OFFICE OF STRATEGIC CONSULTING

SHOWCASE

SHARE. LEARN. CONNECT.

April 20, 2023

GitLab for Institutional Collaboration

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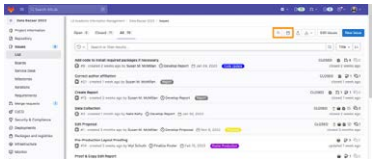
Project Management

GitLab is a flexible and dynamic project management platform for effectively organizing, managing, and collaborating on work across projects and teams. It provides version control, ensuring all collaborators have access to stable, current versions of projects maintained in a separate environment from versions in development.

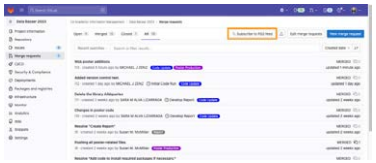
Issues

Issues are GitLab's focal point for colleagues to discuss, plan, and collaborate on discrete work tasks. Team members can be assigned to specific issues within a project. Issues enable the creation of metadata, helping teams categorize and track types of work within a project. Issues support managers with features like calendar subscriptions, updates via RSS, and subscriptions targeted to certain types of metadata. Issues have email addresses which can be included as recipients, permitting automated documentation of communications.



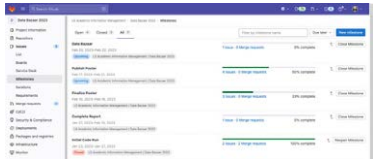
Automated Updates

GitLab offers the ability to subscribe to merge requests via RSS, enabling managers to stay up-to-date on versions of a project in development, while alleviating the need for team members to send additional messages.



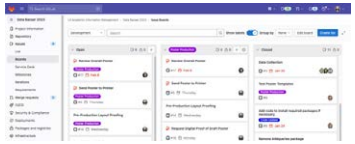
Milestones

Milestones define key points within a project. Mapping issues and merge requests into milestones allows managers to track progress toward a specific goal. Milestones can be assigned to projects or groups and may represent a work aligned with a sprint, feature, or a specific deadline.



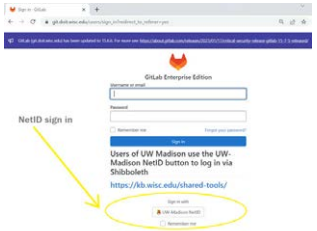
Kanban Boards

GitLab supports creation of Kanban-style boards to track and advance work through stages of a project. The board below displays Open and Closed issues, as well as those tagged with the **Poster Production** label.



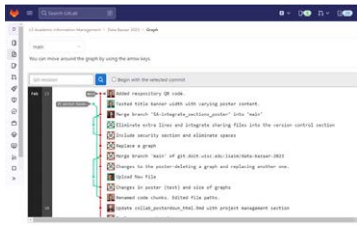
Security

GitLab allows setting permissions authenticated with UW SSO. Different elements of a repository can have different permission levels. For instance, repository files could be private to team members, while published pages could be available to all UW users or to the public.

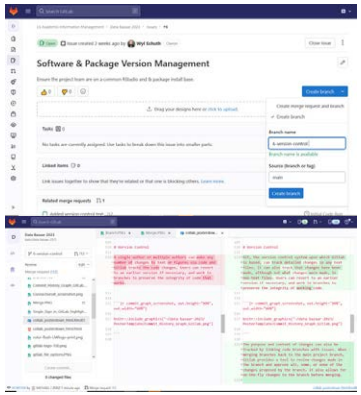


Version Control

Git, the version control system upon which GitLab is based, can track detailed changes in any text files. Users can revert to an earlier version if necessary, and work in branches to preserve the integrity of working code.



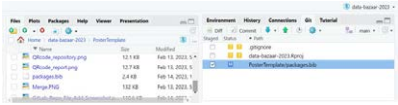
The content of changes can also be tracked by linking code branches with issues. When merging branches back to the main project branch, GitLab provides a tool to review changes made in the branch and approve all, some, or none of the changes proposed by the branch.

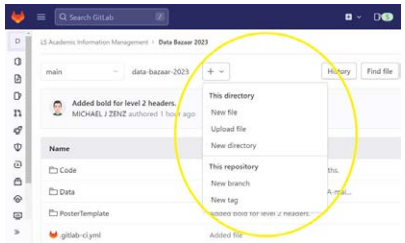


Sharing Files

Entire sets of related files, as in our poster project repository, may be shared via GitLab:

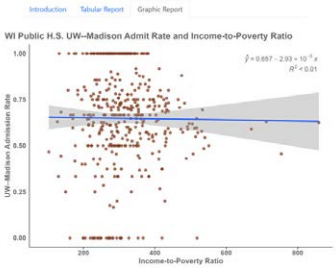
Individual files are easily added through the repository, or can be pushed via user-specific software tools connected to GitLab.





Reporting

GitLab allows users to publish reports via webpages that automatically update when changes are pushed to GitLab.



Conclusion

As a version control system, GitLab allows members to push individual changes in team projects while guaranteeing a reliable track change mechanism. As a project management tool, GitLab helps managers organize and designate individual tasks on team projects and track milestones and level of effort. All of this is done in a secure environment.

UW–MADISON PROFILE

Take charge of your digital identity

UW–Madison Profile is a new tool that empowers campus community members to take control of their personal data at the university.

Profile allows anyone with an active NetID to quickly review their personal information at the university in an accessible user interface. Profile also helps people update or correct their personal information if they have a life change or find an error, saving time and avoiding frustration.

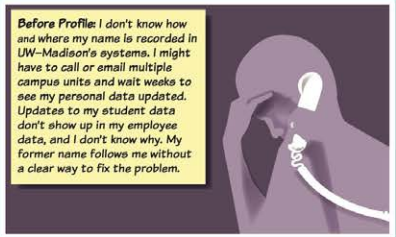
- **Clear, simple & transparent:** Profile is accessible, secure and easy-to-use, bringing complicated and disconnected services into one place.
- **Take control:** It's your personal information. Take charge of your data and how it's displayed in classrooms and work environments.
- **Be yourself:** There's nothing more personal than your name and your pronouns. Ensure you're represented in a way that's true to who you are.
- **Fix your personal info:** Is outdated or incorrect information following you around the university? Root out the issue at the source with Profile.
- **Powerful integration:** We're just getting started! Our future plans include leveraging the power of Salesforce Experience Cloud to present your data that was previously spread across dozens of sources.

Explore Profile

Log into **profile.wisc.edu** with your NetID to see and update your personal and contact information, including:

- Emergency Contacts
- Name in Use
- Pronouns (within university services)
- Phone
- Email
- Name Pronunciation
- Mailing Address
- And more to come!

Case Study



PROFILE.WISC.EDU

Application Infrastructure Services
Division of Information Technology

Share your feedback:
go.wisc.edu/profile-feedback

Contact
Beth Richardson: *elizabeth.richardson@wisc.edu*

Purpose

To provide the university community with an online tool that helps identify an individual's strengths and growth areas based on the UW-Madison Leadership Framework.

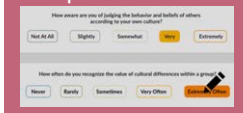
Background

- Assessment questions based on **63 Leadership Outcomes**
- 10 years of research on the UW-Madison Leadership Framework
- Expert validation conducted from 2019-2021
- Original hardcopy assessment converted to an online version

Features

Discover

Discover a deeper understanding of yourself and your leadership compentencies.



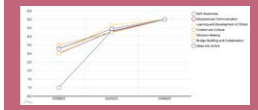
Reflect

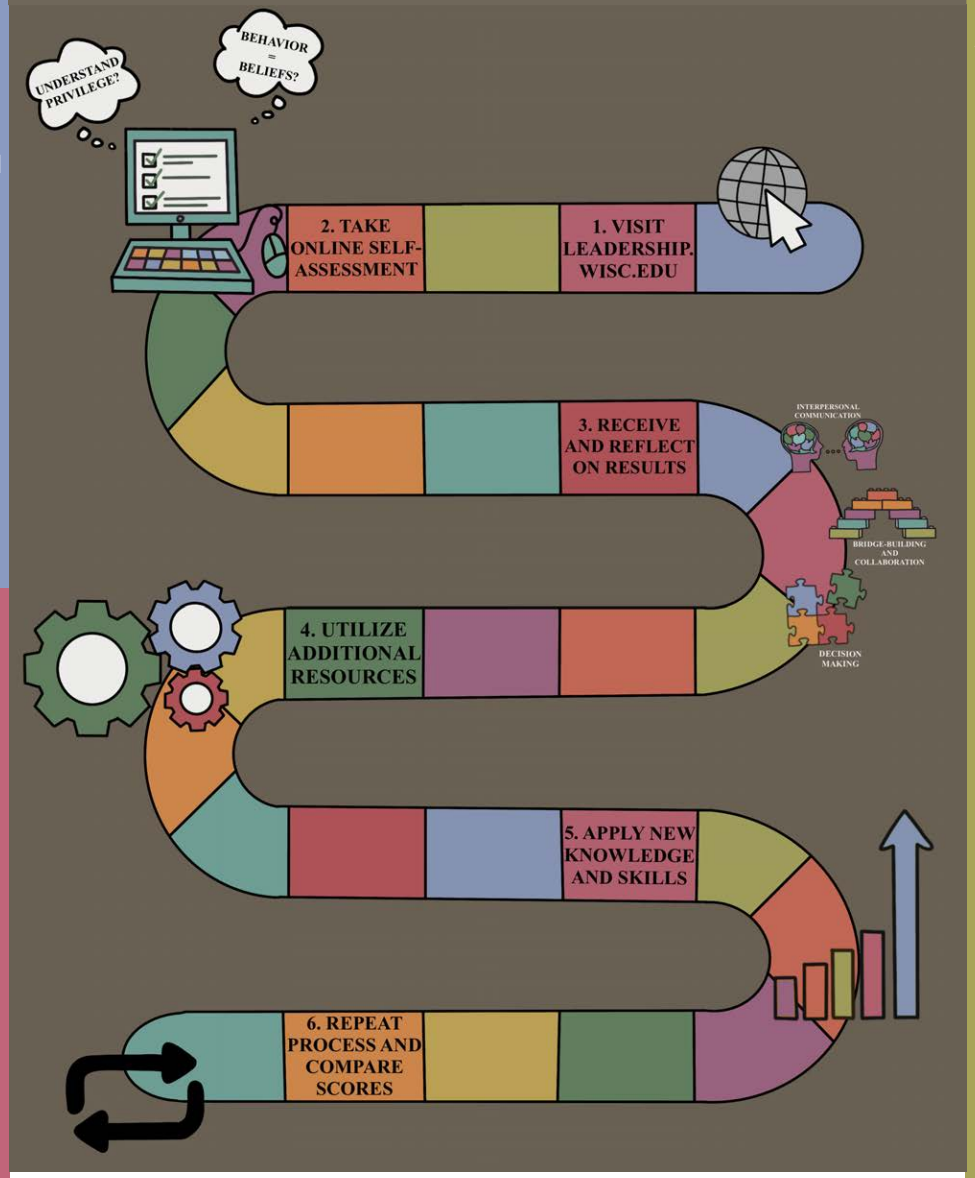
Practice self-reflection while engaging with leadership content and activities.

COMPETENCY	SCORE
Self-Awareness	3.89 / 5
Interpersonal Communication	3.80 / 5
Learning and Development of Others	3.38 / 5
Context and Culture	3.63 / 5
Decision-Making	3.67 / 5
Bridge-Building and Collaboration	3.89 / 5
Ideas into Action	4.09 / 5

Grow

Recommendations and resources will offer opportunities to grow and track development





Online Leadership Self-Assessment

Leadership @ UW
Inspiring Purposeful Action and Positive Change

Center for Leadership & Involvement
UNIVERSITY OF WISCONSIN–MADISON

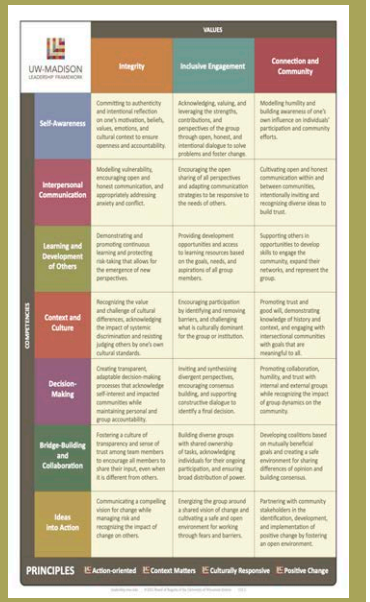
Additional Resources

- Leadershare Resource Directory
- Self-Reflection Guide
- Group Reflection Activity

Future Plans

- Utilize aggregate assessment data for research and program improvement purposes
- Integrate into academic, co-curricular, and staff development programs
- Expand to include a 360° and Organizational Leadership Assessment

Foundational Framework



UW-MADISON LEADERSHIP FRAMEWORK	VALUES: Integrity	Inclusive Engagement	Connection and Community
COMPETENCIES: Self-Awareness	Committing to authenticity and intentional reflection on one's motivation, beliefs, values, emotions, and cultural context to ensure openness and accountability.	Acknowledging, valuing, and leveraging the strengths, contributions, and perspectives of the group through open, honest, and intentional dialogue to solve problems and foster change.	Modeling humility and building awareness of one's own influence on individuals' participation and community efforts.
Interpersonal Communication	Modeling vulnerability, encouraging open and honest communication, and appropriately addressing anxiety and conflict.	Encouraging the open sharing of all perspectives and adapting communication strategies to be responsive to the needs of others.	Cultivating open and honest communication within and between communities, intentionally inviting and recognizing diverse ideas to build trust.
Learning and Development of Others	Demonstrating and promoting continuous learning and protecting risk-taking that allows for the emergence of new perspectives.	Providing development opportunities and access to learning resources based on the goals, needs, and aspirations of all group members.	Supporting others in opportunities to develop skills to engage the community, expand their networks, and represent the group.
Context and Culture	Recognizing the value and challenge of cultural differences, acknowledging the impact of systemic discrimination and resisting judging others by one's own cultural standards.	Encouraging participation by identifying and removing barriers, and challenging what is culturally dominant for the group or institution.	Promoting trust and good will, demonstrating knowledge of history and context, and engaging with intersectional communities with goals that are meaningful to all.
Decision-Making	Creating transparent, adaptable decision-making processes that acknowledge self-interest and impacted communities while maintaining personal and group accountability.	Inviting and synthesizing divergent perspectives, encouraging consensus building, and supporting constructive dialogue to identify a final decision.	Promoting collaboration, humility, and trust with internal and external groups while recognizing the impact of group dynamics on the community.
Bridge-Building and Collaboration	Fostering a culture of transparency and sense of trust among team members to encourage all members to share their input, even when it is different from others.	Building diverse groups with shared ownership of tasks, acknowledging individuals for their ongoing participation, and ensuring broad distribution of power.	Developing coalitions based on mutually beneficial goals and creating a safe environment for sharing differences of opinion and building consensus.
Ideas into Action	Communicating a compelling vision for change while managing risk and recognizing the impact of change on others.	Energizing the group around a shared vision of change and cultivating a safe and open environment for working through fears and barriers.	Partnering with community stakeholders in the identification, development, and implementation of positive change by fostering an open environment.

PRINCIPLES: Action-oriented | Context Matters | Culturally Responsive | Positive Change

Equity Strategic Action Plan

Equity in Action: Building a Strategic Plan for Lasting Organizational Change

Background

The Center for Leadership & Involvement (CfLI) has increased its organizational commitment to diversity, inclusion, and equity over the last several years, primarily through professional development and individual action. To further evolve, a more intentional and systemic approach, limiting reliance on reactionary measures, was needed.

Purpose

To facilitate a rigorous organizational review to help identify actionable ways to improve our policies, practices, and support of our marginalized campus community members.

Seek Feedback

- Partnered with CultureBrokers, LLC, an equity-based consulting firm vetted by DEI campus experts.
- Developed an identity-conscious stakeholder list of 300+ UW students, faculty, staff, and alumni.
- Sent Diamond Inclusiveness Assessment (DIA) to the stakeholder list and used data to inform the Gap Report.
- Hosted Report Debriefing Sessions and Open Forums, including affinity group options, to gather additional input.

Develop Plan

- Narrowed focus to two DIA Gap Report dimensions: Political Capital and Built Environment.

Political Capital
"The ability to influence standards, rules, regulations and their enforcement."

Built Environment
The buildings, infrastructures and other human-made components making up our surroundings.

- Established plan development teams, including CfLI staff and stakeholders, to identify goals, milestones, and roles.
- Adopted Equity Strategic Action Plan (ESAP) containing 3 actionable goals.

Activate ESAP

- Publicly announced ESAP Goals to the UW community and initiated ESAP action steps.
- Engaged in monthly check-ins with CultureBrokers, LLC to track progress and address challenges.
- Shared process with interested campus units looking to further equity-oriented work.

ESAP Goals

To examine outreach efforts of current programs and increase brand identity within diverse students, faculty and staff populations.

To improve the accessibility of wayfinding signage in CfLI & the Red Gym.

To create an inclusive student organization gallery space that represents the diversity of student groups.

Next Steps

The stewardship of the ESAP is a top priority, and there is a commitment to devote time and resources to advancing its goals. CfLI will publicly track progress, invite feedback, and remain accountable to this plan. The staff will continue to share this process not necessarily as a model, but as an invitation to campus partners to strengthen their systemic commitment to social justice.

Center for Leadership & Involvement
UNIVERSITY OF WISCONSIN–MADISON

Course Success Self-Review

View the CSSR

Improve course design and teaching with self-directed learning and targeted resources.

Course Success Self-Review
Center for Teaching, Learning & Mentoring

coursesuccess.wisc.edu

Start Here: Take Self-Review

Take the Self-Review

Instructors assess the effectiveness of aspects of their course using an **anonymous survey tool**.

Get targeted feedback

Success Factor 2: Supporting Students

An inclusive learning environment is established when all students are supported in adapting to the structure, schedule, expectations, and technologies used in the course. Supporting students requires thorough communication about how their course is set up, what they have to do, how the course is run administratively, and what resources and services are available to help them succeed.

Show me the recommendations for this success factor.

○ Yes ○ No

Please indicate how effectively you feel this is addressed in your course:

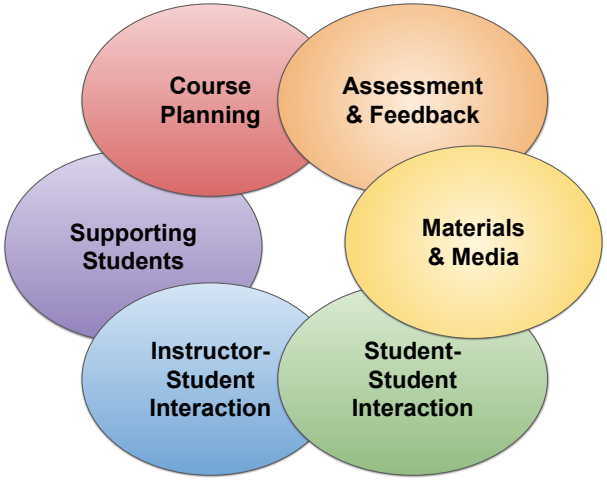
Very effective ○ Somewhat effective ○ Not effective ○

Nationally Recognized Innovation

Recognized as an **exemplar project** in in the *2022 EDUCAUSE Horizon Report.*

Finalist for the 2022 Professional & Organizational Development (POD) Network Innovation Award.

Instructional specialists from the Center for Teaching, Learning and Mentoring and across campus identified **6 success factors** and **31 recommendations** from research and practice that lead to **improved student learning**...



...and developed **targeted** and **actionable resources** to improve teaching, learning and course design.

Use the Resource Website

Designers use and share the website for direct access to **detailed explanations** and **resources.**

Start Here: Take Self-Review | 1. Course Planning | 2. Supporting Students | 3. Instructor-Student | 4. Student-Student | 5. Materials & Media | 6. Assessment & Feedback | Support Resources

Welcome to the Course Success Self-Review:
Success Factors & Recommendations to Improve Instruction

The Course Success Self-Review is an anonymous and quick survey tool for instructors. It is intended to help instructors strengthen the design and delivery of their courses, leading to better learning and student satisfaction. These recommendations are relevant to instruction regardless of modality: online, face-to-face and blended. The Self-Review identifies six success factors (listed below), with supporting recommendations for each factor. Based on your answers, you will **receive targeted feedback and resources** that can help you put these recommendations into practice.

Analyze Usage

8500+ website views

200 completed surveys

since January 2021

Instructional Staff	37%
Faculty	25%
Designer/Technologist	16%
Other Academic Staff	14%
Teaching Assistant	7%
Other	1%

Updated 6.April.2023

Identify Priorities

Top Recommendations	Rank
Workload	1
Academic & Learning Support	1
Measuring Achievement	1
Collecting Student Feedback	2
Health-Promoting Practices	2
Fostering Interaction	3
Assessment Expectations & Feedback	3

View the rankings for all 31 recommendations
go.wisc.edu/tl60e1

Questions? Comments? *Contact us:* **coursesuccess@g-groups.wisc.edu**

Project Leads and Authors

Dan Pell and Karen Skibba

Co-Authors

Lisa Jong and Julie Collins

Center for Teaching, Learning & Mentoring
DIVISION FOR TEACHING & LEARNING
UNIVERSITY OF WISCONSIN–MADISON

Center for Innovation in Engineering Education

COLLEGE OF ENGINEERING
UNIVERSITY OF WISCONSIN-MADISON

Research, evaluate, apply, and disseminate educational innovations that advance learning and positively impact the world

Leadership Education

- Grand Challenges Scholars Program
- Emerging Leaders in Engineering
- Pieper Servant Leadership Programs

GRAND CHALLENGES SCHOLARS PROGRAM

Scholarship of Teaching & Learning

- Nosbusch Professorships
- Effective Team Dynamics
- Cross-disciplinary Curriculum

SoTL SCHOLARLY TEACHING TEACHING

Instructional Support & Development

- Active learning classrooms in Wendt
- Suite of faculty workshops
- TA training

CETE

Priorities

- Sponsor, conduct, and coordinate education research
- Assess educational impact of new practices
- Be a change agent to enhance teaching skills
- Improve the quality of student experiences
- Create and lead a Grand Challenges Scholars Program
- Expand student leadership development programs
- Foster coordination between diverse stakeholders

Core Principles

- Apply scholarship to make evidence-based decisions
- Be collaborative & inclusive in everything we do
- Develop capacity-building learning experiences
- Conduct all work using ethical practices
- Embrace a holistic view of learning
- Create transferrable and shareable knowledge

Collaborate with us!

ciee.wisc.edu
dakes@wisc.edu

Sandra Rosenbaum School of Social Work
UNIVERSITY OF WISCONSIN–MADISON

Streamlining Curricular Planning

Challenges

Determine Course Needs	• 60–75 sections of classes/semester • Accreditation requirements for BSW & MSWs • Constantly moving target
Assess Dept Resources	• Unpredictable faculty course releases • 30+ renewable adjuncts drawn from the community of practitioners
Identify Gaps	• Anywhere from 5–20 short-term adjuncts (STS) • TAs funded from multiple sources
Report to College	• Multiple reports with overlapping information presented in multiple spreadsheets
Solicit Instructor Preferences	• Work around adjunct full-time work schedules & faculty administrative duties • Tracking classroom preferences
Prepare Timetable	• 80% of course offerings only on T and R, with overlapping requirements between programs • A jigsaw puzzle crossed with a hydra
Review for Errors	• Limited staff time • Staff turnover • Lots of moving parts
Keep Informed & Report Out	• HR & other staff need for information • Salary cost share reporting on an epic scale

Russ Portier
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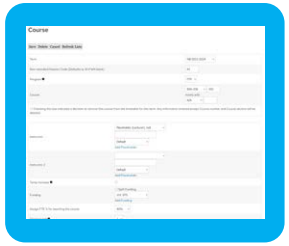
The Instructional Planning Tool (IPT) is a web-based application designed to meet all of these challenges. It creates a planning layer on top of SIS and integrates curricular financial planning, a timetable planning UI, and reporting tools.

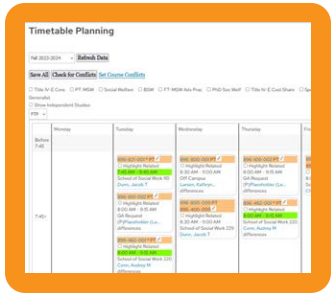
Instructional Planning Tool (IPT)

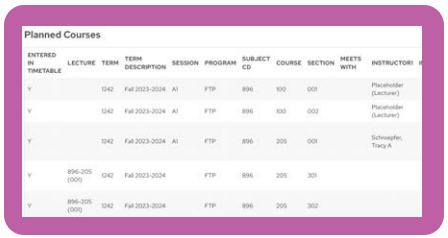
Academic year planning lets the user see the full year at-a-glance, with custom highlighting to identify special situations like temporary increases, special funding, or STS.

Course planning lets the user provide all details of a course, including funding, anticipated enrollment, TA assignments, section-level requisites, and all other information needed to set the course up in SIS.



Timetable planning is done in a calendar format to allow users to easily visualize the whole curricular picture and catch unintended scheduling overlaps.





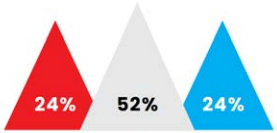
Reports like the Planned Courses report allow users to view planning data and transfer it into SIS.

Creating a searchable project database

DAIRY INNOVATION HUB

Who are we?

STATE INVESTMENT
$7.8M
PER YEAR



RIVER FALLS · WISCONSIN · PLATTEVILLE

More than **130+**
PROJECTS FUNDED
across **3** campuses
and **4** priority areas

Hub-funded research has potential impacts for:

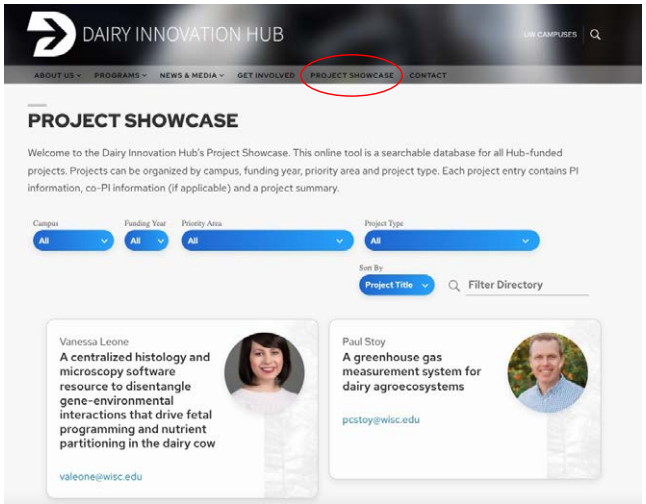
- Farmers
- Dairy processors
- Scientists
- Policy makers
- Consumers
- Citizens
- Local leaders
- And more

What's the problem?

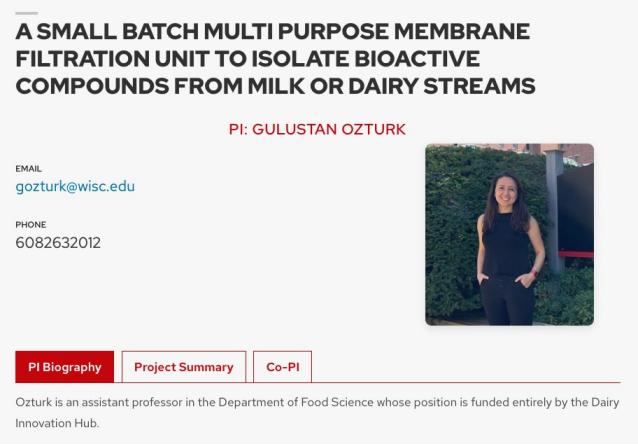
There wasn't a resource that contained information on **every** project.

The Hub needed a **better system** to organize and share funded projects.

The solution? Project Showcase

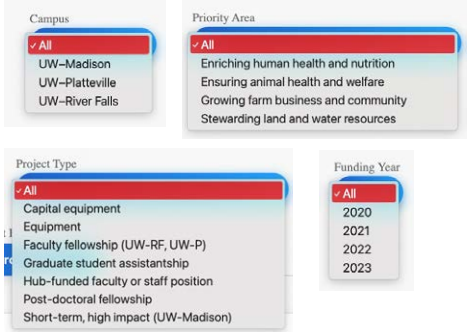


Entries contain a wealth of information about the project PI, co-PI and project itself.



Project Showcase is an online, searchable database that is free for anyone to use.
It contains an entry for **every** Hub-funded project.

Searches are customizable to fit peoples' needs:



Project Showcase offers a comprehensive space for projects that previously did not exist.

It's a simple yet effective resource for stakeholders, researchers, the public and even Hub staff.

Special thanks to CALS IT for their assistance on building this tool!

more information:
dairyinnovationhub.wisc.edu
608.265.4009

YOUR FUTURE. your way.

A PODCAST ABOUT PROFESSIONAL PROGRAMS

LEARN HOW TO SHAPE YOUR FUTURE. YOUR WAY.

The **Your Future. Your Way.** podcast is produced by the Professional Degrees & Certificates (PDC) team in the Division of Continuing Studies (DCS) to promote UW–Madison's portfolio of nearly 100 flexible evening, weekend, accelerated, hybrid and online degrees and certificates.

HOW WE SERVE CAMPUS

Our academic affairs and programming department partners with academic departments, schools and colleges across UW–Madison to support program growth and student success through marketing and recruitment strategies.

ABOUT THE PODCAST

- Shares information, resources and experiences from current and former students relating to professional degrees and certificates at UW–Madison
- Content tailored to capture the interest of prospective graduate degree and capstone certificate students
- Includes interviews with program staff, content experts, students and alumni
- Produced by Professional Degrees & Certificates project management team

Listen to Your Future. Your Way.

PDC.WISC.EDU/PODCAST

EPISODE TOPICS INCLUDE:

- Finding the right program
- Financial aid and scholarships
- Exploring professional programs
- Balancing work, life and school
- Program delivery options
- Application assistance
- Changing careers
- Student services

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CALS QuickStart

WESL

Overview & Goals

CALS QuickStart is an early start program offered to incoming College of Agricultural and Life Sciences students the summer before their first-year. The program:

- Allows students to fulfil their CALS first-year seminar requirement
- Provides early support in their transition to college
- Introduces students to areas of study, resources, people, and opportunities in CALS and UW to make a strong start in college.

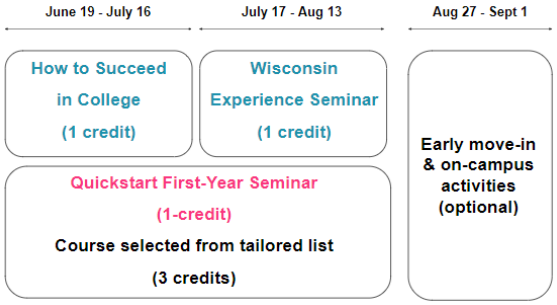
The Wisconsin Experience Summer Launch (WESL) program is open to incoming first year students. The program:

- Allows incoming students to enroll in online courses and earn credit over the summer.
- Helps students get started on their academic and social transition to UW-Madison through academic support and learning about campus resources.

Structure & Components

CALS QuickStart consists of a 1-credit first-year seminar and an optional additional 3-credit course that fulfills common degree requirements.

Quickstart offers optional early move-in programming to familiarize students with campus and build their networks of peers and supporters.
Activities include: Community building, CALS Dean welcome, lunch with advisors & staff, research faculty talks, lab tours, academic planning & success workshop, etc.



WESL consists of two 1-credit seminars to help students learn about how to be successful at UW and to think about what they want their Wisconsin Experience to be. They also enroll in a popular 3-credit course which fulfills common degree requirements.

WESL offers an optional early move-in with opportunities for students to get to know campus and each other. Activities include, campus scavenger hunt, tour of campus resources, lunch with faculty and more! Activities vary from year to year depending on student needs and interests.

Assessment & Feedback

QuickStart conducts several assessments throughout the program and post program.

- Pre-course, mid-course, and post-course survey

"I'm taking away knowledge of the resources like clubs, the gyms, advising, study abroad opportunities, etc. that will help me make my time at UW-Madison the best possible. I know where to seek help when I need it and find opportunities when I'm ready for them. This course has been great for helping me transition to college!"

- Post early move-in survey

"I feel more connected to this group of people and feel more prepared to be on campus. It has quickly made Madison feel more like home."

- Check-in survey one semester after the program is completed

"Compared to other students, I felt that I already knew how to plan out courses I should take in the following semesters and knew about programs[...]which further allowed me to plan ahead. Having already identified student orgs I was interested in as part of the QuickStart final project, I was also able to become involved in clubs right at the start of the semester which has led to me meeting new people and becoming involved on campus"

WESL conducts several assessments throughout the program and post program.

- Pre-program & post-program survey which was developed in partnership with the department of Counseling Psychology
- Early move-in survey
- Started conducting small group feedback sessions in fall 2022.
- The quotes below are from the post-program survey from summer 2022. Students were asked to share the best part of the WESL program.

"Having the opportunity to get a class done before the start of the fall semester was really nice for me, as I could use the extra time to do another class"

"Helped me understand what college coursework looks like, and what skills I need for it. Introduced me to some campus opportunities that I wouldn't have found otherwise."

"I feel like I am more prepared for college and I got to slowly understand what college is like before being thrown into multiple classes."

How We Collaborate

Communication with campus partners
Marketing & communications
Academic support for 3-credit courses
Scholarships

Early Start Community of Practice
Do you work with similar programs? We'd love to have you join the community! Feel free to connect.

College of Agricultural & Life Sciences
UNIVERSITY OF WISCONSIN–MADISON

Summer Term
UNIVERSITY OF WISCONSIN–MADISON

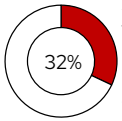
Improving Practices to Recruit a Talented Workforce

Goals

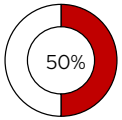
The Division of Enrollment Management (DEM) launched a project that comprehensively evaluates and improves our recruitment process to attract dynamic talent representative of diverse backgrounds, identities, and experiences.

Challenges

Recruitment



32% of DEM search members felt the applicant pool represented a strong variety of identities, backgrounds, and experiences

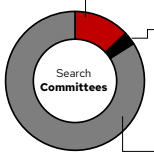


50% of Search Chairs & Hiring Managers experienced applicant pools that tends to have talent concentrated to just 1-2 strong candidates

➢ **Less than 50%** of DEM search members reported sharing a job opening with colleagues

When a job opening is shared, it tends to be limited to 1-2 colleagues

Selection



13% of DEM Search Committees were formed after recruitment closed

3% of DEM Search Committees were formed before the position posting

84% of DEM Search Committees were formed while the recruitment was ongoing

51% *of search committee members felt the charge of the committee was clear*

Emphasis on Recruitment

- Shifting from searching to recruiting – centering the applicant experience
- Recruitment as a representation of organizational culture

New Talent Referral Program

- Establishes mechanism for current team members to identify talented individuals who could contribute to DEM in a positive way
- Allows for the ability to keep prospective talent engaged, answer questions, and make connections when appropriate.

DEM Recruitment Standards

- Recruitment Committees formed prior to posting a new position
- At least one current UW-Madison student required on all recruitment committees

NEW DEM PEER AMBASSADOR PROGRAM

ESTABLISHED DEM SEARCH COMMITTEE INTEREST FORM

The Process

This project produced a simple two-step submission to initiate recruitment and a checklist for easy navigation through the recruitment process.

Step 1: Position Review
- Solidify funding sources
- Ensure positional alignment

- *Strategy 1: National/International Recruitment Activities*
- *Strategy 2: Enhance awareness among underrepresented populations*
- *Strategy 3: Include a variety of backgrounds & experiences*

Step 2: Recruitment Request
- Submit key details
- Establish a Recruitment Efforts Plan
- Establish a Diversity Recruitment Strategy

Recruitment Checklist
- Includes an overview of the process & **tools to assist**

- *Interview Question Library*
- *Search Criteria Guides*
- *Kick-Off Meeting Tips*
- *Links to Standards & Talent Referrals*

Solutions

This project established a comprehensive online recruitment toolkit to serve as a central hub for the following solutions:

- New strategies to engage in the *active recruitment* of talent
- Updates to the DEM Team Member Recruitment Process
- New DEM standards for recruitment of team members
- Established resources & tools

Learn more:

Division of Enrollment Management
UNIVERSITY OF WISCONSIN–MADISON

TRANSFORMING ORGANIZATIONAL CULTURE:
USING REAL COLORS® TO STRENGTHEN STAFF RELATIONSHIPS

TEACH: Overview of Workshop Curriculum

INTRODUCTIONS & OPENING ACTIVITY
A fun activity that engages participants in learning that there are multiple ways to achieve the same goal.

THEORY & HISTORY
A brief overview of the history of personality & temperament theory.

ASSESSMENT & SCORING
A three-part assessment to identify individual color scores / temperament types.

SMALL GROUP DISCUSSIONS
An opportunity to explore values, needs, strengths, and joys of each personality type.

LARGE GROUP SHARING
A shared understanding of the strengths, communication preferences, and values each color brings to work teams.

DEBRIEF & EVALUATION
An opportunity to reinforce learning objectives and evaluate workshop outcomes.

MEASURE: Outcomes from Workshop Evaluations

OUTCOME MEASUREMENT:

Increased their ability to:	*Agree or Strongly Agree*
Recognize their strengths	94%
Recognize the strengths of others	96%
Build rapport quickly with clientele, colleagues, family, and friends	85%
Understand how others process information	94%
Modify their communication to connect with others	87%

This table represents the evaluation results from workshops conducted from 2014 to 2021. Of the 1,138 workshop participants, 1,118 completed evaluations for a 98% response rate.

"I now always try to work with other colors on projects. I know that I am perceived as not caring, so I try to incorporate more caring behavior in interactions." (comment received in 2018 one year post workshop)

"Friendly, fun and informational." (2021)

"These conversations are so important to improving our workplace culture." (2021)

"I enjoyed learning the information about my co-workers and will adapt my communication style to be more sensitive to emotions." (2018)

"Everything helped me learn how to work with others and who I can go to if I need some help. Awesome job!" (2016)

"Awesome information and great activity. Very useful to take information away from this presentation and use it in actual life!" (2016)

IMPLEMENT: Integrate Into Office Culture

DEPARTMENT STAFF REAL COLORS

Amanda—Blue/Gold
Barbara—Blue/Gold
Brenda—Blue/Gold
Diana—Blue/Gold
Janet—Blue/Gold
Joanne—Blue/Gold
Kara—Blue/Gold
Lori—Blue/Gold
Marilyn—Blue/Gold
Michelle—Blue/Gold
Patty—Blue/Gold
Terri—Blue/Gold
Jan—Blue/Gold-Orange
Christine—Blue/Orange
Ashley—Blue/Orange
Julie—Blue/Orange

Ryan—Green/Blue
Carol—Green/Gold
Dom—Green/Gold
Joni—Green/Gold
Paula—Green/Gold
Linda—Green/Gold
Donna—Green/Orange
Janet—Green/Gold-Blue

Jeannine—Orange/Green
Kirsten—Orange/Green

Kim—Gold/Blue
Mary—Gold/Blue
Sarah—Gold/Blue
Wendy—Gold/Blue
Amanda—Gold/Blue
Chelsea—Gold/Orange

Post-workshop graphic documents workshop participants primary and secondary colors. Employees reference this graphic when forming project teams, communicating with others, and hiring new staff.

COUNTY ADMINISTRATOR SCHOEMANN STATED THAT:

"The work that Paul and Carol did with our Team was extraordinarily impactful. Real Colors served as an excellent tool to integrate both our new and our long serving teammates to help them build relationships, which are essential to their day to day work. Almost a year later, you frequently hear references to one another's 'Colors' and how those personality traits drive our Team and our interactions, recruitments, and retention."

(December 16, 2016)

Real Colors®

Real Colors is a three-hour interactive workshop that provides skills to understand human behavior to work with colleagues more effectively and improve communication. Developed by The National Curriculum and Training Institute (NCTI), the Real Colors Personality Instrument identifies four personality types common across all people. What makes Real Colors unique is that it bridges theory with real life applications, making the instrument easily accessible and understandable. Since 2014, Carol and Paul have taught over 50 workshops to over 1,000 participants from the public, private, and nonprofit sectors. This poster provides an overview of the workshop curriculum, long-term outcome measurement, and an implementation strategy that successfully integrates learning outcomes that impact organizational culture.

PRESENTED BY:

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Extension
UNIVERSITY OF WISCONSIN–MADISON

An EEO/AA employer, University of Wisconsin-Madison Division of Extension provides equal opportunities in employment and programming, including Title VI, Title IX, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act requirements.

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Development

The Division of Extension Health & Well-Being Institute used a social marketing framework to develop HOM, including market research and message testing.

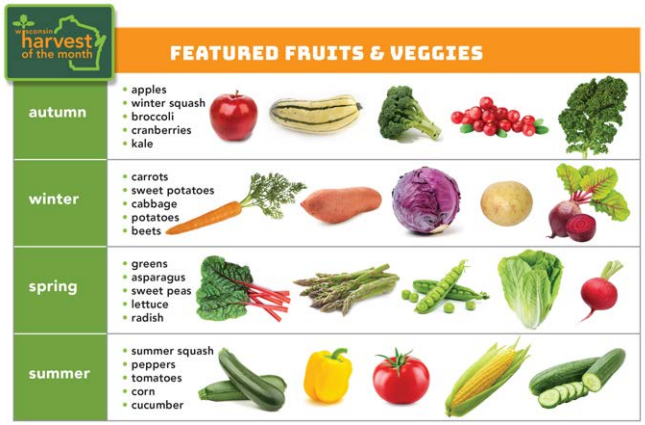
HOM development was a collaborative effort involving over 40 Extension colleagues and 30 individuals from state agencies, community-based organizations, schools, local farms, and purchasing co-ops. Extension also received a USDA Specialty Crop Block Grant in 2020 to expand materials.

Spanish Language Materials

To develop HOM Spanish-language materials, Extension Spanish Bilingual Educators and the Office of Access, Inclusion, and Compliance Language Access Team engaged in a co-construction process. The team created unique Spanish-language messages that are culturally relevant and linguistically inclusive to the diverse residents of Wisconsin communities.

Wisconsin Harvest of the Month

Campaign Finds Success with Bilingual Approach



Wisconsin Harvest of the Month (HOM) is a statewide social marketing campaign that encourages children and families to eat more Wisconsin-grown fruits and vegetables.

Emily Latham, MPH
Health Communications State Outreach Specialist
Health & Well-Being Institute
emily.latham@wisc.edu

Download materials from the website:
healthyliving.extension.wisc.edu/programs/harvest-of-the-month/

Nutritious · Delicious · Wisconsin

Evaluation

Statewide evaluations of the campaign in 2021 and 2022 employed pre-post surveys for schools, teacher surveys, and surveys for parents/caregivers.

> I liked being able to incorporate a seasonal produce item that was new on the lunch menu. With facts provided by FoodWIse and incorporating student ambassadors, many students were genuinely excited to try the Harvest of the Month fruit or vegetable. **-Food Service Director**

Partnerships & Next Steps

HOM brought together colleagues across Extension and fostered collaborative partnerships between statewide agencies including the Department of Agriculture, Trade, and Consumer Protection and the Department of Public Instruction Team Nutrition. A working group is currently adapting materials for early care and education settings. In the future, Extension will adapt HOM for Hmong/HMoob audiences.

FOOD WISE
Healthy choices, healthy lives.
UW–MADISON EXTENSION

FoodWise education is funded by the USDA Supplemental Nutrition Assistance Program– SNAP and Expanded Food and Nutrition Education Program - EFNEP. An EEO/AA employer, University of Wisconsin-Madison Division of Extension provides equal opportunities in employment and programming, including Title VI, Title IX, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act requirements

WORKING IN THE CLOUD

Departments, faculty, staff, and researchers are using UW Public Cloud resources in AWS, Google and Microsoft Azure to accelerate innovation!

Benefits of Cloud Computing

Offers elasticity– you can "scale up" instantly whenever the workload increases to meet demand, and scale down when the load decreases to save money

Built on familiar computing machinery, operating systems, software environments and applications (Linux, Windows, Python, SQL, etc)

You only pay for the compute time you actually use; and can shut down resources when you aren't actively using them.

Provides virtually unlimited resources for computation, storage, networking, and data management

Offers a rapidly growing number and variety of add-on services

SCAN FOR MORE INFORMATION!

UW Teams have used the public cloud to…

- try out hardware configuration and software packages before committing to purchases
- host web sites reliably and inexpensively with increased performance
- securely transfer data between collaborators
- host web sites reliably and inexpensively with increased performance

Current UW Research in the Cloud

The Traffic Operations and Safety (TOPS) Laboratory in collaboration with American Family, has used AWS S3, EC2 Instances, and JupyterLab to securely link research datasets and to investigate the application of data science methodologies to analyze key factors that influence traffic crash severity outcomes.

The Wisconsin State Laboratory of Hygiene's Communicable Disease Division has used AWS services like S3, Lambda, Glue, Athena, and ECS to support tracking and investigating infectious diseases across the state of Wisconsin. These services have enabled their team to scale up their compute resources to meet the demand of complex genomic analyses needed to better understand and prevent these diseases.

Team Members

Kelly Rivera
Hallah Hussien
Mike Vavrus
Steve Tanner
Zekai Otles
Pam Snyder
Steffanie Johnson

Who Are We?

We are a cross-disciplinary team of cloud engineers, cybersecurity, and research cyber infrastructure professionals here to enable cloud computing by assisting campus through consulting, engineering cloud solutions, and provisioning accounts with security guardrails and other best practices.

UW MADISON PUBLIC CLOUD TEAM

How the UW Public Cloud Team can help you get started:

- Consulting on Cloud use cases (including cost estimates)
- Weekly open office hours
- Close integration with the Research Cyber Infrastructure team
- Infrastructure as Code examples to help with automation/consistency
- Cloud provider work shops and trainings on services
- Pre-provisioned accounts that are UW security standard compliant, NetID authentication capabilities, services at below commercial rate, resource and cost monitoring, and more

Cloud Team Successes

- Deployed and manage all three major public cloud providers: AWS, Microsoft Azure and Google Cloud Platform
- Prepared AWS and Google Cloud Platform to host high-risk data (including HIPAA)
- Provided consulting and support of Vet Med Super Bowl ad blitz and COVID web sites in 2020
- Improved www.wisc.edu performance by 4X as well as its reliability!

Comparing Change Management Processes

IT Service Management vs Project Management

In an organization such as DoIT, change is generally IT in nature. When change happens in IT, there are two areas impacted by change. The changes to the IT Service and underlying systems, led by Service Managers, and the organizational (people) side of the IT changes, led by Project Managers.

IT Change Management

Change management is the modification of the organization's IT infrastructure that can lead to a direct or indirect effect on its operations without increasing the associated risk.

The modification can be adding, removing or changing infrastructure, or a change in service delivery to improve the quality of service.

Change Management Process

- Plan the change
- Create CR
- Submit CR
- Evaluate CR
- Approve CR
- Implement change
- Close CR
- Review

DoIT
DIVISION OF INFORMATION TECHNOLOGY
UNIVERSITY OF WISCONSIN–MADISON

Process Goals & Outcomes

IT Change Management (ITIL)

- Reduced service disruptions & system downtime
- Mitigate negative impacts of change on business operations
- Improved visibility and communication of change
- Improved risk management
- Hold stakeholders accountable

Organizational Change Management (ADKAR)

- Better Performance
- Financial Gain
- ROI
- Efficient Budgeting
- Improved communication
- Increased productivity
- Reduced stress
- Increased stakeholder engagement
- Creating a culture of understanding and accountability
- Collaborative decision making

Shared Goals

- Workflows that benefit the people and their processes.
- Manage and communicate risks associated with change.
- Helping people understand, manage, and facilitate change.
- Ensures successful changes across many factors.

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Organizational Change Management

For true enterprise-wide thinking, it is important for individuals, teams and organizations to understand the process, system, or business changes that drive the need for changes with a true desire and willingness to make those changes.

A	**Awareness** of the need for change
D	**Desire** to participate & support the change
K	**Knowledge** on how to change
A	**Ability** to implement desired skills & behaviors
R	**Reinforcement** to sustain the change

Learn more

ADKAR ▸ prosci.com

ITIL ▸ axelos.com

DoIT IT Service Management ▸ itsm@g-groups.wisc.edu

DoIT Portfolio & Project Management Office ▸ go.wisc.edu/pmo

Digital Publishing and Printing Services
DIVISION OF INFORMATION TECHNOLOGY
UNIVERSITY OF WISCONSIN-MADISON

Client Collaboration Leads to Project Success

Office of Strategic Consulting
UNIVERSITY OF WISCONSIN-MADISON

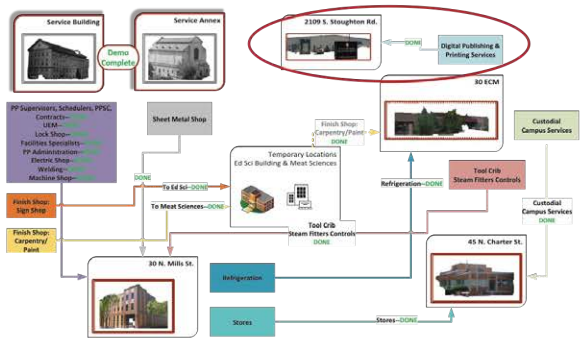
Facilities Planning & Management
UNIVERSITY OF WISCONSIN-MADISON

Digital Publishing & Printing Services (DPPS) partnered with the Office of Strategic Consulting (OSC) & Facilities Planning and Management (FP&M) to execute an effective and efficient move of the DPPS print shop from campus to a new location and enable the CDIS construction project to move forward.

Stakeholders:

- Geoff Larson - DPPS Director
- Rich Gassen - DPPS Print Production Mgr
- Joe Walters - FP&M Construction Field Rep
- Jenee Jerome - OSC Project Coordinator
- Marc Scateni - FP&M Facilities Specialist
- Andy Quathamer - FP&M PM (left UW Mar 2022)
- Jim Martin - OSC PM
- Jesse Winters - FP&M SMO
- Brent Lloyd - FP&M SMO
- Chris Sowers - DoIT
- Jeff Schiller - FP&M/EHS/Life Safety

Scan QR Code to watch our largest equipment installs in a time-lapse video on YouTube!



DPPS moving from their old location was one of the first of many steps to enable the demolition of the two service buildings where the new CDIS project will stand.

In 2022, this project was selected as UW-Madison's nomination for UW-System Regents University Staff Excellence Awards for Programs.

DPPS Move Project Timeline:

April 2021 – Ideation: Location announced, blueprint created, initial walkthrough

May-October 2021 – Many revisions to flow, design, equipment positioning based on employee and stakeholder feedback

October 2021-March 2022 – Bi-weekly stakeholder meetings

Regular site visits and progress checks

January 2022 – Scrap obsolete equipment from old location

February 2022 – Initial move of storage items and shelving units

Front office carpeted and cubes installed

April 2022-Present – Continued exterior work including parking lot resurfacing, landscaping, dock awning, painting, building signage, etc.

Literally HUNDREDS of innovations and process improvements realized as a result of this project:

Better Flow, Speed, Communication, Environment, More!

May-July 2021 – Equipment specs and needs researched and documented, including electrical, air, water.

All existing furniture documented and labeled

Summer 2021 – Identify crucial site infrastructure: compressors, humidification, dock and garage door specs, power requirements, etc.

Summer 2021 – Site visits to measure, inspect existing spaces and furniture, etc.

October 2021 – Construction starts!

October 2021-March 2022 – Staff updated on construction progress with newsletters every 10 days

December 2021-January 2022 – walls, drywall, paint

January 2022 – Long-term storage items packed, moved and warehoused

March 2022 – Complete move of equipment; begin shipping from new location
(Zero days of down time in production)

April 2022 – CSR Group moves, completing our exit from old location

September 2022 – Fulfillment operation from 432 N. Lake St. moved into our location.
All of DPPS is now operating out of one facility!

Marketing & Email Automation with Oracle Eloqua | UW–Madison Enterprise Service

Elevate your communications with automation!

Build branded, graphical emails
that respond to screen size
- Newsletters
- Event invitations
- Fundraising campaigns
- Recruitment nurturing

Manage contacts with ease
Native subscription management
- Opt in forms
- Customer "journeys"
- Advanced segmentation & categorization
- Event response tracking

Customize content
with digital behavior data
- Easy landing pages
- Field merges
- Dynamic "mix and match" messaging

Drive engagement
Analyze and act on results
- Report on hundreds of data points
- Customizable dashboards
- Share and schedule reports

Custom training & dedicated support
by DoIT's Marketing Automation Team

eloqua ← Integrated → salesforce

Engagement Solutions
Marketing Automation & Campaign Support

DoIT
Division of Information Technology
University of Wisconsin–Madison

Contact us to learn more!

BIPOC EMPLOYEE NETWORK

Creating community and advocating for the needs of BIPOC employees

ABOUT THE NETWORK

The BIPOC (Black, Indigenous, People of Color) Employee Network is a group of campus employees focused on:

- improving the overall work experience of BIPOC employees at UW–Madison
- raising awareness of issues that impact BIPOC employees
- advocacy, and community-building for and among BIPOC employees

This group recognizes that:

- historical systems which continue to influence UW–Madison's culture and campus experiences can be isolating, exclusionary, and alienating to BIPOC communities
- intentionally centering the voices and needs of BIPOC employees can create a campus culture and community that is more welcoming and inclusive
- community-building can contribute to enhanced BIPOC employee retention and work engagement

This group is inclusive of all employment categories and does not represent any specific school, college, division or department.

HISTORY

2020

A group of BIPOC employees who work in advising and career services decided to learn more about how BIPOC employees experience recruitment and hiring on campus.

2021

After collecting data, the group identified prominent needs around retention, community-building, and engagement among BIPOC employees.

2022

The BIPOC Employee Network was formed to address these needs and a BIPOC Employee Retention Specialist was hired to facilitate and support the Network.

BIPOC EMPLOYEE GATHERINGS

In partnership with campus stakeholders, the BIPOC Employee Network plans and hosts monthly community gatherings for BIPOC employees on campus.

These gatherings:

- **create** a sense of community and belonging
- **hold space** for connection, care, and individual, interpersonal and collective well-being of BIPOC employees on campus
- **allow** a safe space to just BE

COMMUNITY INTENTIONS

- These are BIPOC-affirming spaces that center the needs and experiences of BIPOC employees.
- These are community spaces that are intended to cultivate individual and collective care and build connection through shared experiences.
- Employees are asked to approach and join these spaces with care, compassion, kindness, respect and grace for self and others.
- These are non-violent spaces that honor diverse and intersectional experiences, needs, confidentiality, and pathways for shared understanding.

To join or support the network, contact: eiew@ohr.wisc.edu

Equity, Inclusion and Employee Well-Being
OFFICE OF HUMAN RESOURCES
UNIVERSITY OF WISCONSIN–MADISON

Implementing a New Technology Circulation Application

Jay Ray, jay.ray@wisc.edu
Reina Werth, reina.werth@wisc.edu

LIBRARIES
UNIVERSITY OF WISCONSIN–MADISON

InfoLabs Technology Circulation Through the Years

2001
Technology Circulation began

Circulation Pool Expanded and Diversified

Multiple Systems Tested to Meet Expanding Needs of the InfoLabs Program

2005
Standard Reservation System Implemented

2005
The Equipment Checkout System Went Live

2015
ECS Support moved to DoIT

March 2020

November 2020
Search for ECS Replacement Began

October 2021
WebCheckout Purchase Completed

February 2022
Pilot Implementation Began

May 2022
WebCheckout Implemented across all Locations

July 2022
ECS Server Turned Off

The Replacement Process

Phase One: Discovery

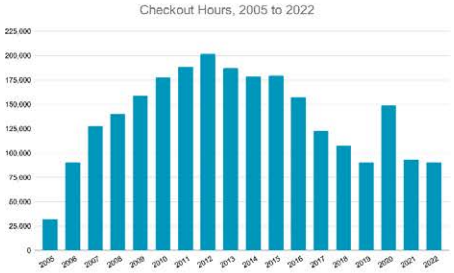
1. Requirements Gathering and Stakeholder Engagement
2. Options Identification
3. Rubric Creation and Ranking
4. Final Recommendation Selection

Phase Two: Implementation

1. Technical Ramp Up
   a. Integrated Shibboleth Single Sign-on
   b. Built Automated Nightly Patron Data Processing
   c. Completed Cybersecurity and Accessibility Assessments
   d. Wrote Detailed Staff and Patron Documentation
   e. Created Support Networks through the Libraries
2. Pilot Implementation
3. Full Implementation
4. Decommission of Old Systems

By the Numbers

1,860 Circulating Items
48 Distinct Resource Types
15,838 Completed Checkouts since February 2022
84,896 Active Patron Accounts
7 Checkout Centers



A WebCheckout Primer

- A patron-facing dashboard with item availability
- The ability to reserve items on a schedule
- Self-service renewals for short-term loans
- Detailed asset records for circulating and non-circulating items
- Customizable email templates with automated delivery
- Granular control over most aspects of your implementation of the application
- Batch import and export of asset and patron records
- Vendor support with an actively-developed, third-party hosted application
- An API capable of driving public displays and reporting

We wrote a paper! Scan this QR Code to read it!
go.wisc.edu/newtools

Teaching Library Research Skills using an Online Module

A collaboration between the Libraries and the ESL Program

Context

College Library Instruction

- ~200 instruction sessions/semester
- ~10 instruction librarians

ESL Program

- 15-25 sections of ESL 117 (Academic Writing I)
- Students write a short research essay

Research instruction

Session 1 (online module)

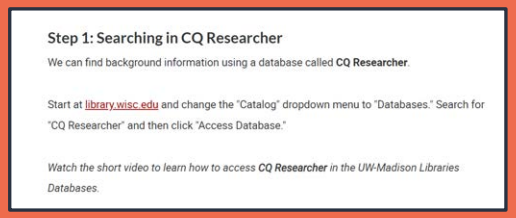
- Librarian developed content that is incorporated into classwork by ESL 117 instructors
- This online module can be used in a variety of ways

Session 2 (library visit)

- Hands on practice for ESL 117 students with assistance from their instructor and a librarian
- Builds on the skills presented in the Session 1 Module

Benefits

- Increased flexibility
- Interactive and engaging
- Sustainable

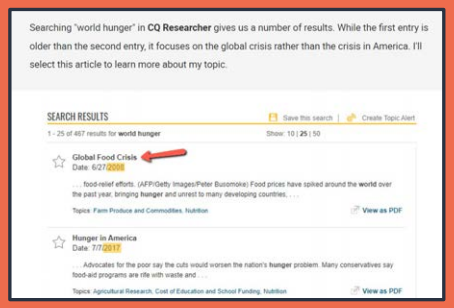


Step 1: Searching in CQ Researcher

We can find background information using a database called **CQ Researcher**.

Start at library.wisc.edu and change the "Catalog" dropdown menu to "Databases." Search for "CQ Researcher" and then click "Access Database."

*Watch the short video to learn how to access **CQ Researcher** in the UW-Madison Libraries Databases.*



Searching "world hunger" in **CQ Researcher** gives us a number of results. While the first entry is older than the second entry, it focuses on the global crisis rather than the crisis in America. I'll select this article to learn more about my topic.

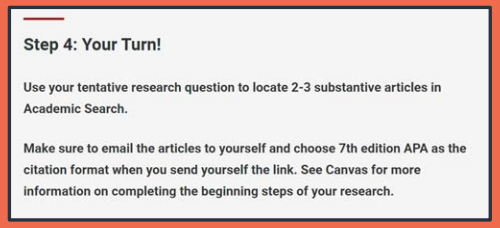
SEARCH RESULTS

Global Food Crisis

Hunger in America

How do I read the article?

Look for HTML Full Text, PDF Full Text, or Linked Full Text in the top left corner of the page to access the article.



Step 4: Your Turn!

Use your tentative research question to locate 2-3 substantive articles in Academic Search.

Make sure to email the articles to yourself and choose 7th edition APA as the citation format when you send yourself the link. See Canvas for more information on completing the beginning steps of your research.

Survey responses

ESL instructors

- "It's a great foundation for in-class activities"
- "Students were engaged and most of them were able to find some articles related to their topics."

ESL students

- "It was quite effective, it helped me browse through the databases more efficiently"
- "It helps me to get familiar with the library's basic structure and know how to work with it effectively."

Next steps

- Consider shortening module to make it more manageable within class time
- Continue to get instructor & student feedback on the module
- Update module as databases and e-learning practices evolve

Leah Freemon

Instructional Services Librarian

leah.freemon@wisc.edu

Heidi Evans

Teaching Faculty, Department of English, Program in ESL

heidi.evans@wisc.edu

Communicating International Relations at UW-Madison

The International Division is improving how we track and communicate about global engagement with new systems capturing depth and breadth of activity.

What We Do

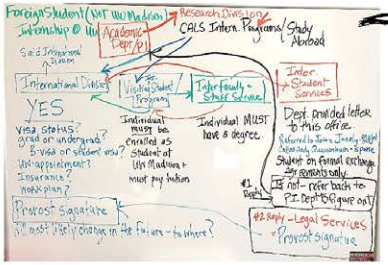
- International Division External Relations facilitates, tracks, and reports on international engagement across campus. This includes:
  - International agreements
  - International visits and delegations

The Challenges

- A decentralized campus makes it difficult to:
  - Communicate policies and processes to all relevant stakeholders
  - Ensure all necessary parties are aware of the terms of an agreement
  - Make note of the wide range of international activity on campus
- Decentralization and outmoded methods complicate tracking the lifetime and outcomes of a collaboration
  - Are multiple campus units engaging with the same international partner without knowing it?
  - What happened after an international delegation's visit?
  - Did an exploratory memorandum of understanding eventually lead to published research? How?
- UW currently lacks a central location to store and publish all this information

Project Goals:

- Systematize the facilitation of agreements and visits
  - Clarify purpose and outcomes of engagement
  - Build a comprehensive database for all activity



International Agreement Process

1. Check the International Agreement Database for existing agreements.
2. Submit an International Agreement Proposal Form.
3. Work with the International Division (ID) to develop and finalize your agreement.
4. Receive approval from all required units and official signature from the ID.

Consider these questions:

- Where would you go to learn about UW's international activity?
- How do you find out about our international partners?
- Can you identify how much activity is happening with each partner institution?

The Outcomes

- **Database**: a repository for all international activity, from visits to events to agreements.
  - Tracks anticipated and actual outcomes
  - Incorporates process automation for agreement development and visit follow-ups to maintain momentum
  - Connects proposed visits with past and present agreements for highly effective itineraries
- **Online Forms**: easily accessible forms for agreement proposals and visit requests that feed directly into our database
- **Website**: a suite of webpages that will include:
  - Access points for campus units looking for data on international engagement
  - Policy and process overviews for requesting a visit, hosting international visitors, and proposing an international agreement
- **Access to Live Data**: a public access point that displays all active and expired international agreements. Ideal for:
  - Anyone looking to create a new international agreement
  - Units reporting on their activities over time
  - External institutions interested in learning about UW activity

International Division
UNIVERSITY OF WISCONSIN–MADISON

Contact
international.wisc.edu
externalrelations@international.wisc.edu
agreements@international.wisc.edu

Collaboration to Understand Food Security

Leveraging partnerships to reach the community

UW-Madison Division of Extension Brown County

Patrick Nehring – Community Development; Liliana Ramirez and Clarice Martell – FoodWIse

Extension
UNIVERSITY OF WISCONSIN–MADISON

Challenge

How do we better understand the barriers to healthy food access in Brown County?

FOOD WISE
UW–MADISON EXTENSION

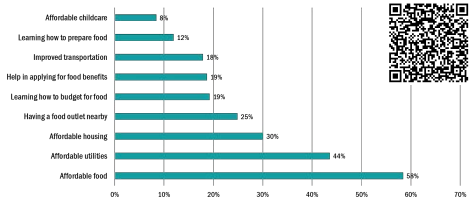
Project Partnerships

FoodWIse advances healthy eating habits, active lifestyles and healthy community environments for families with limited incomes through nutrition education at the individual, community and systems levels. To better understand food access and security, UW-Madison Division of Extension Brown County has been conducting a customized food security survey based on the United States Department of Agriculture Food Security Survey Module approximately every five years since 1999. In the fall of 2022, Extension FoodWIse Brown County partnered with:

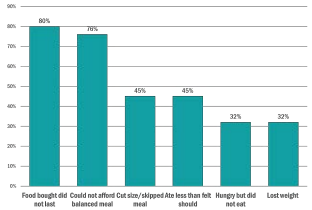
- Seven Brown County food pantries
- Brown County
- Brown County Community Health Improvement Plan
- Brown County Food and Hunger Network
- NEW Food Forum, a local food policy council
- University of Wisconsin Green Bay
- Medical College of Wisconsin
- Extension Office of Access, Inclusion, & Compliance

Results

We asked community members which of the following would make it easier to obtain food for them and their household. **90%** of individuals indicated one or more challenge obtaining food.



To determine food security levels, we asked the following statements about individuals' food situation:



Next Steps

- Expanding partnerships where Extension is delivering direct and indirect education and policy, system, and environmental change interventions.
- Dissemination of virtual mapping of local food resources available in Northeast Wisconsin.
- Continued communication about survey results.
- Bringing together other food system partners.
- Planting for Purpose connecting locally grown produce to individuals using food pantries.
- Develop strategies to overcome barriers to healthy food access and culturally inclusive foods as part of the CHIP.
- Getting seeds into the hands of residents through the establishment of the Brown County Seed Library.
- Assessing nutrition at meal programs offered at shelters and free meal sites.
- Developing a plan for distributing food during an emergency in Brown County.

Leveraging Partnerships

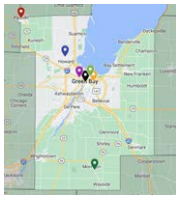
- Years of Partnerships
- Strategy Lead on Brown County CHIP
- Partners reviewing and adding localized questions
- Working with pantry partners on accessibility
- Present to Brown County Food & Hunger Network
- Dissemination to partners and the community

- Member of NEW Food Forum
- Connection to UWGB Nursing Program
- Translation by Extension Office of Access, Inclusion, & Compliance
- IRB process
- Implementation of the survey and data evaluation

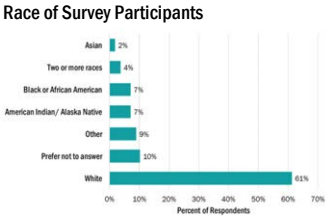
Press Release of Survey Results

Survey Participation

- We reached a total of **383** households.
  - This totaled **1,140** individuals.
- Survey was implemented in **four** languages and reached a **more** demographically diverse audience than the last time the survey was implemented in 2015.



Partnering Pantries



OPEN-SOURCE LANGUAGE RESOURCES FOR LESS COMMONLY TAUGHT LANGUAGES (LCTLS)

OVERVIEW

The **Language Program Office (LPO)** engages with, supports, and fosters the further development of **Less Commonly Taught Languages (LCTLs)** through teaching, learning, and research.

The LPO administers majorly **summer intensive LCTL language domestic study programs** for undergraduates, graduates, and non-traditional students both at UW-Madison and beyond. LPO programs are primarily government grant-funded.

PROBLEM

LCTL languages are often under-represented academically. There is a lack of open-source LCTL resources and language sustainment opportunities for program alumni, who are often unable to continue their desired language study all year round.

THE IDEA

To meet this critical language sustainment need, over the past year, the LPO along with support from the following programs developed **six** open-source language sustainment resources webpages for **Arabic, Hindi, Indonesian, Persian, Russian,** and **Turkish** languages.

- **Project Global Officer (Project GO)**
- **Regional Flagship Language Initiatives (RFLI)**
- **Middle Eastern & Mediterranean Language Institute (MEDLI)**
- **Institute for Regional and International Studies National Resource Center (IRIS NRC)**

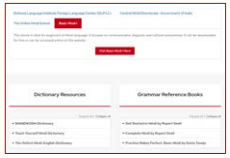
RESOURCE COMPONENTS

Each open-source language sustainment resource webpage includes the minimum following info:

- An introduction to the LCTL language
- Language self-study tools & resources
- Media links to recommended podcasts, news, radio stations, print, TV, and film media
- Cultural information (sports, cooking, holidays, etc.)
- Content Curator Bio(s)

PROJECT GOAL

Help meet a critical need for our program alumni by creating innovative open-source language sustainment resources for Less Commonly Taught Languages (LCTLs).



SCAN QR CODES FOR RESOURCE LINKS

Arabic | Hindi | Indonesian | Persian | Russian | Turkish

Language Program Office
INTERNATIONAL DIVISION
UNIVERSITY OF WISCONSIN–MADISON

lpo.wisc.edu | lpo@lpo.wisc.edu | 608.265.1471

Contact: Kerry Uniyal, Academic Program Specialist
608.263.3724 | kuniyal@wisc.edu

PROCESS

1. **Identify language needs**: Take into consideration student interest, grant obligations and partner needs.
2. **Identify & hire content creators:** Can be LPO program language partners, tutors, or other staff on campus, typically paid as student hourlies or by lump sum payment. Leverage financial support from grant funding where possible.
3. **Onboard & train creators**: Provide training in WiscWeb/WordPress.
4. **Timeline & Review**: Budget approximately 15-20hrs total for content creation, ideally during winter or summer breaks. Webpages are reviewed for accuracy by language experts within the LPO staff and partner community.
5. **Resource launch:** Once complete, the new open resource webpage is shared and promoted via LPO program newsletters and social media.
6. **Replication & Maintenance**: After initial resource creation, language partners, tutors, and student assistants regularly review, maintain, and add to these webpages.

OUTCOMES

- Helped students **sustain LCTL learning gains** between programs and beyond, filling a critical need for our **alumni**.
- Served as powerful **outreach**, **recruitment**, and **retention tools**.
- Provided part-time **employment**, **professional development**, and **networking opportunities** for LCTL content creators.
- Created valuable **peer-training** and **mentorship opportunities** for LPO **student employees** who help onboard the content creators.

NEXT STEPS

- **Expand creation of these resources** to additional LCTLs across LPO programs
  - **Hebrew coming Spring 2023!**
- Continue using these resources during **outreach** and **recruitment initiatives**, especially at institutions where LCTL languages are not offered during the academic year
- Leverage language sustainment initiatives when **applying for grants** and **grant reporting**

Merging Lanes:
Designing a Multi-Disciplinary Clinic to Better Serve Vulnerable Families

Background

Traditionally, child welfare agencies intervene in families only after a crisis has occurred. The Department of Children and Families ("DCF") wanted to implement a program that was more preventative than reactive, that would serve families upstream and stabilize them in order to prevent crises from occurring in the first place. To do this, DCF partnered with the UW Law School, the UW School of Social Work, and four pilot counties to create the Family Legal Advocacy and Supports Clinic ("FLASC"). FLASC merges two fields which have traditionally worked in parallel – law and social work. In FLASC, law students and social work students work collaboratively to provide both civil legal services and social supports to help families wholistically.

Goals

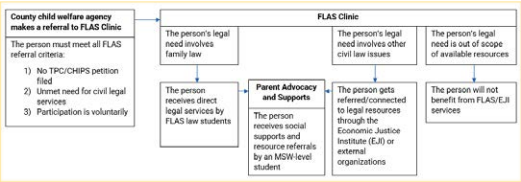
- Provide an enriching educational experience for law students and social work students
- Provide quality legal and social services to families at risk of future CPS involvement
- Prevent future CPS involvement and child removal by providing services that help stabilize families

Contact: Cary Bloodworth, Bloodworth@wisc.edu
Jennifer Binkley, jbinkley@wisc.edu

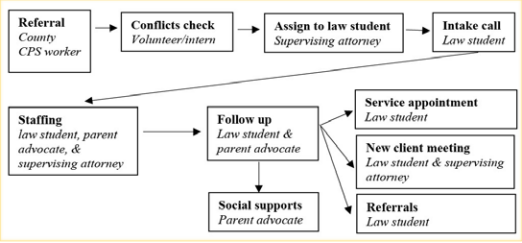
Challenges

- Developing eligibility criteria and a process for referrals
- Setting up an intake process
- Ethical issues with having a social worker on the legal team
- Information sharing with other stakeholders

Clinic Design



The general concept developed by stakeholders of who FLASC would serve and how FLASC would serve them.



The internal workflow of FLASC developed by the clinic.

Outcomes

FLASC launched September 1, 2022. So far, we have:

- Received 90 referrals
- Directly represented 13 people in family law-related cases
- Engaged in limited scope representation in 1 case
- Referred 9 individuals to other legal clinics or legal services organizations
- Provided 35 families with legal assistance via service appointments
- Provided 24 families with social support services

Next Steps

- Roll out end-of-representation surveys
- Data collection and analysis from 3 sources:
  - Aggregated data from DCF regarding future CPS contact with families referred to FLASC
  - Aggregated data from FLASC regarding services provided to families
  - Survey response data from families themselves

Enhancing the Staff and Student Experience: Collaborative Approaches to Academic Advising and Career Coaching

Alexis Steinbach
Director of Pre-Business, Certificate and Transfer Advising

Lauren Wypiszynski
Director of Admitted Student Academic Advising

Melissa Leffin
Director of Career Engagement

WISCONSIN SCHOOL OF BUSINESS
UNIVERSITY OF WISCONSIN–MADISON
UNDERGRADUATE PROGRAM

Our units

Pre-Business, Certificate, and Transfer Academic Advising
- 1 Director
- 5 Academic Advisors
- 2 Academic Advising Managers
- 1 Student Processing Specialist

Admitted Academic Advising
- 1 Director
- 7 Academic Advisors
- 1 Academic Advising Manager

Career Engagement
- 1 Director
- 1 Assistant Director of Career Engagement
- 6 Career Coaches, 3 with a manager focus

How we structure collaboration

Career Pathway Consultants in each academic department to facilitate a formal connection point between the classroom and co-curricular experiences

Working Groups that support student priorities and staff interests

Undergraduate program staff involvement in curriculum changes and new academic initiatives

Our students

3700
Admitted Business Students

1,000
Certificate Students

1,500+
Pre-Business Students

150
Prospective Transfer Students

How we support our students together

Collaborative programming connects academics to career success

Business Exploring option provides students with flexibility and dedicated support as they identify majors and career pathways of interest

A structured curriculum of resources and workshops prepare pre-business students for the application process

How we support our staff

Student appointment shadowing within and across teams to build a breadth of knowledge and increase understanding of the holistic student experience

Community building to provide staff with a network of student-facing colleagues for professional and personal support

Support and funding for staff professional development opportunities based on individual professional and personal interests

Outcomes

Retention of talent and staff engagement

Increased expertise and credibility

Enhanced student experience

PATHWAY TO Commitment

What is Bucky's Pell Pathway?

A financial aid offer that guarantees to meet a student's **full financial need (Cost of Attendance** minus **Expected Family Contribution)** which typically covers tuition, fees, and many other college-related expenses like housing, meals, educational supplies, etc. for either 4 years for incoming first-year students or 2 years for new transfer students.

Who's Eligible?

New incoming Wisconsin residents admitted to an undergraduate on-campus degree program, whether first-year or transfer, who are eligible to receive the Federal Pell Grant, or who identify as homeless, a former foster youth, a ward of the court, in legal guardianship, or whose parents are both deceased.

Additional Supports

Pathway Scholars also benefit from:

- A dedicated support team
- Priority access to Success Services
- Workshops, other events & community spaces
- Affinity community housing
- Opportunities to take a summer course and/or study abroad.

Background

Before 2018, UW-Madison had one of the lowest enrollment rates of Federal Pell Grant-Eligible students in the B1G.

To encourage more low- and middle-income students to consider UW-Madison as an affordable option, we needed to simplify our offerings.

STEP 1

Bucky's Tuition Promise guaranteed to pay tuition & fees for students from households with an Adjusted Gross Income of (now) $65,000 or less.

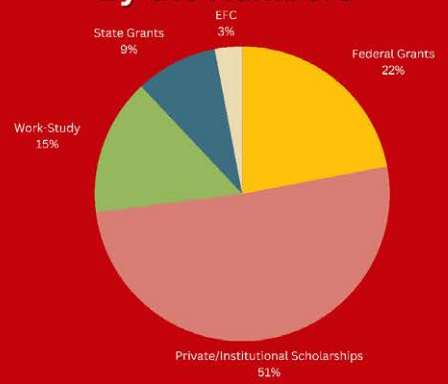
STEP 2

Bucky's Pell Pathway builds on previous OSFA offerings (FASTrack) and goes further to meet a student's full financial need.

Goals

- **Provide access** to underserved and/or under-resourced students
- **Eliminate or prevent indebtedness** for those who are most financially vulnerable
- Reduce and maintain **reasonable debt levels** for graduates
- Improve borrower repayment indicators
- **Assist in recruiting and yielding** the most desirable incoming class based on institutional enrollment goals
- Increase retention and graduation rates while reducing time-to-degree
- **Promote financial stability** and planning to students and their families by maintaining similar (if not the same) net costs throughout their undergrad degree.

By the Numbers



But how much is financial need?

We take your estimated cost of attendance at UW-Madison	$32,070
Subtract your Expected Family Contribution (EFC) from the FAFSA	- $839
And what's left is your financial need and the amount we're guaranteeing to provide you in grants, scholarships, and work-study* for this upcoming 2024 academic year.	= $31,231

This amount should be enough to cover at least your tuition and fees, but should also help cover some other expenses like housing, meals, course material and educational supplies, etc.

Because your EFC can change each year, this amount may change each year you're in school. We'll remind and work with you to resubmit your FAFSA so you can plan for any changes.

*Though included in our calculation, Federal work-study does not apply directly to your bill. But it will give you the opportunity to gain valuable skills while helping pay for college costs by working part-time for any UW-Madison department or for approved non-profit organizations or small business. All wages earned through work-study are paid directly to you every two weeks as earned.

2023-2024
Financial Aid Offer

Office of Student Financial Aid
UNIVERSITY OF WISCONSIN–MADISON

Student Name: Buckingham U. Badger
Date Issued: 2023

Campus ID: 9903XXXXXXX
Offer Type: Bucky's Pell Pathway

COST OF ATTENDANCE

ESTIMATED COSTS		FALL	SPRING	ACADEMIC YEAR TOTAL
Estimated Direct Costs	Tuition & Fees[1]	$6,316	$6,316	$12,632
Estimated Additional Expenses[2]	Housing & Meals (on or off-campus)	$6,750	$6,750	$13,500
	Books & Supplies	$1,450	$1,450	$2,900
	Transportation	$500	$500	$400
	Personal	$1,219	$1,219	$2,438
ESTIMATED Total Cost of Attendance		**$16,035**	**$16,035**	**$32,070**

*Tuition and fees are based on your current program and estimated with the assumption of full-time enrollment. Official rates are posted by the Bursar's Office.
2. Students need to budget for these expenses as they are not billed through UW (except for those living in UW housing). Our estimates are to help you plan, but your expenses will vary depending on your particular needs and choices.

ESTIMATED FINANCIAL AID OFFER[3]

Grants & Scholarships (Automatically Accepted, Not Repaid):	Fall	Spring	Total
Federal Pell Grant	$3,023	$3,022	$6,045
Federal Supp Educ Opper Grant	$500	$500	$1,000
Wisconsin Grant	$1,450	$1,450	$2,900
Bucky Badger Grant	$500	$500	$1,000
UW-Wide Grants and Scholarships	$7,690	$7,690	$15,380
Total Amount of Grants & Scholarships	**$13,116**	**$13,115**	**$26,231**
ESTIMATED NET COST (Cost of Attendance minus Grants & Scholarships)	**$2,919**	**$2,920**	**$5,839**

3 These offers are contingent upon continued funding from federal, state, and institutional sources, as well as state legislative decisions regarding tuition. Offers are subject to change and may be revoked or reduced if funding is insufficient or unavailable, or if tuition amounts change.

Estimated Bill

The bill you receive from UW-Madison each semester will include charges for your tuition and fees. If you choose to live in UW Housing, your on-campus housing charges will also be listed.

Because the Wisconsin Board of Regents does not confirm official rates until mid-Summer each year, we are only able to estimate what you might owe. To do so, we take your direct costs (tuition/fees/on-campus housing) and first subtract any grants and scholarships you've been offered. Then we subtract any student loans.

	Fall	Spring	Total
Direct Cost	$6,316	$6,316	$12,632
Grants & Scholarships	$13,116	$13,115	$26,231
YOUR ESTIMATED BILL (or net cost minus loans and scholarships)	**$-6,800**	**$-6,799**	**$-13,599**

Creating an Institutional Sustainability Data Dashboard

Alex Frank – Office of Sustainability, Salvador Grover – Agroecology

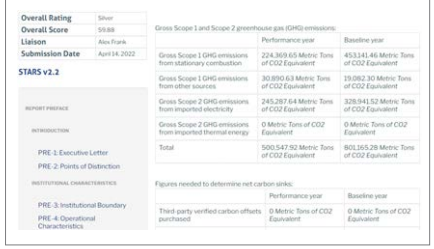
Office of Sustainability
UNIVERSITY OF WISCONSIN–MADISON

Lots of Data, but Difficult to Find

Sustainability progress is assessed through the Sustainability Tracking, Assessment & Rating System (STARS). STARS is a comprehensive sustainability rating system for colleges and universities and is aligned with the United Nation's Sustainable Development Goals.

While publicly available, the STARS report is not designed for users to interact or download the data, nor is it a vehicle to share trends.

The goal of the dashboard is to share and visualize STARS data to show progress over time and be a resource for staff, students, and stakeholders.



Overall Rating	Silver
Overall Score	59.88
Liaison	Alex Frank
Submission Date	April 14, 2022

STARS v2.2

REPORT PREFACE

INTRODUCTION

PRE-1: Executive Letter

PRE-2: Points of Distinction

INSTITUTIONAL CHARACTERISTICS

PRE-3: Institutional Boundary

PRE-4: Operational Characteristics

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	224,369.65 Metric Tons of CO2 Equivalent	453,141.46 Metric Tons of CO2 Equivalent
Gross Scope 1 GHG emissions from other sources	30,890.63 Metric Tons of CO2 Equivalent	19,082.30 Metric Tons of CO2 Equivalent
Gross Scope 2 GHG emissions from imported electricity	245,287.64 Metric Tons of CO2 Equivalent	328,941.52 Metric Tons of CO2 Equivalent
Gross Scope 2 GHG emissions from imported thermal energy	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Total	500,547.92 Metric Tons of CO2 Equivalent	801,165.28 Metric Tons of CO2 Equivalent

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

Data Management – Follow the STARS

STARS is organized into four categories:

- Academics
- Engagement
- Operations
- Planning and Administration

This structure is used for the dashboard.

aashe The Association for the Advancement of Sustainability in Higher Education
stars a program of aashe

Technology – Simple is Beautiful

The Office of Sustainability website is built on the UW Theme for WordPress. To get data online and available in a simple format with minimal ongoing maintenance, we utilized the wpDataTables plug-in with HighCharts visualizations.

HIGHCHARTS

wpDataTables

Organize, organize, organize

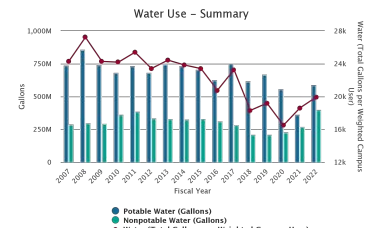
The dashboard is being developed iteratively, but the first step was organizing the data and setting-up a process for ongoing updates.

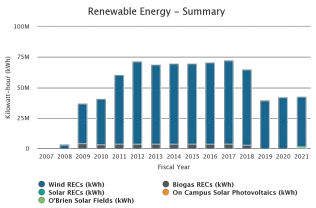
Sharing the currently available data is the first step. The dashboard will continually track progress, which updates as data becomes available.

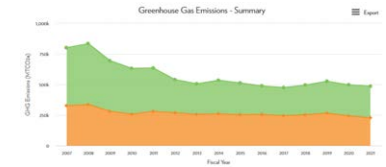
	Data Type	Category	Data	FY16	FY17	FY18	FY19	FY20	FY21	FY22
3.1.1	Dashboard	Normalizations	Budgets	Complete	Complete	Complete	Complete	Complete	In Progress	Not Started
3.1.2	Dashboard	Normalizations	Physical Space	Complete	Complete	Complete	Complete	Complete	Complete	Complete
3.1.3	Dashboard	Normalizations	Weighted Campus User	Complete	Complete	Complete	Complete	Complete	Complete	Complete
3.2.1	Dashboard	Academics	Courses	-	-	Not Started	-	-	Not Started	-
3.2.2	Dashboard	Academics	Learning Outcomes	-	-	Not Started	-	-	Not Started	-
3.2.3	Dashboard	Academics	Research and Scholarship	-	-	Not Started	-	-	Not Started	-
3.2.4	Dashboard	Academics	Experts Database	-	-	-	-	-	-	In Progress
3.3.1	Dashboard	Engagement	Green Office	-	-	-	-	-	-	-
3.3.2	Dashboard	Engagement	Green Labs	-	-	-	-	-	-	-
3.3.3	Dashboard	Engagement	Green Events	-	-	-	-	-	-	-
3.3.4	Dashboard	Engagement	Green Grants	-	-	-	-	-	-	-
3.4.1	Dashboard	Operations	Greenhouse Gas Emissions	Complete	Complete	Complete	Complete	Complete	Complete	Not Started
3.4.2	Dashboard	Operations	Energy	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	Not Started
3.4.3	Dashboard	Operations	Renewable Energy	Complete	Complete	Complete	Complete	Complete	Complete	Not Started
3.4.4	Dashboard	Operations	Food and Beverage Purchasing	-	-	-	-	-	-	-
3.4.5	Dashboard	Operations	Pollinator Habitat	-	-	-	-	-	-	-
3.4.6	Dashboard	Operations	Paper Purchasing	-	-	-	-	-	-	-
3.4.7	Dashboard	Operations	Student Commuting	Complete	-	Complete	-	Complete	-	Not Started
3.4.8	Dashboard	Operations	Employee Commuting	Complete	-	Complete	-	Complete	-	Not Started
3.4.9	Dashboard	Operations	Municipal Solid Waste	Complete	Complete	Complete	Complete	Complete	Complete	Not Started
3.4.10	Dashboard	Operations	Construction and Demolition Waste	-	-	Complete	Complete	Complete	Complete	Not Started
3.4.11	Dashboard	Operations	Water	In Progress	In Progress	Complete	Complete	Complete	Complete	Complete
3.5.1	Dashboard	Planning and Administration	Diversity	-	-	-	-	-	-	-
3.5.2	Dashboard	Planning and Administration	Affordability	-	-	-	-	-	-	-

Data and Graphs and Tables – Oh My!

- Users can zoom and pan in graphs, tooltips show data details
- Tables can be searched and filtered, graphs visualize filtered table data
- Data are accessible via download (.xls, .csv, .png, .pdf)
- Text provides context and links to resources for more detail on programs, projects, or future opportunities that affect the data







Zoom, Pan, Tooltips

Forward to 2.0

- Continue to add data annually
- Add new data in academics, engagement, and planning and administration
- Transition to Tableau for greater visualization flexibility
- Seek and respond to user feedback
- Share with students and faculty for coursework integration

tableau

SAFETY TALK

Redesigning Monthly Meetings to Support Youth Activity Leaders

Office of Youth Protection
UNIVERSITY OF WISCONSIN–MADISON

Introduction

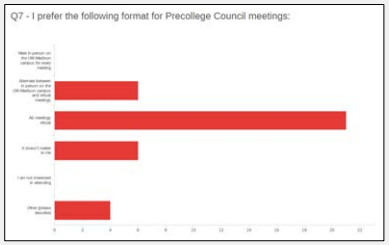
Prior to March 2020, the Office of Youth Protection hosted monthly Precollege Council meetings in Memorial Union. Youth activity leaders and representatives from key administrative offices attended sessions focused on relevant policy and best practices in youth protection.

In-person youth programming paused indefinitely in March 2020. Precollege Council meetings moved online, and focus turned to navigating the challenges presented by the pandemic.

Challenge

Workplace expectations at UW-Madison changed significantly by the time multi-day, in-person youth activities resumed on campus in May 2022. The Office of Youth Protection evaluated how Precollege Council meetings could meet evolving needs of participants through:

- discussions with stakeholders,
- an online questionnaire, and
- feedback on proposed changes.



Results

Responses resulted in renaming the group to accurately convey its purpose and restructuring meetings to increase their efficacy. **Five "Cs" of effective communication** were used to frame the developments.

1 CLEAR

- The Precollege Council was renamed the Youth Activities: Protection and Engagement Group to better reflect its purpose.
- Meetings employ a consistent structure and feature a relevant theme.
- Visual presentations highlight key information.

2 CONCISE

- Meetings are held to strict time limits.
- Presentations focus on essential information.

3 COMPELLING

- Meeting themes are selected through stakeholder feedback, highlighting the application of content to different program types.
- Focus is on fostering collaboration and problem-solving.

4 CURIOUS

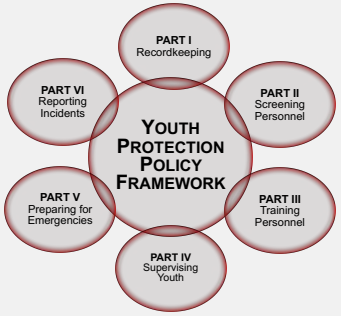
- Relevant guest speakers from throughout the university are invited to share their expertise and unique perspectives.
- Time is reserved for discussion, which is steered by the attendees.

5 CONSIDERATE

- All meetings are virtual to accommodate participation from employees who are not based in Dane County and those who work remotely.
- Session recordings and presentation files are available after each meeting.
- Supplemental in-person learning opportunities are scheduled.
- Youth protection challenges are readily acknowledged.

Learn About

Meetings focus on effective implementation of UW-Madison's youth protection framework, relevant laws and policies, best practices in youth protection, and how to engage youth.



Join Us

The new **Youth Activities: Protection and Engagement Group** meets the third Tuesday of the month between 3pm-4pm via Zoom. Register through UW-Madison's Professional Development Catalog.

Find Out More

Questions?
Email youthprotection@wisc.edu

KIDS ON CAMPUS

Screening and Training Adults with Access to Minors

Scope

59,186
youth registrations

Youth activities supported by
8,000+
UW-Madison employees and volunteers

Background

UW-Madison's Youth Protection Policy, UW-1045, requires that employees and volunteers who have access to minors complete screening and training prior to working in youth activities.

Training requirements vary based on role in the youth activity and include:

- Mandatory Reporting of Child Abuse and Neglect
- Campus Security Authorities
- Responsible Employee
- Sexual Misconduct and Clery Crimes in Youth Activities: Reporting and Prevention

Challenges

UW-Madison needs to know:

- **WHAT** youth activities are taking place
- **WHEN** youth activities are scheduled
- **WHERE** youth activities occur
- **WHO** has access to minors
- **HOW** adults with access to minors have been screened and trained

Solutions

2019
Centralized Youth Program Registration Implemented

2019
Records of Adults with Access to Minors Collected

2020
Responsible Employees and Campus Security Authorities Identified

2021
Trainings in Canvas and WordPress Developed

2022
Process for Information Sharing and Consultation Created

2023
Tableau Visualization for Compliance Audit in Development

Value

Trained adults contribute to positive environments that **SUPPORT** learning and belonging. Training and screening **REDUCE RISK** of abuse for minors who participate in youth activities.

These efforts also **DECREASE** the likelihood of expensive legal action and associated damage to the institution's reputation.

$237M
Cost of Jerry Sandusky case at Penn State (Whitford, 2020)

$1B
Recent University of Southern California case (Cifarelli Law Firm, 2021)

What's Next?

- Creating additional training and professional development for adults working with minors.
- Collaborating with OHR to adopt an institution-wide volunteer management system.

Find Out More

Office of Youth Protection
UNIVERSITY OF WISCONSIN–MADISON

Office of Compliance
UNIVERSITY OF WISCONSIN–MADISON

Questions? Please contact our team at youthprotection@wisc.edu.

IRB Efficiency Project (IEP)

Lynn Haynes, Carol Pech, Christina Moord, Gretchen Anding, Catherine Rogers, Casey Pellien, Travis Doran, IRB and HRPP staff

Background

Institutional Review Board (IRB) review is required for human research and can contribute to administrative burden. Consistent with UW's 2020 Strategic Framework, we implemented key changes to improve the efficiency and effectiveness of UW IRB processes with the primary aims of reducing administrative burden and protocol approval times, and improving UW investigator satisfaction with the IRB experience.

Survey of research stakeholders

Areas of dissatisfaction:

- Minimal faculty engagement in policy creation
- IRB fees and funding review process
- Redundancies in application and inconsistency of reviews
- Pre-committee review and final approval timelines
- Perceived adversarial, rather than collaborative relationships between IRB and study teams

Assessment → Opportunities

Conducted internal and external assessments to identify opportunities to improve efficiency

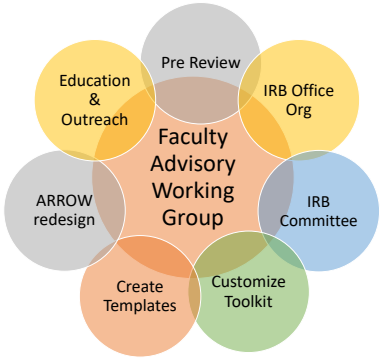
- Reducing and simplifying the IRB office's high volume of overlapping documents (SOPs, guidance, reference tools) to improve transparency and consistency of review
- Substantially altering the IRB intake and pre-review process to reduce time to IRB member review and approval
- Implementing structural changes to the UW IRB committees to maximize flexibility and improve turnaround times
- Transition IRB to OVCRGE to eliminate fees and unify the IRB offices under one administrative structure to align related business processes and accountability.

Project Executive Committee approved the implementation of the Huron HRPP Toolkit

Solutions and Implementations

Recognize and consider impacts and efficiency benefits for all stakeholders

Leveraged UW strong history of shared governance

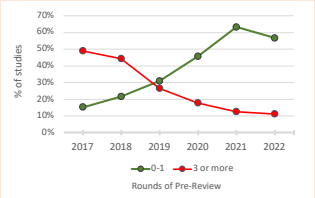


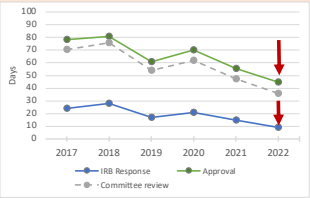
Created **Faculty Advisory Working Group** and 7 **project groups** each focused on unique aspect of project and overseen by the **project manager and executive committee**

Results of Interventions

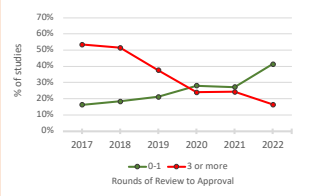
Round of review | Time to Approval

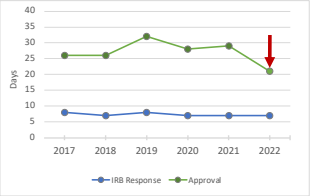
Full Board Studies



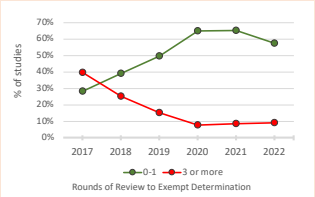


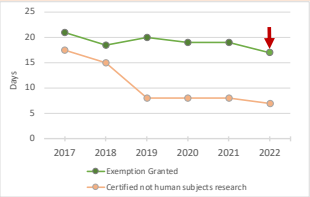
Expedited Studies





Exempt Studies





Rounds of review (staff to study team) has decreased from >3 to 1

Median time to first IRB staff comments and IRB approval has decreased for all review types

Funding review was minimized and IRB fees for most studies were eliminated to significantly reduce burden. 6- month IEP survey and recent IRB committee survey indicate improved communication between staff and study teams and excellent support by IRB staff.

RED Peer Mentoring Program

Connecting and Supporting UW-Madison Research Administrators

Providing Opportunities
Increasing Staff Engagement
Creating a Culture of Collaboration
Building Community

Overview

Research Administrators exist within every UW School/College and within most departments on campus.

On our large decentralized campus, it can be difficult for staff to make connections and learn from each other.

Mentoring

The Office of Research and Sponsored Programs created the RED Peer Mentoring Program in 2018 to build community and create connection for research administrators.

Participants apply and are matched 1:1 based on interests and goals.

Individualized

Peer Partners create mentoring agreements and action plans to meet their own individualized development goals throughout the 1-year program.

The cohort meets bi-monthly for networking and peer learning events.

Results

Our 2023 cohort includes representation from 45+ unique departments on campus.
Program participation has grown 245% since inception.

What People Are Saying

"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."
"The relationship building is outstanding! It's been such a supportive experience."
"My current position is VERY siloed, and I'm very glad to have access to other voices and resources via the RED program."
"In addition to expanding my skills and remaining engaged in my career, I have made a great personal contact that I enjoy talking to and meeting with."

Learn More!

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

RED
Research Education Development

The American Family Funding Initiative

An Internal Funding Competition Rooted in Collaboration

American Family Insurance
Data Science Institute
UNIVERSITY OF WISCONSIN–MADISON

Challenges

- Find an application platform that can manage parallel UW and AmFam reviews with unique criteria
- Increase the number of submitted applications focused on research topics of interest to AmFam
- Increase applications from people underrepresented in data science & address bias in the review process

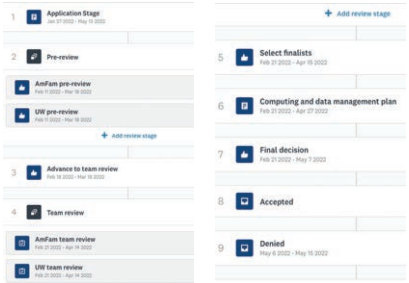
American Family Insurance partners with UW through the Data Science Institute (DSI) to sponsor data science research relevant to the insurance industry. Since 2020, the American Family Funding Initiative has awarded nearly $4 million to 28 research teams at UW–Madison through an internal funding competition administered by the DSI.

American Family will invest a total of $10M in ten rounds of awards. Round 5 applications were due in March 2023, and we will announce results in May. The DSI and American Family collaborate year-round to plan, implement, reflect, and adjust.

Process Improvements

Application and Review Workflow

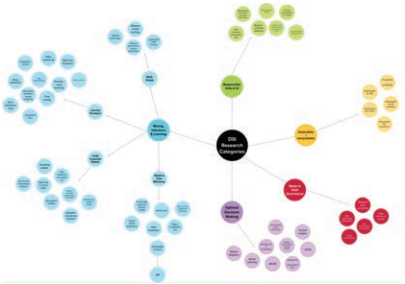
We needed an application management system that would streamline our complex review process and allow blind reviews. We found the solution in our own backyard: the Office of the Vice Chancellor for Research and Graduate Education uses SurveyMonkey Apply, which met our criteria. Switching platforms, along with OVCRGE's tech support, saved us time and money.



SurveyMonkey Apply helps us manage our workflow.

Communicating Topics of Interest

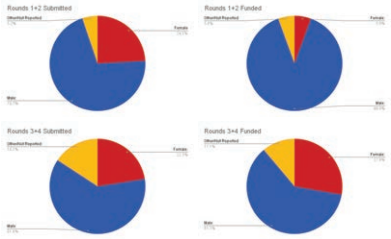
We wanted to increase the number of proposals relevant to both data science and insurance. AmFam and the DSI worked together to create a data science topic map depicting research areas of interest. To help PIs write strong proposals, AmFam gave a presentation on data science applications in insurance, held office hours, and shared detailed descriptions of their areas of interest.



The topic map communicates funding interests.

Inclusion and Representation

In our first two funding rounds, most awards went to PIs identifying as male and White. To attract a more diverse applicant pool, we worked with the Office of the Secretary of the Faculty on an outreach strategy for new faculty. We also implemented a blind review process to address bias. We have made progress on gender representation, but we have not achieved racial or gender equity.



In Rounds 1 & 2, PIs identifying as male received a disproportionate % of awards. In Rounds 3 & 4, gender identity of applicants and awardees was more similar.

Results

- By working with a previously allocated site licensure agreement, the DSI saved $7K annually on our application management platform.
- We use a pre-review to focus our efforts on applications of interest to American Family. While 65% of Round 4 applications made it through this pre-review, 75% of Round 5 applications achieved this milestone and 80-90% of them had some insurance-relevant content.
- The percentage of funded PIs identifying as female increased from 5.6% in Rounds 1 & 2 to 27.8% in Rounds 3 & 4.

Next Steps

While the majority of our funded PIs currently identify as Asian, we need to increase representation of Latina/o/x and Black applicants and awardees. Our one-year awards are challenging for PIs who need two years of graduate student funding. A possible solution is to connect these PIs with the DSI's data scientists for research support.

Thank You!

Max Coller, OVCRGE

Beth Meyerand, Office of the Provost

Lindsey Stoddard-Cameron,
Office of the Secretary of the Faculty

Dan Dickinson, Melissa Godboldt,
Zak Rottier, and Neal Silbert,
American Family Insurance

Learn More:

datascience.wisc.edu/research-amfam/
research@datascience.wisc.edu

The Impact of Culturally Aware Mentoring Interventions on Research Mentors and Graduate Training Programs

E. Eiring, A. Byars-Winston, R. McGee, S. House, S. Hurtado., A. Carrasco, R. Jones, Y-G. Lee, 2023

Personal introspection advances culturally responsive mentorship

Cultural diversity influences research mentoring relationships. **The Culturally Aware Mentoring (CAM) intervention equips research mentors with the understanding and skills required to effectively mentor historically excluded graduate students.**

The CAM research responds to the pressing need for graduate faculty to **employ inclusive, evidence-based mentoring practices to improve the environment for historically excluded students** in NIH research areas and create the cultural shift in academic departments called for by the National Academies of Sciences, Engineering, and Medicine. Our results support the efficacy of culturally focused mentor training interventions.

CAM Website:
https://cimerproject.org/cam-nrmn/

CAM Culturally Aware Mentoring
National Research Mentoring Network

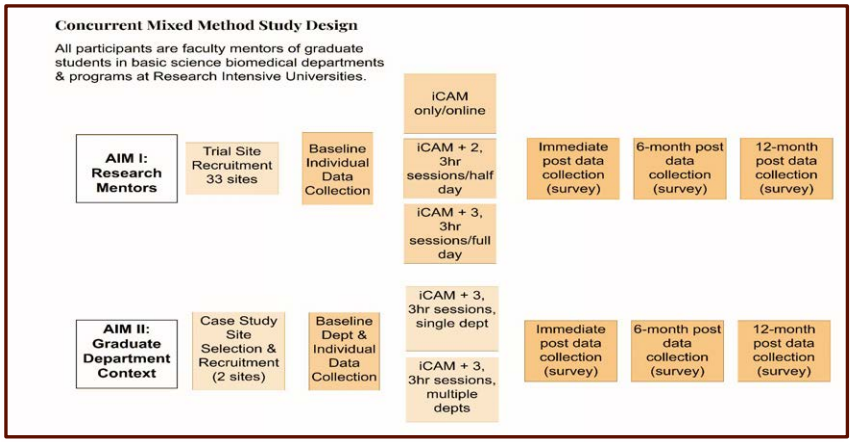
Research Questions

Aim 1

1. What are the pre- to post ***changes in research mentors' perceptions of competencies, mentoring effectiveness, cultural awareness***, and ***intended behaviors*** as assessed by the study measures across format and dosage of CAM interventions?
2. ***What factors facilitate or inhibit*** research mentors' actual ***performance/enactment of CAM behaviors*** in research contexts after exposure to the CAM intervention?

AIM 2

1. How do CAM participants ***exchange knowledge with faculty peers*** about mentoring students, specifically HU graduate students?
2. What conditions or events ***motivate departmental involvement in training and*** subsequent ***adoption of CAM practices and principles across the department***? How do these differ for ***single departments vs. interdepartmental*** CAM training models?
3. What changes are ***evident in participants' perceptions of their departments*** (e.g., climate)?



Study Design

- Randomized Control Trial
- National sample: 33 sites
- 3 Treatment Conditions of CAM Intervention (WL, 6hr, 9hr)
- Case Studies with 2 sites
- 796 Participants

Constructs

- Mentoring Competency
- Cultural Diversity Awareness (CDA)
- Department Climate
- Theory of Planned Behavior
- Organizational Learning

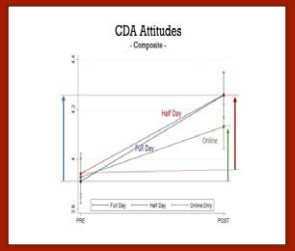
Diversity Program Consortium

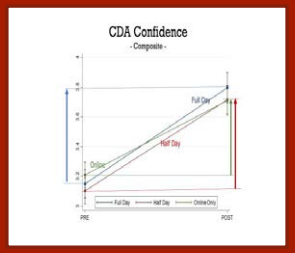
NRMN

Results

Qualitative Interview Sample

*"I see myself as much more **privileged** now than I ever had in the past. I mean, I have always considered myself to be someone who never got the opportunities, who never, you know, never landed the great positions, was never recognized for awards or never elevated to high positions. And yet I've done perfectly fine for myself and consider **the possibility that it simply relates to privilege, to my white majority, male status that makes a number of steps easier in life.**"* (White, male)





*Preliminary data demonstrate **increases in mentors' knowledge of cultural diversity** and confidence to broach topics such as **racism** and **stereotype threat**, and results in changes in mentoring practices.*

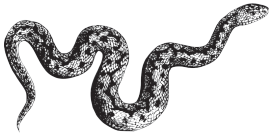
Using Python and Email Domains to Extract Custom Analytics Data

Overview

This poster will review how to use Python code to sort and count thousands of email domains.*

The Problem

Our center requires detailed analytics on over 10,000 users. Most analytics software doesn't support our needs and manual sorting is too time-consuming.



The Solution

We developed a Python program to sort these emails. Our program takes in a CSV file of email domains and outputs several sorted CSV files.

The Result

We can now quickly analyze over 10,000 users as needed. Additionally, our code can be reused to count items such as:

- Internal ("wisc.edu") vs. external users
- Academic vs. governmental (".edu", ".gov", etc.)
- Number of unique domains

To learn more, the adjacent sample code counts all emails that end in a country code (".au", ".za", etc.) and outputs a sorted spreadsheet.

Please ensure you are GDPR compliant in your collection of email domains.

Sample Code for Countries

```
import csv

# open the file to read from
f = open("emails-domains.csv", "r")

 # create empty dictionary
d = {}

# loop through each email to sort
for line in f:
   domain_end = line.replace("\n","").split("@")
   domain_end = domain_end[1].split(".")
   domain_end = domain_end[-1]
   if domain_end in d:
      d[domain_end][1] += 1
   else:
      if domain_end == "au":
         d[domain_end] = ["Australia",1]
      elif domain_end == "za":
         d[domain_end] = ["South Africa",1]
   ...

f.close()

# create a new csv file
f = open("countries.csv", "w", encoding='UTF8', new-
line='')
writer = csv.writer(f)

# write the first row of the file
writer.writerow(["email domain ending", "country", "number
of instances"])

# add each item from the dictionary to you CSV file
for item in d:
   writer.writerow([item, str(d[item][0]), str(d[item][1])])

f.close()
```

Follow the QR code to see full Python example program on GitHub.

Center for Health Disparities Research
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

For more information, contact: Audra Koscik akoscik@wisc.edu
Communications Specialist | Center for Health Disparities Research

Python Code Parts

domain_end = line.replace("\n","").split("@")

This code splits the email domain at the "@" and returns a list. The email "smith@health.com.za" would return ["smith", "health.com.za"] and store the list in domain_end. The split() function is used to keep splitting the email until we have the email ending.

the if/elif/else statements

The if/else statements determine if the country is in the dictionary. If the country code is in the dictionary, the count increases by one. If not, the country is added to the dictionary.

writer.writerow([item, str(d[item][0]), str(d[item][1])])

This code writes each item from the dictionary to the spreadsheet. Every item is a country code, and each item connects to a list with the country and the count.

Additional Useful Python Concepts

if "string" in x:

Use this syntax to search for keywords in an email. For instance, a program could count each email that contains "wisc.edu".

dictionary = {}

Dictionaries connect a key to a value. To count unique domain names, create a dictionary with each domain name as a key and its value as the count. Then, count each key with only 1 for a value.

Madison Microneurosurgery Initiative: A New Perspective for Microvascular Laboratory Training in LMICs

School of Medicine and Public Health
UNIVERSITY OF WISCONSIN-MADISON

Abdullah Keles, MD[1*], Alberto Acitores Cancela, MD[1], Adefisayo Adekanmbi, MD[1], Mohammad Shahnawaz Bari, MD[1], Chloe Dumot, MD[1], Guillermo Garcia Oriola, MD[1], Turab Gasimov, MD[1], Mehmet Sabri Gurbuz, MD[1], Jared Paul U Golidtum, MD[1], Yannick Canton Kessely, MD[1], Zviad Malazonia, MD[1], Charbel K. Moussalem, MD[1], Mohd Aidil Bin Mohd Nor, MD[1], Ahmed Hussein Omar, MD[1], Jayunkumar Shah, MD[1], Burak Ozaydin, MD[1], Mustafa Kemal Baskaya, MD[1]

[1] *Department of Neurological Surgery, University of Wisconsin Madison, Madison, WI*

Department of Neurological Surgery
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

INTRODUCTION

- Although modern microsurgical techniques were introduced in the late 1960s, in low- and middle-income countries (LMICs), approximately five million essential neurosurgical operations per year are not addressed.
- Compared to high-income countries, one of the main reasons for this inequality in LMICs is the lack of access to microsurgical training facilities and medical professionals trained in microneurosurgical techniques.
- Madison Microneurosurgery Initiative (MMI) was founded to bridge the gap in microsurgical training by providing basic, accessible, and sustainable microsurgical training opportunities to healthcare professionals from LMICs in their respective countries.

METHODS

- In 2020, we began procuring stereo microscopes, microsurgery training instruments, and materials from various online auction websites and other sources(Fig.1).
- All the purchases and quality checks were made by the first author, AK, and MMI members. After the quality check, we donated different microscopes and instrument setups to neurosurgeons from LMICs based on individual needs(Fig.2).
- After delivering the setup to the intended locations, we provided previously recorded training videos and organized online training sessions.
- Additionally, we have visited some of the centers, and organized in-person training courses in those countries.

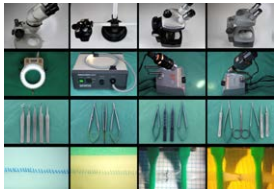


Figure 1: Basic Training Setups; stereo microscopes, light sources, and surgical tools.

Figure 2: Worldwide donations of the Madison Microneurosurgery Initiative.

Figure 3: We have organized online microvascular anastomosis training sessions in four different countries - namely, Lebanon, Paraguay, Turkey, and Bangladesh. **(a)** Online demonstration setup **(b)** Online training sessions with Paraguay neurosurgeons **(c)** Laboratory training after initial online session

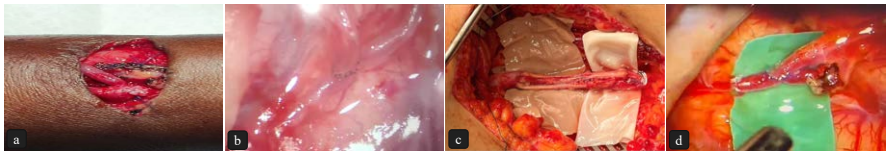


Figure 5: From microsurgery laboratory to the operative rooms. **(a)** 13 AV fistulas for dialysis patients have done by Dr. Kessely in Chad **(b)** EC-IC bypass by Dr. Shah from India **(c)** Nerve grafting by Dr. Gurbuz from Türkiye to repair iatrogenic peripheral nerve injury **(d)** First EC-IC bypass case in Tbilisi, Georgia done by Drs. Tsikarishvili & Malazonia

Figure 4: Microanastomosis training 'boot camps' in six locations across Turkey, Georgia, and Azerbaijan.

RESULTS

- Our outreach efforts have benefited a total of 15 LMICs and 22 centers, through the donation of 43 stereo microscopes and seven macro/micro instrument sets(Fig.2).
- We have facilitated online microvascular anastomosis training sessions in four different countries - namely, Lebanon, Paraguay, Turkey, and Bangladesh(Fig.3).
- We have organized microsurgical training 'boot camps' in six other locations across Turkey, Georgia, and Azerbaijan(Fig.4).
- Neurosurgeons who have attended our courses and completed the Baskaya Microvascular Bypass Training Curriculum have performed 16 microsurgical operations.

CONCLUSIONS

- Free, accessible, and sustainable microsurgical training for LMICs is feasible.
- MMI intends to keep supporting microvascular laboratory training in LMICs.

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Population Health Institute
Translating Research for Policy and Practice

County Health Rankings & Roadmaps
Building a Culture of Health, County by County

MS Teams: One successful practice for project management

The Challenge

- **One MS Team for Everything** in our program does not work
  - It can be tempting to try and fit everything into a single MS Team

Consider Instead

- Many teams - VERY NARROW focus
- Team Membership
- Team Function & Purpose

Our Program Schema

- TEAM TYPES
  - Project teams
  - Topic teams
    - Resource Topics
    - Social Topics
    - Staff Topics
- CHANNEL TYPES
  - Project Channels
    - Activities with Start/End
  - Topic Channels
    - Categorical

What's Missing

We have yet to find a way to 'roll up' the work of all teams into a program-wide summary. We are testing UW Smartsheet but it's not automatic.

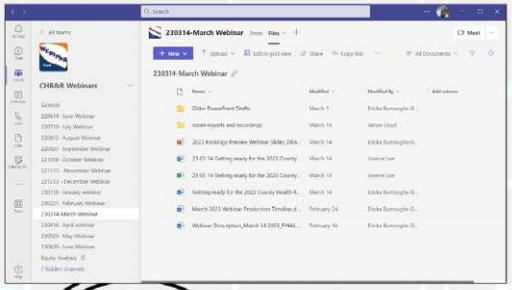
Contact

James Lloyd
Program Technology Coordinator
www.countyhealthrankings.org

Find me in TEAMS!

Team Types & Channel Types

Project Teams

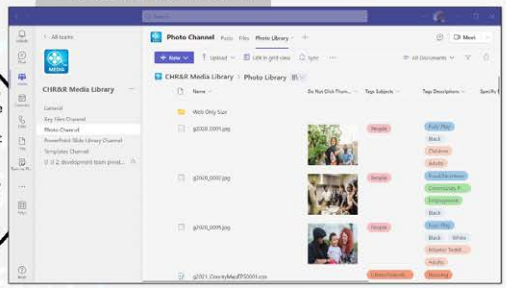


CHR&R Webinars is a great example of a project team. Members are from multiple org units and the channels are activity channels. Each channel represents a specific webinar which has a monthly lifecycle that starts 5 weeks before the webinar and ends 1 week after. Everything about a particular webinar is collected in its channel

Other project teams at CHR&R:
CHR&R Website
CHR&R Project Office
CHR&R Conferences & Presentations
CHR&R Podcast
CHR&R Travel
CHR&R Staffing

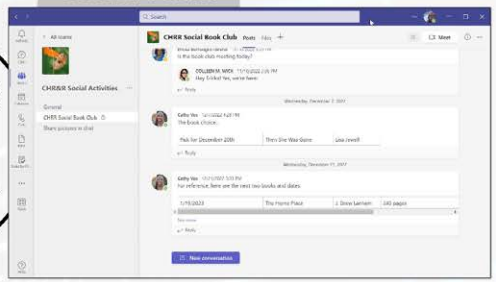
Topic Teams

Resource Team



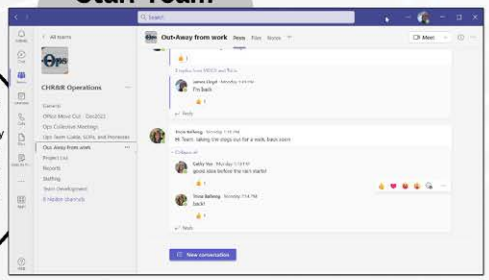
CHR&R Media Library is resource topic team type. Members can be all staff and can opt-out. Channels are topical for different media resource types. Most popular is the photo library with licensed stock-photos for staff to create presentations and other documents. Key Files has MS Word and PowerPoint templates and logos.

Social Team



CHR&R Social Activities is a social topic team. Members again are all staff who can opt-out. In this team there is a 'private' channel for a book club. Staff members can share photos from trips and other events in the general channel and post items of interest like garage sales and more.

Staff Team



CHR&R Operations is a staff topic team. The channels again are categorical and the most frequently used channel tends to be the 'Out Away from work' - especially as all of this team now work from home after the pandemic. This team has also been the place where other new teams have been created - such as Staffing.

Clinical Trial Systems Integration Reduces Duplications and Increases Efficiencies

Unifying clinical trial management for productivity and patient safety

Background

NIH defines a clinical trial as

"A research study in which one or more human subjects are prospectively assigned to one or more interventions (which may include placebo or other control) to evaluate the effects of those interventions on health-related biomedical or behavioral outcomes."

-U.S. Department of Health and Human Services I National Institutes of Health

OnCore™ is a Clinical Trial Management System licensed by Advarra® that provides researchers the ability to manage clinical trials to guarantee safe and successful conduct of trials and ensures reproducible results.

Includes standardized interfaces to integrate with the Electronic Health Record (EHR):

UW HEALTH LINK ⇄ OnCore™

- Enables providers to see that a patient is on trial
- Alerts the study teams when a patient on a trial is hospitalized
- Supports recruitment through MyChart Patient Portal
- Allows appropriate billing for study specific activities

The WiscOnCore project involved consolidating the two disparate instances of OnCore into a single instance integrated with the EHR. A large team and stakeholders totaling over 500+ including Principal Investigators, study team members and informaticians collaborated to:

- Re-engineer processes and workflows for efficient operation
- Configure data collection fields for oncology and non-oncology of research
- Ensure quality of existing data through QA/QC procedures
- Migrate cleaned data to WISC instance
- Validate data post migration
- Collect all new studies in WiscOnCore

Issues Addressed

Inefficiencies with two separate systems

- Manual workarounds
- Duplication of effort
- Inconsistent use and data collection
- Disparate field definitions
- Decentralized support

Change Management

- Provided users and stakeholders links to central documentation with additional information and timeline
- Outlined major changes of what is changing and who is affected
- Developed migration checklists outlining important tasks for users
- Sent weekly emails including timeline reminders and action items
- Conducted informational webinars and held monthly user group meetings

Communication was key!

Impact

Strategic Plan	Built systems and processes that support enterprise-wide clinical research
Streamline	Consolidated and automated processes and workflows
Efficiency	Decreased administrative burden and system costs
Growth	Optimized processes and infrastructure to support future integrations
Metrics	Enabled reporting and analytics across all Clinical Trials

Future

Expand integrations with other systems

- Research and Sponsored Programs
- REDCap Electronic data capture
- Pharmaceutical Research Center
- Institutional Review Board
- Human Resources
- Wisconsin Real World Data Collaborative (Wisc-RWDC) data repository

SMPH Informatics and Information Technology

Digital services and support for students, departments, faculty, and staff

https://it.med.wisc.edu/

Support provided by:
University of Wisconsin Carbone Cancer Center Support Grant P30 CA014520
The Institute for Clinical and Translational Research, Clinical and Translational Science Award (CTSA) program, the National Center for Advancing Translational Sciences (NCATS), grant 1UL1TR002373.

Wisconsin State Laboratory of Hygiene
UNIVERSITY OF WISCONSIN–MADISON

The Wisconsin State Laboratory of Hygiene Quality and Safety Award: Fostering a Culture of Innovation Through Recognition

Christabel Yeboah, MPH, Royce Riessen, MBA, Hannah Gander, MPH

Background

Before 2022, the Wisconsin State Laboratory of Hygiene (WSLH) presented two employee awards: Cheers for Peers, an award designed for everyday acknowledgment, and the annual Employee Awards, a prestigious award intended for high-level achievement. To bridge the gap between these awards, WSLH leadership formed a team to design and implement an additional form of recognition, the Quality and Safety (QAS) award. The team included members from the Quality Assurance Committee and the Safety Committee.

The team concluded that all WSLH staff should be eligible for the new QAS award, and nominations can also be made by all staff. The award was to be presented bi-annually to encourage ongoing appreciation of quality and safety in the laboratory.

2022 QAS Award Recipients

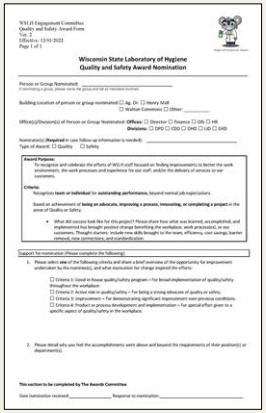
Photo Credit: Jan Klawitter

Award Purpose and Criteria

The Quality and Safety (QAS) award was established in 2022 to recognize and celebrate the efforts of WSLH staff who are finding ways to improve the work safety environment, the work processes for staff, and/or the delivery of services to our customers. **The QAS award aims to foster a culture around quality and safety.**

This award recognizes a team or individual for outstanding performance beyond normal job expectations. Recipients are selected based on being an advocate, improving a process, innovating, or completing a project in the areas of Quality or Safety.

Nomination Form



WSLH Engagement Committee
Safety and Safety Award Form
Version 1
Effective: 12/01/2022
Page 1 of 1

Wisconsin State Laboratory of Hygiene
Quality and Safety Award Nomination

Person or Group Nominated: _____
(If nominating a group, please name the group and list all members involved)

Building Location of person or group nominated: ☐ Ag. Dr. ☐ Henry Mall
☐ Walton Commons ☐ Other: _____

Office(s)/Division(s) of Person or Group Nominated: **Offices:** ☐ Director ☐ Finance ☐ DIS ☐ HR
Divisions: ☐ DPS ☐ DSS ☐ DWD ☐ LID ☐ BRD

Nominator(s): **(Required)** In case follow-up information is needed:

Type of Award: ☐ Quality ☐ Safety

Award Purpose:
To recognize and celebrate the efforts of WSLH staff focused on finding improvements to better the work environment, the work processes and experience for our staff, and/or the delivery of services to our customers.

Criteria:
Recognizes **team or individual** for **outstanding performance**, beyond normal job expectations.

Based on achievement of **being an advocate, improving a process, innovating, or completing a project** in the areas of Quality or Safety.

- What did success look like for this project? Please share how what was learned, accomplished, and implemented has brought positive change benefiting the workplace, work process(es), or our customers. Thought-starters: Include new skills brought to the team, efficiency, cost savings, barrier removal, new connections, and coproduction.

Support for nomination (Please complete the following):

1. Please select **one** of the following criteria and share a brief overview of the opportunity for improvement undertaken by the nominee(s), and what motivation for change inspired the efforts:

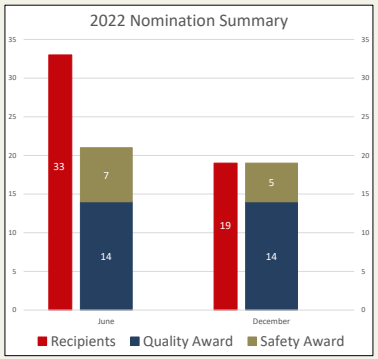
   ☐ Criteria 1: Good-in-house quality/safety program – For broad implementation of quality/safety throughout the workplace.
   ☐ Criteria 2: Active role in quality/safety – For being a strong advocate of quality or safety.
   ☐ Criteria 3: Improvement – For demonstrating significant improvement over previous conditions.
   ☐ Criteria 4: Product or process development and implementation – For special effort given to a specific aspect of quality/safety in the workplace.

2. Please detail why you feel the accomplishments went above and beyond the requirements of their position(s) or department(s).

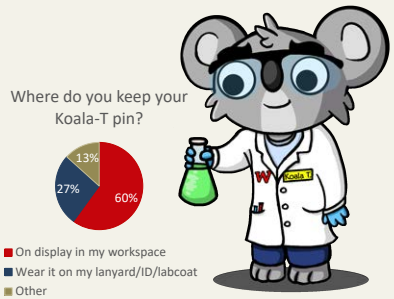
This section to be completed by The Awards Committee

Date nomination received: _____ Response to nomination: _____

Nominations

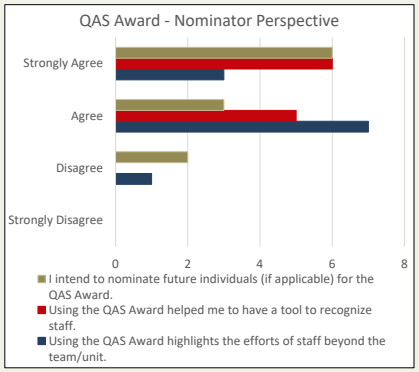


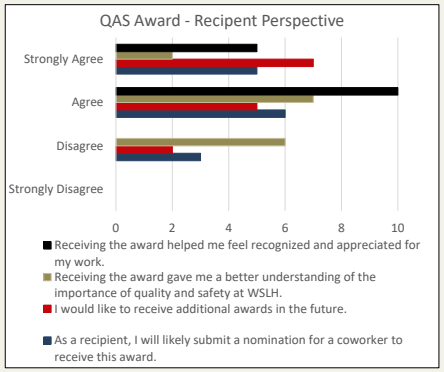
Koala-T Pin



Graphic Art by Bryce M. Johnson

Results





Conclusion

After one year and two nomination periods for the QAS award, a survey was sent to all nominators and award recipients to gather feedback and improve both the nomination process and the award promotion. Survey results showed an overwhelmingly positive response to the award. Out of 15 individuals, all agreed that **receiving the award helped them feel recognized and appreciated for their work**. Feedback included:

"Thank you for creating this award!"
"Keep it going!"
"Really enjoy the award ceremony and snacks with all of the recipients!"
"It was nice to receive recognition for the attention I pay to my work."

Future improvements include increasing the promotion of the award and the explanation behind the award. The next steps include reiterating the importance of the award, what receiving the award means, and continuing to highlight that all staff members are eligible to nominate and/or receive the QAS Award.

Session Date: 4/20/2023

Podcasting for the Interprofessional Healthcare Team

An evidence-based practice initiative

Tracy Mrochek, MPA, RN, NPD-BC, Manager, Nursing Professional Development

School of Nursing
UNIVERSITY OF WISCONSIN–MADISON

Background

1st Lt. Signe Skott Cooper
Courtesy of UW–Madison School of Nursing

Signe Skott Cooper, MEd, RN, FAAN was an innovator and pioneer in continuing education for nurses. She led telephone conference courses throughout Wisconsin, using 24 "listening posts" for over 600 nurses (University of Wisconsin–Madison, 2022a).

This initiative was sparked through participation in the Association for Nursing Professional Development's Evidence-Based Practice Academy.

In 2016, University of Wisconsin–Madison Interprofessional Continuing Education Partnership (ICEP) became Jointly Accredited. ICEP is a partnership comprising the UW–Madison School of Nursing, School of Medicine and Public Health, and School of Pharmacy.

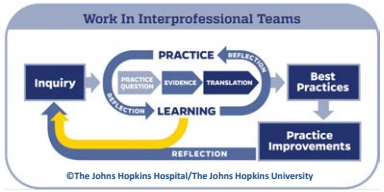
Objective

Review best practices, internal/external issues, resources, and opportunities/barriers to determine the feasibility of a sustainable podcast for members of the interprofessional healthcare team.

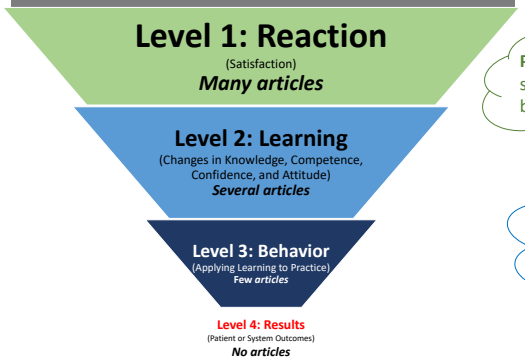
Approach

- Literature review
- Market analysis
- Interviews
- Interprofessional planning meetings
- Data compilation
- Future planning

Framework: Johns Hopkins Evidence-Based Model



Literature Findings



Market Analysis

Findings: 50 Interprofessional Podcasts

- UW–Madison Health Sciences Podcasts: 7 Podcasts (April 2022)
- Google Search and Spotify, Apple Podcasts, and Stitcher Platforms: 43 Podcasts (March-April 2022)

36/50 podcasts have released at least one episode in the last six months

17/50 podcasts have produced at least 100 episodes

UW–Madison episode run time range: 4-76 minutes

Google Search and Spotify, Apple Podcasts, and Stitcher Platforms
Episode average run time: 37 minutes

Funding methods: Government grants, education grants from ineligible and eligible companies, donations, services and selling products

Accredited continuing education: Yes=18, Unknown: 1, No=31
Of those that are accredited, 3 charge learners a fee

Podcasts marketed as "interprofessional" are often not

Thoughts About Podcasts from the Interprofessional Team

Nurse: It is just exciting. People have been asking for this type of education for a while. It is always difficult to get something started.

Physician: Makes perfect sense and is probably overdue.

Pharmacist: Excited to take a systematic approach, supported by multiple disciplines.

Nurse: It is a huge win for getting people information in places and sources that they are already looking for it.

Social Worker: I think about the Advisory Group and the importance of who and what organizations are on that advisory group, because I think those perspectives would lend themselves to individual episodes that would be very meaningful.

18-Month Implementation Timeline

Start
- Secure funding
- Recruit Advisory Team
- Conduct needs assessment
- Determine roles
- Finalize theme/focus
- Define outcomes
- Develop process map
- Integrate framework

3 Months
- Finalize and implement sustainability plan
- Assess team progress and initiate QI strategies (quarterly)

5 Months
- Outline content
- Secure host/ guests
- Develop marketing strategy
- Complete accreditation requirements
- Begin recording/ dissemination
- Assess team/ program progress
- Initiate QI strategies

9 Months
- Assess team/ program/ episodes and initiate QI strategies (quarterly)

Finish: 18 Months
- Generate pilot report and recommendations

Implications for Practice

- Podcasting is a contemporary delivery method for professional development
- Health professionals have high interest in podcasts and already listen to them in their personal lives
- Podcasts offer "on the go" access to professional development for professionals who are stressed, tired, and/or burned out
- Podcasting is an innovative dissemination method for faculty research and sharing expertise
- Most learners reported high satisfaction with podcasts and have increased knowledge, competence, and confidence. Some learners have changed their attitudes and practice behaviors through podcasts
- Involving students in podcasting can provide unique learning opportunities (e.g., podcast hosting) that may not be found in clinical settings
- Podcasting will not be a revenue generator
- Cost and resources to plan, implement, and evaluate a podcast can vary significantly and depend on the goals of the program
- Securing funding for a podcast may be challenging but there are several approaches to consider
- It is feasible to have a sustainable podcast for the interprofessional healthcare team

Logic Model & References

Acknowledgements

Thank you to Sue Gaard, MS, RN, NPD Director (Organizational Sponsor), Linda Bub, MSN, RN, GCNS-BC, NPD-BC (EBP Mentor) who greatly contributed to the success of this initiative and my participation in the Association for Nursing Professional Development's EBP Academy.

An additional thank you to the **Podcast Exploratory Team Members** for their preparation, active participation, thoughtful responses, and willingness to join me on this podcasting journey: Lindsay Derksen, RN, Theresa Fishler, MSSW, CISW, Ann Garton, DNP, FPCC, RN, CNE, Michele Glynn, DNP, RN-BC, Grace Leonard, EdM, BA, Chris Manakas, MD, Pam McGranahan, DNP, RN, and Lucas Schulz, PharmD, BCIDP.

All-Staff Meetings for Better Staff Engagement

School of Pharmacy
UNIVERSITY OF WISCONSIN-MADISON

Shelley Calhoun and Anna Reinhart, CASI Co-Chairs
University of Wisconsin–Madison School of Pharmacy

CASI's Mission

To represent School of Pharmacy (SoP) academic and university staff members, advise the Dean in developing and reviewing policies and procedures impacting staff, and identify and promote opportunities for SoP staff.

Who is CASI?

Committee on All-Staff Issues (CASI) members are staff elected or appointed to represent the following disciplines:

- Research Staff
- University Staff
- Instructional / Administrative Staff

Identifying the Problem

Timely, accurate information is crucial in times of change. During COVID lockdown, SoP staff were suddenly isolated and without standard communication from the school.

- Inconsistent communication across the SoP - some units do not include staff in regular meetings
- Lack of timely communication of information to staff
- No staff-only venue to ask questions, share concerns
- Faculty votes impacting the SoP community occurred without time for staff to review or provide input

Considering Staff Needs

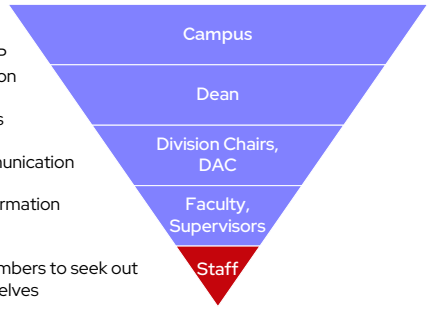
- Timely communication of staff-focused topics
- Central resource for information
- Direct connection with leadership
- Provide information to all staff at the same time
- Staff can give feedback as well as receive information
- Human connection during a very difficult time

Key Stakeholders

- Dean
- Assoc. Dean for Administration and Staff (ADAS)
- Staff Members
- Dean's Advisory Council (DAC)
- Committee on All-Staff Issues (CASI)
- Postdoctoral Fellows

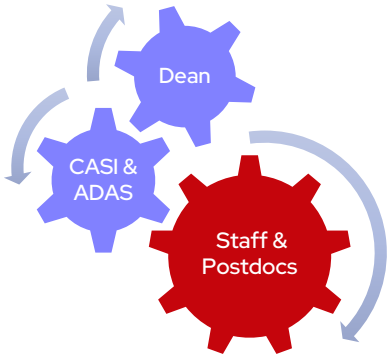
Former Communication to Staff

- Top-down model
- Difficult to find SoP -specific information
- Excluded postdocs
- Inconsistent communication
- Staff received information second-hand
- Relied on staff members to seek out information themselves



New Communication with Staff

A collaborative environment featuring input from staff and leadership. Postdocs are now included in All-Staff Meetings, too.



- Collaborative model
- SoP-specific information in central location
- Includes postdocs
- Consistent communication, timing, meeting format
- Staff receives information directly from leadership and CASI

For Staff, by Staff

With support from leadership, CASI established a standard procedure for All-Staff Meetings to address topics relevant to staff and foster connection with the SoP:

- Virtual format for broad accessibility
- Regularly occurring
- Collect questions and feedback in multiple ways to ensure all voices are heard
- Icebreakers and opt-in breakout groups for social interaction during lockdown

Timing is Everything

Deliberately place All-Staff Meetings within the existing schedule of SoP meetings:

- Two weeks before Faculty/Staff Meetings (which sometimes feature votes impacting staff)
- One week after CASI meetings (to allow committee input on All-Staff agenda)
- Two All-Staff Meetings per semester, scheduled at the start of each academic year

Continuous Improvement

What began as a quick and useful solution has become a standard tool leadership and staff appreciate and rely on.

Since returning to in-person / hybrid work, All-Staff Meetings follow a consistent format:

- Standard agenda format:
  - ✓ New / outgoing staff
  - ✓ Dean's update
  - ✓ HR update
  - ✓ Featured topics
  - ✓ Promote CASI activities and opportunities
- Virtual meetings for broad accessibility
- Standard day, time, length

Implementing Inclusive Tai Chi Prime

School of Pharmacy
UNIVERSITY OF WISCONSIN-MADISON

Ejura Salihu[1], Kristine M. Hallisy[2], Betty Chewning[1]
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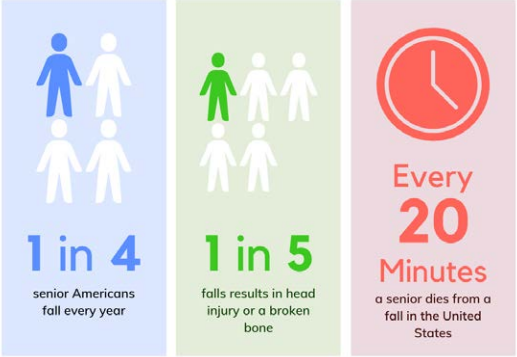
Department of Family Medicine and Community Health
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

PROBLEM: Wisconsin is #1 in deaths from falls[1]



There is little dissemination of tai chi-based fall-prevention programs in African American/Black (AA/Black) and Latinx communities. Community peer-concordant leaders are needed.

OBJECTIVE: Inclusive Tai Chi Prime[2]

Recruit and train peer-concordant Tai Chi Prime (TCP) Leaders to adapt and disseminate TCP to AA/Black and Latinx communities in Milwaukee.

METHODS: 2-year Participatory Planning Model

- Eight advisory board members representative of AA/Black and Latinx communities meet monthly with the TCP research team.
- Tai Chi Prime Leader training (Year 1)
- Tai Chi Prime Community courses (Year 2)

RECRUITMENT: Exceeded Benchmark (N=15)

Race Trainees	AA/Black	Latinx
Total (N=25)	12	13
Trained (n=19)	9 (75%)	10 (76.9%)

Table 1: Total TCP leader recruitment and training completion rates for TCF-Adapted program training.

SOLUTION: Tai Chi Prime – National Council on Aging evidence-based falls prevention program[3]

Tai Chi Fundamentals Adapted Program[4] → TCP Leader Training

Tai Chi Prime Leader Training (Year 1)

Home Practice Training → Tai Chi Fundamentals Adapted Program[4]

Tai Chi Prime Community Courses (Year 2)

TCP TRAINING: Leader Candidate Feedback (4 courses)

Course satisfaction (Return/Participant rates)	Course 1 (25/26)	Course 2 (20/20)	Movement Intensive 1 (14/14)	Movement Intensive 2 (15/15)
To what extent did the program meet the stated objectives?	4.84	3.75* n=15	3.93 n=11	5* n=13
Content adds value to practice	4.80	4.96	5	5
Content matched written description	4.88	4.95	5* n=13	5
Instructional methods were appropriate for content	4.88	5	5	5
Handouts added value	4.88	4.95	5	5
Session met my expectations	4.80	4.96	5	5

Likert scale where 1 = Not satisfied and 5 = Very Satisfied.

*Not all participants responded to this item (no answer, reason unknown).

Table 2: TCP Leader training feedback demonstrated high satisfaction rates for both AA/Black and bilingual Latinx learners.

"I would recommend this course because the instructors are very knowledgeable and kind, the materials are great, and the pace of the course is perfect for learners."

"Inclusive Tai chi sounds like I can make it possible for anyone to get healthier."

"[I am] learning how to provide a service that is beneficial to our community mentally, physically and spiritually."

CONCLUSION

Year 1 participatory planning contributed greatly to successful recruitment and training of TCP peer-concordant leaders as the first stage of implementation.

References

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Funding provided by Baldwin Wisconsin Idea Grant: *Inclusive Tai Chi: Promoting Leaders of Color to Adapt Tai Chi for Latinx & African American Elders* (July 1, 2022-June 30, 2024).

TAI CHI health ENERGIZE MIND AND BODY

Visit Tai Chi Prime website

Finding Comfort in Complexity: Revamping Onboarding for Clinical Trails Research

Megan Ringo, MS

Needs Assessment

- Low staff morale
- Lack of central hub for document sharing
- Missing details for complex clinical trial onboarding
- Building trust with new and current staff

Gaps

- Lack of tracking and documentation
- Supervisor's understanding for clinical trial requirements
- No direct contact between new staff, PIs, and other study staff

Methods

- Discussed onboarding goals and timelines for new staff with current staff and PIs
- Collapsed departmental onboarding, trial requirements, and other important resources into a singular document
- Identified other important educational and developmental resources to include with incoming staff
- Shared proposed timeline, requirements, and resources with current staff
- Revised proposed items, finalized with current staff

For more information about PROTEA Research:

Onboarding Structure:

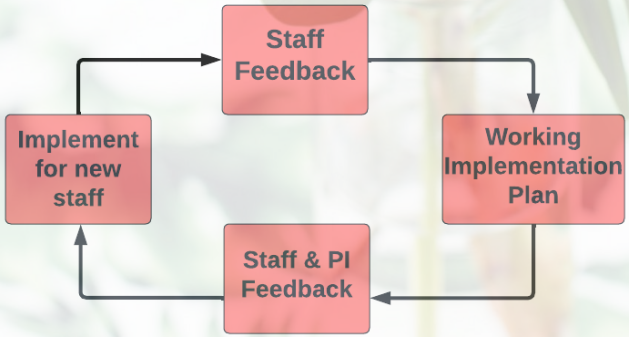
Week 1: meeting with staff, onboarding overview, compliance training

Week 2: follow-up meetings, study overviews by leading coordinators, introduction to study materials

Week 3: additional project training and overview, trial-specific onboarding, on-site tours

Week 4: 30-day review, review of SMPH, DFMCH, PROTEA onboarding checklist with manager and new staff

Week 5: Review all onboarding steps, confirm cross-training if applicable



Outcomes

- Decreased basic onboarding task time from 4 months to 1.5 months, including specific trial onboarding tasks, for full-time staff
- Development and maintenance of shared resources
- Immediate transparency with new staff with more clear standards
- Development of simplified onboarding process that is easily customizable and updated
- Alignment with DFMCH resources and assistance in development of other onboarding procedures

Future Goals

- Mixed media education as part of onboarding, including videos and articles
- Development of interactive SharePoint resources that all staff can add to at any time
- Formalize feedback process at various timepoints to improve onboarding process and team cohesion

Acknowledgements

- Randy Brown, MD, PhD & Christopher Nicholas, PhD
- Previous PROTEA staff, specifically Bri Deyo and Amy Baltes
- Current PROTEA research staff and students, specifically David Horton

PROTEA

Department of Family Medicine and Community Health
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

STUDENTPRINT

Evolves: Student-Run to Student-Driven

StudentPrint is redesigning its business model as it changes from Student-Run (registered student organization) to Student-Driven (a department within the Wisconsin Union). StudentPrint's mission is to provide printing and graphic design services of the highest quality to the UW student body, greater Madison community, and beyond while giving its team the chance to develop professional skills they can use in their future careers. Our four core values—diversity, education, technology, and teamwork—support our mission and help support the Wisconsin Idea. StudentPrint is excited to have a larger role on campus and to work with more UW-Madison entities to support our growth and mission.

Featured Graphic Design Work

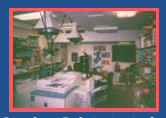
RECYLCED PAPERS
COVER LETTERS RESUMES
POST CARDS PORTFOLIOS
POSTERS BINDING STICKERS
BUS PASSES LAMINATING
GRAPHIC DESIGN COLOR PRINTING

WE PRINT.

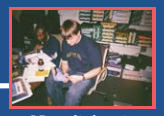
BLACK & WHITE PRINTING ESSAYS
BOOKMARKS BUTTONS
T-SHIRTS SCANNING BOOKLETS
BANNERS BUSINESS CARDS
COPYING PAMPHLETS QUARTERS
COLORED PAPERS

StudentPrint Timeline

1972 –



StudentPrint starts in Memorial Union



SP switches to student-run in 1998

SP moves to the SAC

Naming printers after notable SP Alumni

SP officially joins the Wisconsin Union

SP celebrates their 50th Anniversary

SP purchases a new large format printer!

2023

SP Website *Order Form* *Meet Our Team* *50th Documentary*

Streamlining Communication Access Across UW–Madison

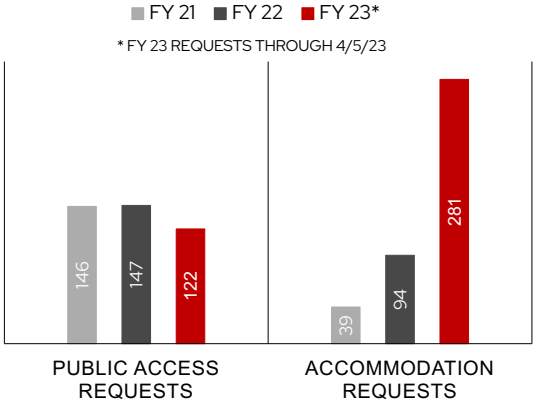
Centralized ASL Interpreting & Live Captioning Services: McBurney Disability Resource Center

BACKGROUND

- Sign language interpreting and live captioning accommodations *were* decentralized services at UW.
- Consumers of the services who wanted to attend a UW event had to: contact the hosting department of the event, make their accommodation request, and share how to implement the accommodation.
- Responsibility to coordinate and pay for the request fell on the departments, who did not necessarily know how to coordinate these services. In addition, the costs for the services were unexpected & not predictable, so were a potential obstacle to providing the accommodation.
- The McBurney Center would coordinate services and bill back.
- Feedback indicated people who needed the accommodations were not attending events due to the barriers of making their requests.
- Starting July 1, 2022, campus began centrally funding sign language interpreting and live captioning accommodations through the McBurney Center.

ANNUAL REQUESTS

(ASL & CART requests coordinated by the McBurney Center)



OUTCOMES

Simplified Scheduling & Request Support
UW students, departments, employees, program participants, and job applicants can now make accommodation requests online for sign language interpreters or live captioning. Once a request is submitted, the McBurney Center Communication Access Team will reach out to the requestor to discuss logistics and share information about the services.

Reduced Funding Barriers
If the communication access request is for an accommodation, departments do not need to determine funding first. This reduces barriers, expedites the process, and increases the likelihood that the accommodation is provided.

Centralized Coordination of Services
The McBurney Center became a central point of contact for disability-related accommodation and general public access requests for sign language interpreting and live captioning services.

Public Access	Accommodation
• Proactively provide interpreting and CART • Department is responsible for the cost	• Receive a disability related request for an accommodation • Request is funded centrally

Increased Campus Accommodation Requests
Disability accommodations for sign language interpreting and live professional captioning have increased tremendously. Participants are receiving accommodations, attending more UW events, and applying for UW positions.

Streamlined Billing
Departments are only billed for public access requests.

Sign Language Interpreting

Live Professional Captioning (CART)

For more information or to make a request, scan the QR code

Ask participants about accommodations on your registration forms!

McBurney Disability Resource Center
STUDENT AFFAIRS
UNIVERSITY OF WISCONSIN–MADISON

McBurney Disability Resource Center Communication Access Team
communicationaccess@mcb.wisc.edu

Increasing Access to Forensic Nurse Exams for Students

A collaboration between University Health Services (UHS) and community partner Dane County Multi-Agency Center (DaneMAC)

On-campus forensic nurse exams: Meeting students where they're at

More than 20 percent of students will experience sexual violence during their time on campus.

Prior to 2021, UW–Madison students who experienced an unwanted sexual encounter could only receive a forensic nurse exam (FNE) at the Meriter Hospital emergency department (ED). Challenges for students to access care at the ED included:

- Preference for care and comfort in a non-ED setting
- Privacy and confidentiality concerns
- Awareness of services available
- Easy follow-up for campus advocacy and mental health services

DaneMAC Multi-Agency Center

In 2021, UHS began a collaboration with DaneMAC to provide forensic nurse exams at UHS. The service has been utilized more than 90 times to date.

Post-visit surveys indicate that students who were seen at UHS for an FNE since 2021 would not have gone to the emergency department for the same care.

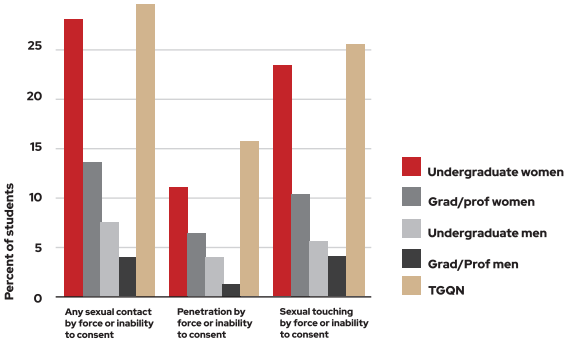
By providing services directly on campus, students have better access to UHS Survivor Services and other campus and community resources through a dedicated team of medical and mental health providers and advocates.

This collaboration can serve as a model for other university and community partnerships.

Sexual violence on campus is pervasive

According to the 2019 AAU Campus Climate Survey on Sexual Assault and Misconduct, 26.1 percent of undergraduate women and 6.8 percent of undergraduate men reported nonconsensual sexual contact by physical force or inability to consent since entering UW–Madison. Rates of victimization were higher among transgender and gender diverse students (28.4%).

Percent of students who experienced penetration or sexual touching involving physical force and/or inability to consent or stop what was happening since entering the University of Wisconsin–Madison, by gender, student affiliation, and behavior.



Cantor D, et al. (2019, September 16). Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct The University of Wisconsin–Madison. Accessed April 3, 2023 at https://www.uhs.wisc.edu/wp-content/uploads/2020/01/University-of-Wisconsin-Madison_Report-and-Appendices-1-6_9-16-2019-1.pdf

Removing barriers

In 2021, by removing barriers to care in a place that students trust, UHS collaborated with DaneMAC to provide FNEs at UHS.

The specialty trained nurses come to UHS during business hours to provide:

- Emotional support
- Physical examination
- STI and pregnancy concern options
- Forensic evidence collection
- Opportunities to report
- Safety planning

Students can decide what services they need at that time.

All services are confidential and no cost.

Improved access to care

- From July 2021–March 2023, 151 unique patients were seen in Medical Services for care related to unwanted sexual encounters. Of that, 93 patients requested an FNE at UHS.
- All post-visit surveys that were completed indicated students who were seen at UHS would not have gone to the Meriter ED for the same care.
- Students are able to meet with an FNE within one hour of a drop-in unwanted sexual encounter appointment.
- UHS created an FNE nurse case manager position to help students follow up with medical care and other services.
- Improved coordination and access to mental health and advocacy services through UHS Survivor Services.

Future opportunities to better serve students

- Obtain funding to provide HIV PEP medications and IUD emergency contraception
- Expand hours when services are available and locations where students can access services
- Increase awareness of FNE services with a dedicated marketing and communications campaign
- Enhance collaboration with campus and community partners.

Campus and community partners supporting survivors

Contact

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UHS University Health Services
UNIVERSITY OF WISCONSIN–MADISON

Towards Sustainable Housing Improvement: Centralized Database for Accessible Housing in Outagamie County

Chinenye Odo M.B.B.S, Haley Strouf B.S, Nicole Meyer B.S, Graci Austin-Nichols B.S.

School of Medicine and Public Heath

Background

Exhibit 1. Housing need Forecast, FC/GOC Region, 2020 to 2030

Housing Forecast	Projected value
Dwelling units needed	**9,763**
Basis (units for every household)	1.05

Data Source: U.S. Census, ACS 5-year estimates, 2015-2019.

- Current deficit of up to **7500** housing units in the greater Outagamie County area.
- As of May 2022, **779** households were on the Outagamie County Housing Authority's waitlist for affordable homes, although that is likely an underestimate due to restrictive waitlist criteria.
- Outagamie County has **many housing players** but does not have a centralized resource to find low-income housing and emergency sheltering, and one is needed

Summary of Evidence

- Technology can help improve access to resources.
- Adults experiencing homelessness have reported feeling **empowered** by the ability to access resources online.
- One model, created to triage individuals for housing resources reported **increased** housing stability, **decreased** jail bookings, and **decreased** emergency department visits.
- A similar study reported comparable benefits in **reducing the time** spent searching for housing, moving, and residential costs.
- Youths and 66% of Adults experiencing homelessness, report the **ability to access web-based programs** on their cell phones

Method

Goal: Create a resource database which is *sustainable, navigable and comprehensive* to improve *efficiency and collaboration.*

Activities:
- Idendtification of stakeholders
- Formation of coalition
- Reflection on logic model
- Feasibility study by logistical support group
- Website building commencement
- IT support and maintenance of content and database

Information to be Included in Database:
- Housing policies
- Availability
- Eligibility Criteria
- Contact Information of Unit owners
- Social resource information
- Financial resources
- Food resources

Impact

- Elimination of user Confusion
- Efficient utilization of resources in Outagamie County.
- Increased number of people contacted within 24 hours of identifying a need for housing or shelter by a housing navigator.
- Reduction in the number of individuals on program waitlists.

Health Equity Focus

Reduced mismatch in connections will improve the utilization of community resources targeted for members of specific historically marginalized populations.

Evaluation

- Accuracy of information
- Inspections and compliance
- Website traffic
- Resource utilization
- Waitlists and deficits
- Organizational feedback
- Community feedback

Acknowledgement

Kim Luke (Outagamie County DHHS Mental Health Services)
Dr. Reeve, Gabriella, Kanzuda (PH 780 teaching team)

***Reference available on request**

Adobe Stock #109429008

Collaborative Language Program
University of Wisconsin System
uwclp.org

Increasing Retention with Digital Badges

Campus Stakeholder Education

Overview

The UW System Collaborative Language Program (CLP), established in 1998, is designed to diversify language course offerings throughout the UW System. This is done through shared instructional resources and a variety of blended learning techniques and technologies.

Challenges

Lack of the following resources:

- **Knowledge of all skills learned in the study of languages and cultures**
- **Available time in schedule to degree requirements**
- **Diverse array of courses for all students**
- **Language requirements in most disciplines**
- **Knowledge of career connections**
- **Time to functional and working proficiency**

Benefits

- **No hidden costs to students**
- **Integrating today's emerging instructional technologies**
- **Serving nearly 400 students per semester across Wisconsin**
- **Specializing in languages critical to state and national security and the economy**
- **Building career readiness with skills such as problem solving, critical thinking, creativity, intercultural communication, information and technology literacy, ...**

Testing & Result Distribution

Proficiency Testing

Avant STAMP 4S™

(**STA**ndards-based **M**easurement of **P**roficiency)

Aligned To The ACTFL Proficiency Guidelines

Avant's assessments utilize actual authentic texts and audio you would encounter in the real world such as articles, advertisements, and news. All Avant proficiency tests are aligned to the ACTFL Proficiency Guidelines.

Level Up: Test Results

Microcredentials Boosting Retention

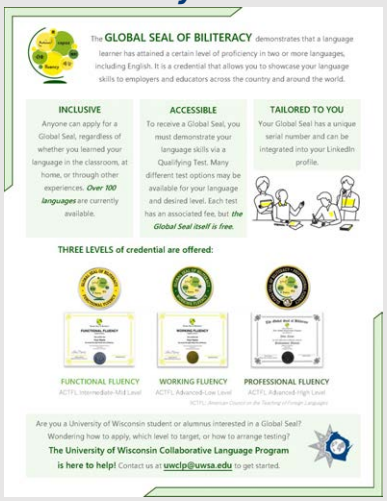
Digital Badges

- **Badge backgrounds represent languages offered through CLP**
- **Icons for all 4 skills: Reading, listening, speaking, and writing.**
- **Badges for novice-mid to advanced+ for all skills and languages.**

Shield bullet by Daniel Bruce

All students earn 4 badges, one for each skill.

Career Ready Credential



A customer-first approach to helping labs

The Biosafety Cabinet Replacement Program saves money, improves safety and boosts energy efficiency.

Challenges

Budget

Time

Logistics

Tracking

Benefits

Campus pays 60% of the new BSC's cost, while the lab only has to cover 40%.

By using LED lights and energy efficient measures, the new BSC saves $800-$4,000 a year.

Digital tracking of BSCs enable easy reporting, tracking and compliance.

Ergonomic improvements and improved air-flow efficiency provide the user with an improved working environment.

Biological Safety Cabinets

What is a Biological Safety Cabinet?

Biological safety cabinets, or BSCs, protect lab workers and the surrounding environment from harmful pathogens.

With more than 1,800 BSCs across campus, this equipment is critical to UW–Madison's research. Currently, more than 450 BSCs are older than their life expectancy.

What is the BSC Replacement Program?

The BSC Replacement Program helps labs purchase new cabinets at 60% off, **replacing old equipment** at risk of failure.

By collaborating with partners across campus, the BSC team was able to create a **new user-friendly process that eliminated much of the coordination and paperwork for lab staff**.

Who did the BSC team collaborate with?

- Primary Investigators
- Lab Managers
- FP&M Finance and Business Operations
- Physical Plant
- Environment, Health & Safety
- Office of Sustainability
- Division of Business Services
- Madison Budget Office
- Campus Leadership

Results

The BSC team eliminated obstacles and streamlined processes to:

- **Coordinate** with the lab to schedule Physical Plant services.
- Create a **workflow** so charges are automatically billed to one order, improving invoice transparency.
- **Assist the lab** with property control documentation and BSC tracking.

The BSC Replacement Program allows researchers to focus on their work — instead of equipment.

The Future

The first 25 BSC have been installed, and funding has been approved to continue the program.

FP&M will implement lessons and approaches to future work in order to deliver exceptional customer service.

Customer actions

Request a BSC.

Schedule removal with BSC team.

Schedule installation with BSC team.

Customer pays for labor and 40% of the cost of the BSC.

BSC team coordination

Order BSCs.

BSC team acquires, inventories, tags and securely stores equipment.

BSC team determines priority list and notifies lab of eligibility.

Request automatically creates work order in AssetWorks, ensuring one source of truth.

Schedule work with plumbers.*

Schedule work with electricians.*

Old BSC is decontaminated and removed.

Schedule work with plumbers.*

Schedule work with electricians.*

New BSC is installed and connected.

BSC team works with lab and Division of Business Services Property Control to transfer ownership of equipment.*

*BSC is tracked for auditing and maintenance.**

New BSC is certified.

Equipment charges are automatically split between campus and lab.

*BSC purchase date, warranty, value and life expectancy is tracked.**

* Asterisked text: Previously the lab was responsible for task.

Italicized text: Automatic process that was previously a manual action.

Facilities Planning & Management
UNIVERSITY OF WISCONSIN–MADISON

Questions? Please get in touch with our team at: **bscservices@fpm.wisc.edu**

Environment, Health & Safety
FACILITIES PLANNING & MANAGEMENT
UNIVERSITY OF WISCONSIN–MADISON

Improving Data Collection and Reporting Strategies for School of Business Undergraduate Post-Graduation Plans

Nate Kelty
Bryan Zaramba

Problem

- Hours of manual tracking
- Excel files for each academic year; ~ 50 tabs worth of data
- Different forms of data prep
- Static Excel Reports

Solutions

qualtrics XM

- Easily embed surveys via QR codes and email outreach
- Custom input form to seamlessly log student outcomes

R

- Programming for automated data prep
- Combine data files
- Automatically add new responses to reports

tableau

- Interactive web-based reporting for staff and school leadership

Data Centric Process Improvement

Data Collection
Qualtrics

The first destination survey provides baseline data collection enhanced by surveys designed by School of Business staff. These surveys are integrated into meetings between career coaches and students for real-time data collection.

Data Management
R

R provides robust coding focused on data management. By writing R scripts, we were able to consolidate many tabs of data into one master file while building in the ability to automatically record new responses into reports.

Reporting
Tableau

Tableau provides interactive web-based reporting allowing staff to see data when logging into the UW-Madison server. The clean data set from R is loaded into Tableau to meet reporting needs.

Outcomes

96% Knowledge Rate

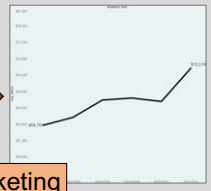
94% Job Placement within 6 mo.

92% Student Job Satisfaction

Use Cases & Stakeholders

Coaches

Salaries: Details & Trends

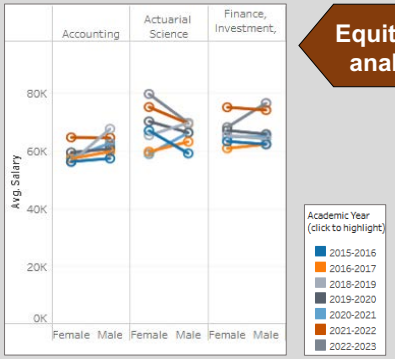


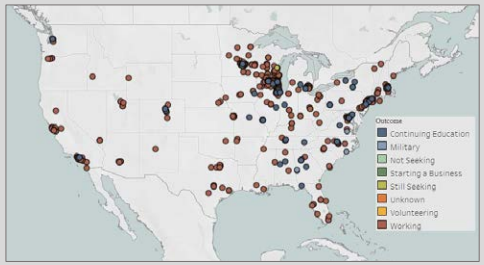
Leadership

Marketing

Equity gap analysis

Where do students get hired?





WisCARES OneHealth Low-Cost Veterinary Medicine Teaching Clinic Assesses Vet Student Learning Outcomes

Elizabeth Alvarez[1], DVM, DABVP , Kelly Schultz[1] MS, DVM, Simon Lygo-Baker[2] PhD, Ruthanne Chun[1] DVM, DACVIM

Background

This study describes student self-described importance and impact of working at a low-cost veterinary medical teaching clinic where students from multiple disciplines collaborate on cases.

Who is WisCARES:

Wisconsin **C**ompanion **A**nimal **R**esources, **E**ducation, and **S**ocial Services at the University of Wisconsin-Madison is an outreach partnership launched in 2014 as a collaboration between the Schools of Veterinary Medicine, Medicine and Public Health, Pharmacy, and Social Work. WisCARES is a unique interdisciplinary program with several purposes:

- ***Increase access to veterinary services for low-income and homeless pet owners***
- ***Provide concurrent social services and healthcare support to the same clientele***
- ***Provide participating students with practical training in a One Health setting***

WisCARES Clinic

The clinic provides preventive, chronic and urgent care appointments, five days a week, with in-house laboratory and radiology capabilities as well as dental and surgical procedures. Fourth year student training opportunities exist as one or two-week rotations. In addition to veterinary students, pharmacy and social work students also participate at WisCARES on a regular basis. WisCARES is unique in how comprehensively it engages students from multiple healthcare disciplines in providing veterinary medical care along with compassionate care for the entire family unit.

Hypothesis

1. Students' confidence, compassion and comfort working with a low income or homeless and diverse populations would improve
2. Students' interprofessional knowledge would improve by providing space for students to work together with multiple disciplines and encourage interprofessional collaboration

Methods

- Student Online Survey (Qualtrics)
- 3 sections (Likert & Open-Ended Question format)
- 100 forth-year veterinary students participating in a two-week clinical rotation at WisCARES
  - January 2020 – March 2022

Our rotation at a glance

Monday	Tuesday	Wednesday	Thursday	Friday
Orientation	**Social work**	**Access to care**	Surgery	Communication
See cases 11-4	See cases 9-4	See cases 9-4		See cases 9-4
IDEXX rounds	Debrief	Debrief		Maybe debrief ☺
Dental	**Self Care**	**Flea and Tick**	Surgery	Communication
Round on dentals	See cases 9-4	See cases 9-4		See cases 9-4
Reflective writing	Debrief	Debrief		Maybe debrief ☺

Structured Rounds Clinical activity Unstructured discussion

Figure 1: Generalized schedule of 2-week course starting new curriculum in **May 2021** including sessions led by social work staff. Prior to this, unstructured discussions occurred when possible.

Results

SPICE-R IPE Survey: Validated survey measuring extent of student interprofessional (IPE) knowledge

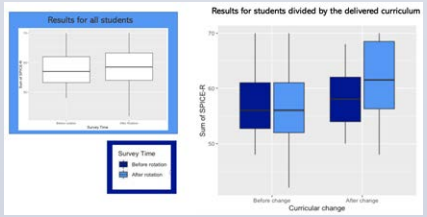


Figure 2: Pre and Post rotation SPICE-R results showing student responses before (see inset figure) and after curricular changes. No changes in IPE knowledge scores were noted prior to implementing structured and intentional opportunities in the curriculum. However, after the new curriculum, students reported increased IPE knowledge scores.

Results (Continued)

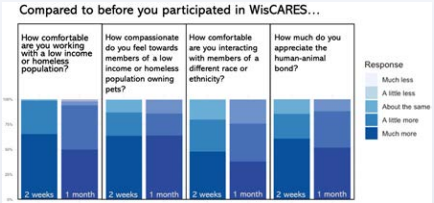
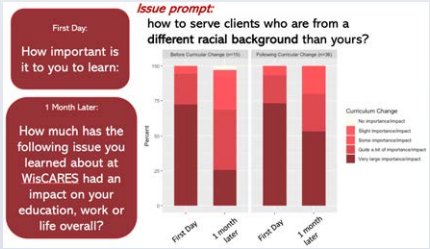


Figure 3: Student responses comparing their comfort, compassion and appreciation to the labeled questions were overwhelmingly positive at the end of the two-week rotation and persisted 1 month after completion of the rotation as students returned to more traditional clinical experiences.



Figures 4: Student responses to questions regarding both the importance of various issues prior to starting the rotation and the impact of those issues following the rotation.

Overall, students found these topics important to learn about prior to starting their WisCARES clinical rotation and felt a very large impact on their education, work or life after participating in the experience.

Similar patterns were obtained for 5 additional prompts:

- How to serve clients who are from a **different socioeconomic background** than yours?
- How to take **leadership** roles in case management
- How to improve your skills **managing the financial aspects** of your cases
- How to be more **empathetic** or **supportive** to clients
- How to approach cases **creatively addressing** patient or client care needs

Conclusions

- **WisCARES provides a unique learning opportunity that students value**
- **Students report improved confidence and ability to navigate diverse groups of clientele**
- **Intentional conversations built into the curriculum continue to impact students 1 month after the rotation**

In Progress: We are undertaking further studies to explore long-lasting positive impacts from participating through WisCARES clinic rotation

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The authors thank the students and staff of WisCARES for their support and participation. Additionally, we would like to recognize the support of the University of Wisconsin Schools of Veterinary Medicine, Pharmacy, and Family Medicine and Community Health and our sponsors:

Utilizing Airtable To Improve Pledge Processes

A Scattered Puzzle

Understanding the Pain Points of On-Air Pledge

Scheduling teams build out a calendar of pledge programs, spanning multiple weeks of both live on-air and repeat pledge programming.

Gift fulfillment teams prepare a list of pledge gifts - with information often coming in very last minute.

Graphic designers build on-air graphics for the live pledge shifts, often with missing information and unclear deadlines. Many standard practices exist only in the minds of experienced designers.

Production staff builds live pledge shift resources, often utilizing missing or out of date information to determine team schedules and shot priorities.

Understanding The Pieces

In order to get the puzzle together, we needed to first understand who used the information.

The schedule grid is the starting point for all members of the team, though it is often in flux until late into the process.

The gift fulfillment team utilizes this information to establish pledge premiums.

The production teams utilize this information to create an on-air pledge schedule, arranging staff for live pledge.

Designers utilize the pledge premiums to create on-air graphics.

Scheduling teams adjust pledge programs due to availability of specific premiums, thus adjusting the entire schedule.

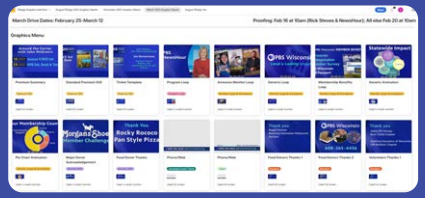
Putting It All Together

Building Airtable Interfaces to Eliminate Redundancy and Improve Collaboration

- The pledge team enters all show information, including where image assets can be found.
- Static links are provided to help new incoming designers find common resources.
- Specialty design requests are filtered into the view, creating a single source of truth for all information needed by every team.
- Every request can be assigned, reviewed, and confirmed by production staff in one easy spot.

Creating A Graphics Menu

With multiple designers assigned throughout the course of the year, creating shared language is essential. Utilizing visualization tools provided by Airtable, this space also serves as a hub for every person working on the project to find exactly what they are looking for at any given moment.



Lessons Learned

- So much stress of projects comes from siloed information.
- Creating a single source of truth improves the pace at which work can be completed because the time spent asking questions or receiving clarification is greatly reduced.
- Airtable's customizable interfaces can easily create collaborative spaces that not only improve pace but transform the way we communicate about a project.

PBS Wisconsin

If you'd like help understanding how interfaces can work for you and your team, please don't hesitate to reach out!

Lisa Bultman | Administrative Project Manager | PBS Wisconsin | lisa.bultman@pbswisconsin.org

Department of Computer Sciences
UNIVERSITY OF WISCONSIN–MADISON

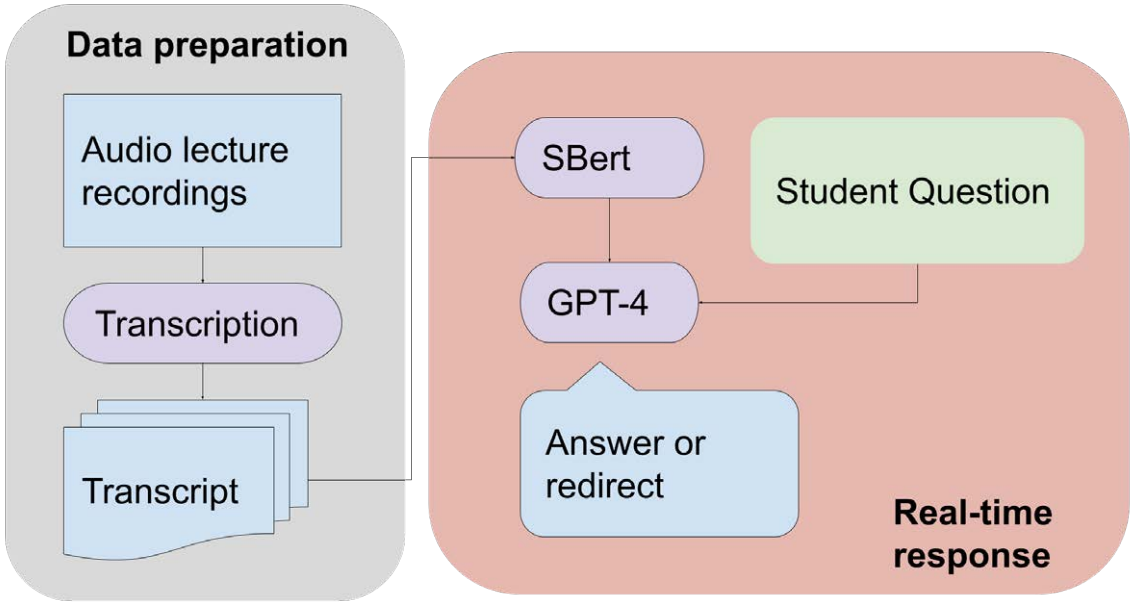
Answering Student Course Questions with GPT-4

Using in-context-learning to improve CS 538 course outcomes

Authors: Thanadej Rattanakornphan, Rudy Banerjee, Kaiser Pister

Problem statement

Students often require prompt and accurate responses to their queries, however, instructors may not always be available to address these questions in a timely manner. This project aims to utilize In Context Learning with GPT-4 to serve as an intermediary in answering student questions, leveraging course transcriptions as a training dataset. This approach also fosters confidence in seeking assistance from course staff as GPT-4 validates when a question is challenging and requires instructor intervention.



Example Results (Question: Q, Context: C, Answer: A)

Q: For functions, can we just roughly say: The access link refers to the environment where is function declared, and the control link refers to the environment where it gets called?
—
C: Then we would search global for x. It doesn't exist. We would actually search the interpreter for x. And the interpreter would say, hey, you're looking in a place that you aren't supposed to look. That means you have undefined. And it would tell the log that x is undefined. Okay. So how do we know how to wire up the access links? How can we figure out that f and g both have access links back to global? And this is what I put these arrows in for. When we create a function, we're defining the function f.

So if we go back to our example, we start where x is equal to 1… which means its access link points to the global scope. The control link still points to g. Because we still want to return to g.
—
A: Yes, you can roughly say that for functions, the access link refers to the environment where the function is declared, and the control link refers to the environment where it gets called.

Q: What is the definition of first class functions?
—
C: Yeah? So it's the three things of the function can be defined in any scope, they can be passed to other functions as values, and they can be returned from functions as values. To say it in one tagline, first class functions means functions are values. They're just normal values. Just like you say let X equal 3, you can say let X equal a function. All right. So then that leads to a little bit of a pretty natural question coming after that.

First class functions. What are they? Who can give me the three points of what makes a first class function all at once somebody who didn't answer the same question yesterday? … That's one of the things that first class functions allows us to do. So it's a capability of first class functions, but it's not necessarily what they are. Yeah?
—
A: First class functions can be defined by three main characteristics: they can be defined in any scope, they can be passed to other functions as values, and they can be returned from functions as values. In essence, first class functions mean that functions are treated as normal values, just like assigning a number to a variable.

Future work

With further refinement, this automatic Q&A technology can be used as a personal virtual teacher by promptly helping students understand what they don't understand. The course level chat bot can greatly improve the effectiveness of online courses (such as those offered by Coursera or edX) on a large scale at a low cost.

Tools: Whisper, SentenceBert, GPT-4

School of Nursing
UNIVERSITY OF WISCONSIN–MADISON

GRIT

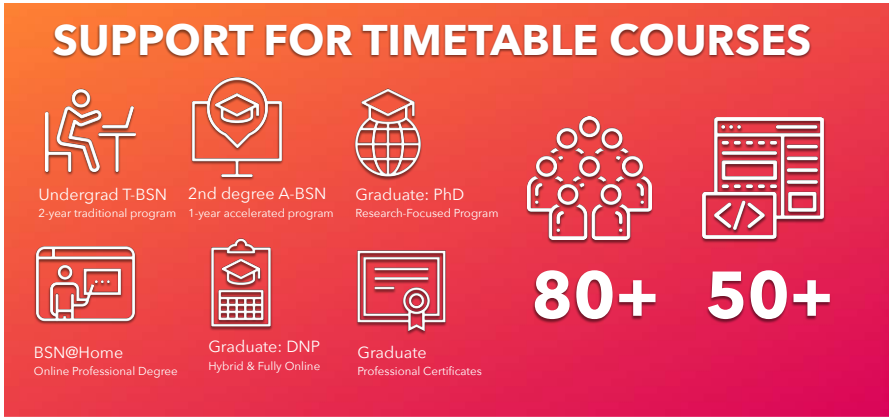
Getting Ready for Informed Teaching

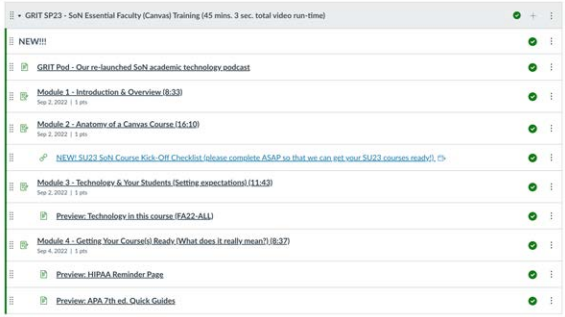
School of Nursing Faculty Orientation to Teaching with Technology

When, at the onset of the pandemic, the SoN needed to pivot to remote teaching, academic technology team created an online, Canvas-based space where SoN faculty would find resources and information about fast-changing teaching environment and get information and support for using technology (then often new for many) to make such a pivot feasible. We called it "Getting Ready for **re**mote teaching," or GRiT, for short.

In 2022, considering lessons from the pandemic, and adapting to present needs, our team re-invented the original **GRIT** (now renamed to Getting Ready for Informed Teaching) as an introductory orientation for new faculty, and an ongoing "hub" intended to keep continuing faculty up-to-date on teaching with technology.

For more info. contact the School of Nursing Academic Technology Team (George Jura, Tim Piatt, and Mitch Elbe) at:
blended@son.wisc.edu





GRIT also includes a **Course Kick-Off Checklist**, an interactive, adaptive online form that lets faculty communicate to our team their Canvas course preferences and **make well-informed choices** after competing the 4 modules.

FUTURE (FA23) CHALLENGE: Reorganizing content to accommodate new faculty, and simultaneously to minimize the time returning faculty need to spend reviewing previously seen and newly updated content.

4 MODULES
(45 minutes total)

EACH MODULE INCLUDES:

- A short overview video with captions + transcript
- An "assignment" that lets our team keep track of module completion, and – more importantly - follow-up directly with interested faculty:

  Assignment: "Please watch the brief video for Module (N) and post a brief comment (one sentence is enough! but you can write as much as you'd like to) that **confirms that you have watched the content** – please include any questions you may have, and **we'll contact you directly** to follow-up."
- Samples of **standard** resources we add to all SoN courses in Canvas (for example, a ***Technology in this course*** page), and optional resources faculty can opt-in to include (for example a ***HIPAA Reminder Page*** for clinical courses, or ***APA Reference Guides***)

School of Nursing
UNIVERSITY OF WISCONSIN–MADISON

Improving DIY Video

for Effective Live& Recorded Lectures

Combining Technology Skills (using DIY kit)
with Mutimedia Learning Principles

The pandemic has caused potentially irreversible changes it in the practicalities of teaching and learning, with numerous negative impacts that should not be underestimated. At the same time, it created unanticipated opportunities.

One of them, is a dramatic increase in faculty interest, comfort, and technological skill level in using video for teaching in synchronous (Zoom) and asynchronous (recorded video lectures) modalities.

In 2021 our team (SoN Academic Technology) has created a small, DIY video-recording kit available for faculty to check out, with the ide of making it easy for faculty to create video recordings, especially demos of clinical procedures and equipment in lab settings.

We also created a Canvas website that provided just-in-time training on how to use the kit, and the basics of video editing.

In 2023, based on faculty requests and feedback, we analyzed the most frequent use cases, and created a new version of the kit that can more flexibly accommodate the typical use scenarios faculty encounter in their work. The updated DIY kit is available to faculty for a check out.

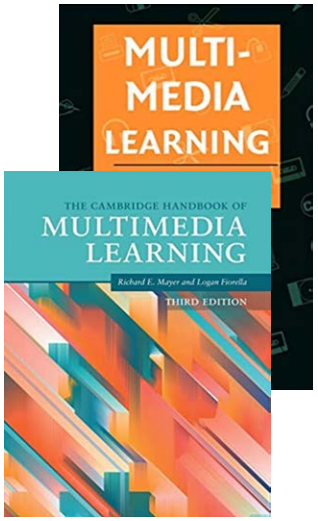
The kit includes an HD pan-and-follow camera (webcam) that can be controlled using hand gestures, a 2-light LED lighting set, a high-quality wireless headset with a mic, and several versatile stands for placement of various kit components.

TEACHING WITH MULTIMEDIA FELLOWSHIP

During the fall semester of 2023, the School of Nursing will offer faculty the opportunity to patriciate in a faculty development fellowship series, titled **Teaching with Multimedia.** In a series of 8-10 face-to-face meetings faculty will explore both **the pedagogical a technical aspects** of using the video kit to accommodate a range of possible use cases.

For more info. contact the School of Nursing Academic Technology Team (George Jura, Tim Piatt, and Mitch Elbe) at: blended@son.wisc.edu

USE CASES

Use cases the updated kit accommodates:

- Synchronous lectures (video + PPT / Keynote screen), with optional basic video recording (Zoom)
- Asynchronous lectures (video + PPT / Keynote screen), with optional edited video recording (Camtasia)
- Conference and meeting presentations (video + PPT / Keynote screen) with optional basic video recording (Zoom)
- Whiteboard-assisted video lectures (video + narration, Adobe Premiere Rush)
- Process and equipment demos for clinical courses (video + narration, Adobe Premiere Rush)