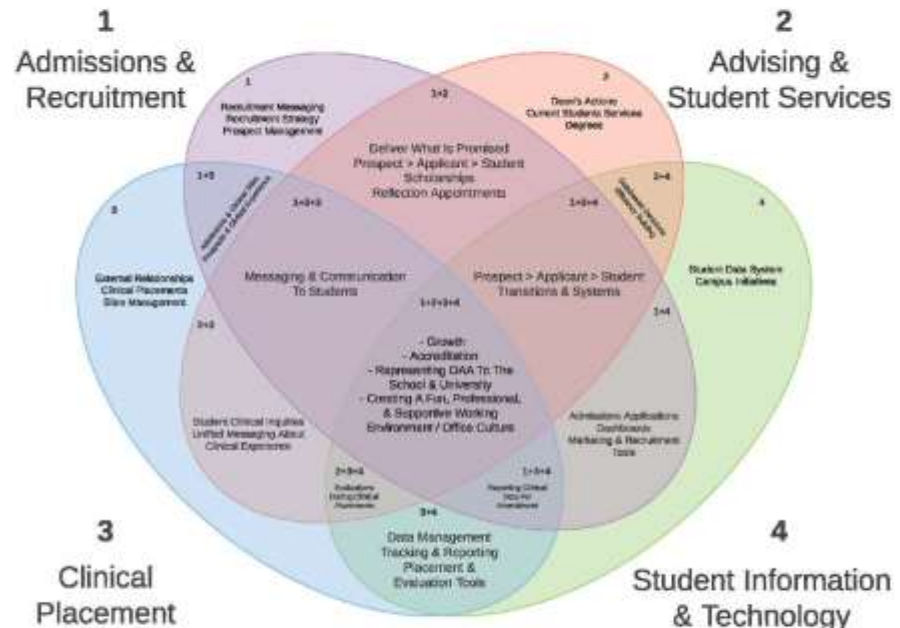
Lessons Learned

1. The staff has to come first. (We sometimes forgot this). You've got to **communicate frequently and clearly** and make sure you deliver the message yourself before someone else beats you to it.
2. Anything that involves significant HR changes (e.g., updating PDs) takes **a lot more time** than you think it will.
3. While it all makes sense to you and hopefully your staff, it might not be quite so clear to the rest of the school. Create a resource for faculty, staff, and students to figure out **who is doing what now**.
4. If you **hire the right people** at the right time to lead the change and the organization moving forward, anything is possible.

https://go.wisc.edu/son-collaborative

GIS Professional Programs
Department of Geography

Students Choose Their Pathway

And Acquire Stackable Skills

THE PROBLEM

Thousands of professionals want to enhance their career in mapping and Geographical Information Science.

However, *not everyone has*:
- The *same background* knowledge or experience
- The *time and money* to earn a master's degree

OUR SOLUTION

Build a LIFELONG LEARNING ECOSYSTEM.

Let professionals choose their own learning paths.

Offer multiple programs targeted at different skill levels. **Let students jump in and out of the ecosystem.** Provide ample opportunity for students to come back.

Teach competencies across entire curriculum, covering and reinforcing conceptual, technical, and professional skills.

FOUR INTERLINKED PROGRAMS = ONE ECOSYSTEM

- Online GIS Fundamentals Capstone
- Online Advanced GIS Capstone
- Online Cartography and GIS Masters
- Accelerated Cartography and GIS Masters

BEGINNER LEVEL

For those who want to learn GIS to enhance their current career or move into spatial sciences and mapping.

New to GIS? Start Here!

GIS Fundamentals Capstone Certificate
- 12 Credits Total
- 4 Up to 4 Credits Transfer into Masters

EXPERIENCED LEVEL

For GIS Professionals who want to upgrade, enhance, or acquire new skills and competencies.

3 Electives, Chosen A la Carte

Know GIS? Not Ready for a Masters? Join the à la Carte Program!

Advanced GIS Capstone Certificate
- 12 Credits Total
- 12 Credits Transfer into Masters

MASTER LEVEL

For those looking to attain all that the Advanced Capstone offers and more.

Two options:
- Online (Non-Thesis)
- In-Person (Non-Thesis)

Ready to become a Master? Two Options.

GIS & Web Map Programming Masters
- 32 credits

Accelerated Masters
- 30 credits

- 15 capstone credits can transfer into our Masters

STACKABLE LEARNING ECOSYSTEM

Students build their **Technical, Conceptual, and Professional GIS Skills** concurrently and these are reinforced throughout all courses and curriculums.

UW GISPP Madison

GIS Project Management • Client Relationships • Team Work Collaboration • User Testing • Portfolio Building • UX/UI Design • Custom App Creation • Confidence • HTML5 • OOP Script Learning • GIS Proposal Writing • CARTO • Mapbox Map Services • Python • Java • Mobile Apps • Leaflet Web Map APIs • Spatial Analysis • GDAL Open GIS • Web Map Design • Problem Solving • Visualization Critique • Critical Thinking • Competence • Databases • Statistics • esri Esri Services • Adobe CC • Professional Visualization • Cartography • Desktop GIS • Software Flexibility • Ethical Reasoning • Visual Communication • Command Line

LEARN MORE HERE
geography.wisc.edu/gis