Need/Problem/Opportunity Statement

- Aging and disparate business systems are at or past their useful life which introduces an unacceptable level of risk for the organization.
- New technologies will provide the much needed consolidation of many stand alone systems that cannot be integrated together due to the outdated underlying technology they reside on.
- This consolidation has the opportunity to reduce our TCO (Total Cost of Ownership) throughout the organization by standardizing many business process on one platform.

Process Improved/Changes Made

- The first phase of this project went live on February 24th of this year. This included the full replacement of Microsoft's Great Plains software which supported Finance (all aspects) and Purchasing. We eliminated duplication in our purchase request process (1 system vs. 2) and provided all users with access to key data elements like Vendors (Sync with UW Vendor Records) and Item/Material master data at their fingertips. It also reduced time of entry in half and eliminated a lot of complexity.

Acumatica Enterprise Resource Planning (ERP)

Replace outdated systems with an integrated Cloud solution that can scale to address business needs affording the opportunity to create process efficiencies across the organization.

Acumatica

The Cloud ERP

Project Goals

- Replace current ERP (Great Plains) with little or no impact to the operations of the organization.
- Consolidate outdated and unsupported systems on the Acumatica platform.
- Empower users with a toolset that creates process efficiencies, scalability, and security.

Contact
Wisconsin State Laboratory of Hygiene
Allen Benson, Sr IT Manager
allen.benson@slh.wisc.edu 608-221-6269

Next Steps/Results

- Provide go-live support for the 132 new users of the system.
- Update documentation for all new business procedures.
- Utilize the OnBase platform to provide central access to all project documentation.
- Update TeamDynamix (Service Desk Application) with new support services for Acumatica.

Future Development

- Begin Phase II and III of the project which include the following business functions:
  - Sales Order Processing for three WSLH Divisions.
  - Inventory Management to support multiple internal warehouse functions and outbound shipments.
  - Customer Relationship Management (CRM) for multiple lab/business units.
  - Full Credit and Accounts Receivable management for WSLH
  - Integration with Customer On-Line orders and payments.

- Continue the design and rollout of the new support structure for Acumatica ERP. These functions include development, configuration, security, and support documentation.
The American Family Funding Initiative: An Innovative UW-Industry Partnership

Learn how the American Family Insurance Data Science Institute and American Family Insurance are fostering collaboration between industry and academia.

**The Opportunity**

In 2019, American Family Insurance announced a $10 million investment to support groundbreaking data science research at UW-Madison.

The American Family Insurance Data Science Institute (DSI) collaborated with AmFam to create the American Family Funding Initiative, which provides awards of up to $150,000 for innovative research.

The DSI and AmFam built this unique, industry-sponsored program from the ground up.

**Results**

- Invested $2 million in 16 research teams, to date.
- Developed and revised a UW-AmFam Master Research Agreement.
- Developed a submission and collaborative review process.
- Doubled proposal submissions through a targeted outreach plan.
- Supported proposal development through town hall meetings and office hours.
- Created an onboarding process for funded PIs.

**Lessons Learned**

- Attracting and advising an inclusive applicant pool that reflects the diversity of our campus community requires thoughtful planning, outreach, assessment and reflection.
- Cloud computing is expensive and unanticipated costs can quickly add up.
- Researchers need transparent information about intellectual property developed through this partnership.

**The Award Process**

American Family will fund $1M of projects, on average, in ten rounds of awards. We are currently reviewing our third round of proposals and will announce awards this summer.

Learn more at: [datascience.wisc.edu/research-amfam/](datascience.wisc.edu/research-amfam/)
ADMINISTRATIVE TRANSFORMATION PROGRAM
The ATP Ambassador Network: A Community of Change Champions

Ambassadors Are the Voice of Their Units

- Learn about ATP
- Share with units
- Gather local feedback
- Report issues to ATP
- Measure benefits & progress
- Promote change readiness
- Embody culture of growth & resilience

What Is ATP?
The Administrative Transformation Program is aimed at reimagining the University of Wisconsin’s administrative operations. The ATP team works with Human Resources, Finance, and Research Administration experts across the UW System to streamline processes and simplify policies, which will be supported by best-in-class technology.

The goal: Return valuable staff time to furthering UW’s mission of research, teaching, and outreach.

What Ambassadors Gain by Participating

Recognition
- Within Unit
- Among Ambassadors
- Across ATP Team
- Throughout the UW

Growth
- Leadership Opportunities
- Career Development
- Change Management
- Communication Skills
- Emotional Intelligence
- Critical Thinking

Celebration
- Connections
- Activities
- Milestones
- Successes

Find Your Ambassador and Learn More About the Program
Visit atp.wisconsin.edu to see current Ambassadors and more details about how they work with ATP.
UW–Madison’s new enterprise data warehouse using the cloud data platform, Snowflake

**MODERN**
- Secure public cloud
- Data exchange – brokered access to worldwide public and/or shared data stores
- Multiple data types – structured (columns and rows) and semi-structured (click-stream, JSON, XML)

**INTEGRATED**
- A single collection of cross-domain institutional data and data products
- Data storage on major cloud providers (AWS, Azure)
- Shared, curated data architecture

**FAST**
- Improved data load time performance
- Import of raw data sets in minutes (Insight space data, external data exchanges)
- Faster query performance against large data sets
- Real-time integration with Tableau server

**COST-EFFECTIVE**
- 50% cheaper than current ODMAS architecture
- Pay-as-you grow – no fixed subscription for space you don’t use
- Automation of manual tasks

Can you benefit from modernization and lower infrastructure costs?
Can we collaborate with you and other divisions on a solution that helps a broader group of campus stakeholders?
Review your local data warehouses and reporting solutions and contact us if you’re considering a new analytics initiative!
Faculty & Academic Staff Biweekly Pay Plan Templates FY20-FY25

Introduction of pay plan templates for research faculty & staff as UW implements single-pay biweekly payroll in mid-July 2021

To share my Complex Payroll Tool to enable Research Administrators and Payroll staff to create efficiencies, make projections, smooth project effort and account for cost share for Faculty & Staff Researchers.

Contact
Robin Snell, Institute for Research on Poverty
robin.snell@wisc.edu
608-262-6175
Bringing Them Up To Speed
How University Housing is Keeping Employees Informed During COVID-19

University Housing’s Employees

- Telecommuters
- Onsite
- 1st, 2nd, & 3rd Shift
- Language Assistance Needs
- Varying Degrees of Computer Literacy
- Career Employees
- Student Employees

These Housing HR initiatives were put into place in March 2020 to quickly get information out to employees during a time of unknowns, rapid changes, and when the Division was focusing on the needs of the students. Because many employees did not have time to look for the most recent information, Housing HR did the research for them and made the information easily accessible.

Virtual Information Sessions

- HR shared COVID updates and answered employee questions in real-time
- Concurrent sessions were held in multiple languages with the help of CLS. 69 hours of content were recorded & put on our website.
- A total of 133 sessions held between March 2020 – January 2021 for employees & supervisors/managers

COVID Staff Website

- HR developed staff resource websites dedicated to COVID updates – one for Career staff and one for Student staff
- To date, there have been over 5,000 page views for the career staff website
- https://www.housing.wisc.edu/jobs/covid-19-resources

Weekly Employee Newsletter

- Housing HR emails an Employee Newsletter with the latest information and updates
- Employees who are not regular email users get a text message letting them know the latest version is out
- So far, 47 issues have been created and posted on our Housing Staff COVID website

Other Communication Methods

- 90 Daily updates were emailed to supervisors
- Mailings & postcards to employee homes
- 16,687 text messages sent directly to employees between March 2020 – March 2021
- Powtoon videos for our student employees
- FAQ documents, fact sheets about specific topics (ex. furlough), and other resources

Contact
University Housing Human Resources
https://www.housing.wisc.edu/jobs/covid-19-resources/ • 608-262-2766 • hr@housing.wisc.edu
BUILDING a LEARNING CULTURE
Talent Management, Transparency, and Tracking Throughout the Employee Lifecycle

GOAL
Develop a skilled and engaged workforce by offering the right learning content, in the right format, at the right time.

OBJECTIVES

CONNECT
Throughout Employee Lifecycle
Employee connects to learning options at key milestones in employee lifecycle — especially within first year.

ACCESS
Learning Paths and Career Options
Employee and Supervisor have visibility into required and optional learning for their job in accessible formats.

VIEW
Training requirements for other positions to help plan for growth.

SUPPORT
Conversations with Centralized Resources
Employee and Supervisor can easily find centralized resources to set goals for learning in formal and informal PMDP conversations throughout the year.

COMPONENTS

FILTER & FIND
Trainings
Employees use the new Training Filter Tool* to find and register for relevant trainings for their position from multiple sources: OHR, FP&M, OH&S, Canvas, LinkedIn Learning, or department-specific.

*This filter is a preview of the training tool for employees for their position within FP&M.

ACTIVE LEARNING
Throughout Employee Onboarding Creates Engagement
Automated, welcoming emails at key milestones in the employee's first year connect the employee to people and resources through task reminders in the categories: Connect, Learn, and Grow; Safety Culture; Workplace Technology; and HR Tasks.

Questions? Please get in touch with our team at: training@fpm.wisc.edu.
ACCENTURE LEADERSHIP CENTER

Who are we?
The Accenture Leadership Center (ALC) is housed under the Student Life unit within the Wisconsin School of Business. It is overseen by the Student Life Coordinator for Leadership Programs and run by several undergrad Student Leadership Consultants.

What do we do?
The ALC provides business (and pre-business) students with Leadership Development opportunities such as leadership workshops, case competitions, leadership conferences, and more. The ALC strives to bring a business-specific lens to the UW-Madison Leadership Framework.

What is the Business Badger Badge Program?
All Leadership Development opportunities from the ALC are offered à la carte for students to customize their experience. However, we also identified set pathways that combine workshops, experiences, and reflection opportunities designed to provide a deeper level of understanding and practice with certain skills/competencies. The Business Badger Badge program provides structure for these pathways. Students can earn digital badges (virtual credentials) in Personal Leadership Styles and/or Group Dynamics by completing the criteria for each badge.

BUSINESS BADGER BADGES

- PERSONAL LEADERSHIP STYLES
  - WISCONSIN SCHOOL OF BUSINESS
  - Content related to this badge will help students explore their own leadership and interpersonal styles while recognizing styles of others.
  - Incorporates workshops from the self awareness and interpersonal communications categories.

- GROUP DYNAMICS
  - WISCONSIN SCHOOL OF BUSINESS
  - This badge will help students become better team members and will provide tools for developing and motivating others.
  - Incorporates workshops from the fostering, bridge-building & collaboration and supporting learning & development of others categories.

LEADERSHIP CERTIFICATE

Connection to Leadership Certificate
Since all ALC workshops and experiences align with the UW-Madison Leadership Framework, it is easy to translate how badge completion counts towards the full UW Leadership Certificate.

- 10 hours of involvement in the Trainings & Workshops category
- 6-8 hours of involvement in the Organizational Group Leadership category

The reflection papers for each badge are modeled after the Competency Essay requirement for the Leadership Certificate, and can easily be incorporated into the Certificate reflection components.
OUR MISSION:
Support supervisors and managers in a welcome and safe environment to promote leadership and effective personnel management.

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

We also maintain a website with resources, campus events & a blog, and partner with other groups at the university to achieve our goal.

CAMPUS SUPERVISORS NETWORK
campussupervisorsnetwork.wisc.edu

CSN Book Club: ELEVATE
In this best seller, Robert Glazer helps you push beyond your limits and unlock success in yourself and others.
If you missed the conversations, you still have a chance to self-study: Buy the book and go to https://go.wisc.edu/8jzpd8 for the workbook and other resources discussed in our club.

Planners’ Picks Newsletter
A collection of resources from CSN planning committee members worth mentioning
When COVID hit last year, our approach to networking and information sharing had to change. In August, we started sending a weekly email with helpful resources and event links for our members. The topics range from personal mindfulness and mental health to sharing gratitude and team building.

To be added to the email list, send a blank email message to campus_supervisors_network+subscribe@g-groups.wisc.edu today!

WHAT ARE WE UP TO TODAY?
Here are three major initiatives CSN’s planning committee has been working on:

Student Employment Forum Series
For the past 16 months, CSN has partnered with staff from the Office of Student Financial Aid to present forums for supervisors of student workers. Visit our Past Events page to see some of the topics!

Stay connected by joining our email list or LinkedIn group!
We’re on LinkedIn.
**Problem:**
Too much data/not enough knowledge or time
- 139 GB of data
- 14,073 folders
- 159,175 files
- 2 departments merged, 20 years of records, turnover
- Structure was wild, wild west
- Materials only accessible when on network or with remote VPN
- 59% of all files not accessed in over 2 years

% Shared Data Last Accessed

- Templates, custom solutions, historical operational data

**Solution:**
- New hierarchy
- Shared guidelines
- Staff training
- File migration to Box

**Project Goals:**
Elevate shared resource with
1. Structure and delivery method that matches current office functionality
2. Intuitive access to relevant historical data
3. Increased usability through shared guidelines, mutual understanding and responsibility

**Enhancements gained:**
- Remote accessibility
- Enhanced permissions and security at the local level
- Versioning histories and removal of redundant files
- Simultaneous collaboration
- Easier file recovery
- Communal understanding of resource value, terminology and best practices

**Considering a file cleanup or migration?**

**Campus Resources:**
Records Management Program
DoIT

**Contacts:**
UW-Madison Office of Strategic Consulting
www.strategicconsulting.wisc.edu
Alyson Pohlman, Kathy Contezac, Anna Thiel
The CIMER Assessment Platform: A tool for streamlined data collection

Kim Spencer, Assistant Director of Research and Evaluation, Center for the Improvement of Mentored Experiences in Research, Institute for Clinical and Translational Research, University of Wisconsin-Madison; Jenny Robinson, Research & Evaluation Program Manager, Center for the Improvement of Mentored Experiences in Research, Institute for Clinical and Translational Research, University of Wisconsin-Madison

Overview

The CIMER Assessment Platform is an electronic survey platform that was developed in 2016 and is housed at the Center for the Improvement of Mentored Experiences in Research (CIMER). The platform is used to collect individual and paired survey data across programs, institutions, and organizations. The platform was developed by researchers to streamline data collection across multiple sites using common metrics.

The CIMER Portal

The Platform is accessible on the CIMER Portal, the password protected section of the CIMER website that also houses the Entering Mentoring, Entering Research, and Mentoring Up training curricula.

The Platform is used to standardize the evaluation of Entering Mentoring and Mentoring Up mentorship training.

Setting up a New Project

Teams interested in using the Platform should submit the Platform Interest Form once they are prepared to provide information on their IRB, data collection design, and survey administration plan.

CIMER provides consultation to discuss how to best design project data collection elements and training support for teams to learn about Platform features.

Unique CIMER Platform Features

The CIMER Platform has many similarities with other survey platforms, but offers unique features that allow teams to collaborate across institutions and organizations to easily administer surveys, access data, and compare data across groups.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
<th>CIMER Platform</th>
<th>Other Survey Platforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Administration &amp; Design</td>
<td>An unlimited number of surveys may be administered; survey design options include the use of single-select, multi-select, text-entry, and matrix style questions, display logic, and basic text formatting</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Access to raw data and survey reports</td>
<td>Teams have access to identifiable and de-identifiable raw datasets and PDFs of evaluation reports with survey results and visuals</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Data Security</td>
<td>Data is stored on a secure web server in a networked storage file system at WCER; teams determine which members on their project can access identifiable data</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Paired Survey Data</td>
<td>Survey users can be surveyed as a pair with aligned survey questions (e.g., mentor and mentee); each individual and pair is assigned an ID so their data can be matched and analyzed</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Curated Question Groups</td>
<td>Validated survey measures that are supported by research can be added to surveys; teams may submit their own curated questions or choose questions from the CIMER Measurement Library (coming soon) for their project.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Aggregate Datasets &amp; Reports</td>
<td>Administrators have access to raw datasets and reports containing data from an unlimited number of project event surveys; CSV files and PDFs are automatically generated with the option to include identifiable data</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Project Management

Teams have project autonomy to determine how to build their project in the Platform and decide which team members can access identifiable data. Teams create project base surveys with common questions that are used across all events with the option for customization. On the survey management page, administrators create surveys, administer surveys, manage users, send reminders, and access event reports.

Support & Resources for Teams Using the Platform

Teams using the Platform participate in guided training to learn about administration features and functionality. Teams also have access to the CIMER Assessment Platform Administration Google Site.

This supplemental site provides an array of overview materials, including definitions of key terms, best practice guidelines, and step-by-step instruction guides.

Effective research mentoring relationships are critical to developing the next generation of researchers.

CIMERproject.org
Clinical Demo DIY
Low-Cost Video Toolkit
for Faculty and DNP Students

Canvas modules:

1. Offer a brief word-and-image overview of what this SoN academic technology resource is, and who it is intended for;

2. Ask participants to sign a video release form / agreement that gives SoN the right to use the videos in courses and instructional activities, and to showcase the use of the kit;

3. Provide resources to plan good quality educational video content, from start to finish of the process;

4. Describe the equipment that is a part of the hardware kit and is available for check-out, and either free, or low-cost applications for video recording & editing that are available for smartphones (both Android and iOS);

5. Offer a brief (3-14 mins.) carefully selected third-party YouTube video how-to set up and use EACH hardware component of the kit;

6. Describe options for distributing video content when it is completed.

School of Nursing
Simple Workable Solution on a Budget

SoN clinical faculty and DNP students occasionally need to produce short videos that demonstrate a nursing procedure or process in a clinical lab setting.

The demand for providing such teaching content has been increasing over the last few years; the pandemic has accelerated the trend.

With our academic tech team’s increased workload during the pandemic, offering complex on-site video-recording set-up & production was impossible.

Instead, we created a solution to maximize the video-recording equipment faculty already have and often already know how to use - their smartphone - and offered low-cost hardware and instructions to assist faculty in producing the best possible quality clinical demos on their own.
Background

- Prior to Spring 2020, undergraduate students received separate bills for tuition and residence hall charges

Challenges

- Students and parents both had to access two different ePayment sites with two different logons and profiles
- Financial Aid did not apply directly to residence hall charges
- Payment plan options were not available for residence hall charges
- Tuition and residence hall charges had different due dates
- University Housing was unable to refund via ACH
- Cumbersome process to retrieve residence hall charges for required Return to Title IV calculations and reporting

Solution

A team of subject matter experts developed a revised student bill. The team comprised of:

- Bursar’s Office
- University Housing
- Office of Student Financial Aid
- DoIT

Have other charges you would like to see on the student bill?
Please contact Laura Rader at the Bursar’s Office

Benefits

- Streamline the student and parent experience
- Students can view all of their charges in one system
- One payment portal; one logon
- Application of financial aid directly to residence hall charges
- Payment plan available for all charges
- Efficiency in collection processes
- Enhanced customer service
- Improved financial reporting

Fun Fact: Approximately 38% of students with residence hall charges received financial aid. With that, 76% of students with residence hall charges still had to make student payments.
Communities of Practice: Encourage, Support, and Integrate

Communities of Practice provide opportunities for professional development, staff engagement and quality improvement and can be strategically cultivated to support campus staff in tight budget times.

What is a COMMUNITY OF PRACTICE?

A Community of Practice is a learning and knowledge management system organized and managed by peers who share an interest in a practice area and come together on an ongoing basis to deepen their knowledge, share information and expertise, solve problems, explore new ideas, and maximize resources. Over time, they develop a body of common knowledge, skills and practices. UW–Madison examples include Agile Community of Practice, Campus Designers, Campus Supervisors Network (CSN), Community Partnerships & Outreach (CPO) Staff Network, Focus on Facilitation, Lab Management Community of Practice (LMCoP), Payroll and Benefits CoP (HR), Recruitment CoP (HR), Servant Leadership Learning Community, and UW-Scientist Network (UW-SN).

How can UW–Madison NURTURE Communities of Practice?

ENCOURAGE
Practitioners typically understand the value of the community but notice when the institution does not endorse the model.
- Find sponsors to encourage participation
- Value the work of communities
- Publicize successes

SUPPORT
Communities of Practice can use some practical, non-invasive guidance and technology infrastructure.
- Ask communities what they need
- Provide some process support, consulting and assistance with logistics
- Identify needs, define adequate infrastructure and select the proper tools

INTEGRATE
Ensure that processes and structures exist to include Communities of Practice in the organization while honoring their roots in the passion and engagement of practitioners.
- Facilitate horizontal community structures that connect practitioners across units
- Identify and remove obvious barriers
- Work toward vertical alignment in leadership, planning, policies and decision making

How do Communities of Practice EMERGE?
Communities of Practice emerge as peer-to-peer self-organizing systems to meet the learning and knowledge needs of their members. Practitioners themselves are stewards of the knowledge they generate and share.

How are Communities of Practice DESIGNED?
While Communities of Practice usually form organically based on the needs of members, intentional design and leadership are essential to maintain responsiveness, usefulness, and energy over time. Successful communities create opportunities for members to participate at different levels, from sharing advice over a listserv to leading a process improvement project to advocating for needed administrative support.

Why is it tricky to SUPPORT Communities of Practice?
Communities of Practice will flourish on their own, whether or not the institution recognizes them. Institutional support should contribute to communities finding their own internal direction. Leadership must come from within the community. The organization’s role is to support the organic emergence and evolution of communities.

What BENEFITS do communities of practice deliver?

Short-term value for members
- help with challenges
- reduce isolation
- access to expertise
- job satisfaction
- meaningful work

Short-term value for organizations
- problem solving
- time saving
- knowledge sharing
- synergies across units
- reuse of resources

Long-term value for members
- professional development
- professional identity
- common voice
- platform for advocacy
- remove barriers

Long-term value for organizations
- strategic capabilities
- keeping current
- innovation
- retention of talents
- knowledge management

References
Cool, calm and collected on camera
Genuine, engaging video with a simple, low-cost teleprompter

Background
Video is a vital communications tool for reaching your audience, but not everyone feels comfortable appearing or speaking on camera. Fumbling over words — or losing eye contact with the viewer as you refer to prepared remarks — is a certain way to rapidly lose viewers as they tune out your message.

Opportunity
Disruption creates opportunity. The COVID-19 pandemic canceled in-person events and contributed to general stress and uncertainty. We needed to reach our students, faculty, staff, and stakeholders; congratulate our graduates; and celebrate the culmination of a major building project with a grand opening. All of this had to be done virtually, and videos quickly became more important to our strategic communications. The videos needed to be as engaging as “talking heads” could be.

Solution
We researched teleprompters, which use angled glass in front of the camera lens to reflect scrolling text without appearing in the recorded video. This lets the speaker on camera maintain eye-contact with the viewer. We opted for a simple model, the Glide Gear TMP-100, that accepts a tablet or smartphone running a teleprompter app. We chose the app PromptSmart Pro, which features automatic scrolling based on AI speech-recognition, and integration with cloud services for easy script-loading. These were acquired for less than $200, and we utilized our unit’s existing iPad.

Results
The people in our videos (who have little or no experience with teleprompters or being on-camera) felt and appeared more comfortable, and spoke more naturally. The analytics on our videos strongly support this investment, demonstrating our ability to “retain” viewers longer.

- Before, it would be exceptional for us to exceed 50% on average percentage viewed
- Today, we’re routinely in a range of 60-84%
- Before, it would be great to exceed 60% retention at the 30-second mark
- Today, we’re routinely in a range of 68-93%
- Before, we would frequently see retention drop to 10-40% near the end of a video.
- Today, we are generally achieving double that range.

Tips
1. Bigger tablet means bigger teleprompter
2. The farther a person is from the teleprompter, the less their eyes will track left and right, making it less obvious they’re reading. It also reduces the chance of the teleprompter reflecting in eyeglasses.
3. “Write for the ear, not the eye.” Using a conversational speech style is preferable. Involve the speaker in the scriptwriting and review processes.
4. Take care! Improperly angled teleprompters can result in the scrolling text being slightly visible in the video.
5. Use scrolling speed adjustments to slow down a fast talker or hit a target duration.
6. Emulate an interview by mounting the teleprompter off-axis on a stand, rather than in front of the camera lens.

TOP: Kate VanderLei, chair of the College of Agricultural and Life Sciences, addresses faculty and staff ahead of the Fall 2020 semester using a teleprompter. BOTTOM: Vanessa LeCoe, assistant professor of animal and dairy sciences, talks about her research in the new Meat Sciences and Animal Biologies Discovery Building laboratory. Here, the teleprompter is placed to camera right to achieve an interview-style appearance.
School of Nursing

This automated course kick-off checklist and the process it enables, was introduced to leverage our limited SoN academic technology team resources, especially with increased demand on our services during the pandemic.

We used a conditional (adaptive) survey which makes questions visible (or not) based on answers to earlier questions.

While all data is collected, specific answers to key questions also activate built-in automated notifications which email relevant requests for a follow-up to specific team member(s) to keep them informed about faculty plans and - consequently - to facilitate better workload planning for our small academic technology team.

SmartSheet allows conditional logic – for example, we ask if faculty plan on using exams, and ONLY if the answer is YES, do we ask further questions:
- how many exams?
- when / which weeks?
- will they use Honorlock proctoring?
- and only if YES, Are faculty familiar with Honorlock or will they need assistance?

SoN Course Kick-Off Checklist
(Adaptive/Conditional-Logic SmartSheet Form)

Our initial inspiration comes from Atul Gawande’s 2009 book Checklist Manifesto, which explores how checklists can improve complex processes in multiple contexts and settings. Checklists are shown to streamline processes and make them more reliable.

To ensure success and high participation from faculty, we secured endorsement for this initiative from the Dean and Associate Dean of Academic Affairs.

Our academic technology team inserted a carefully designed checklist (as a SmartSheet form) into ALL SP21 Canvas courses – it was located in an unpublished module and was only visible to faculty and TAs (not visible to students).

We asked each course professor / course lead for each Canvas course to complete the checklist, which was published 3 weeks before the start of the semester, and we asked for it to be completed no later than one week before class start date.

We send additional reminders to faculty who have not filled the form by this deadline. The information was collected for each course, and when relevant, notifications about specific faculty plans or needs were sent to the appropriate team members for follow-up via email or one-to-one meeting.

The collected information was kept in one master spreadsheet, and allowed our team to create a workload calendar that helped us anticipate times of increased activity during the semester and better plan resources, anticipating more precisely the times of heightened demand for support in specific areas.

Project Team / More Info:
George Jura – jura@wisc.edu
Tim Piatt – tim.piatt@wisc.edu

For information about licensing SmartSheet, a campus-supported resource, contact:
Karen Hanson, Assistant Director,
Project Management Office
karen.hanson@wisc.edu | (608) 262-9110

TF = TEXT FIELD provided;
DDM = DROP-DOWN MENU

- Course Professor Name TF
- Course Number TF
- Course Title and/or section (for example, M102-B01)
- Course Notes (if any that need extra attention or change)
- Impact:
- Would you like us to import previously existing content into your LIVE Canvas course?
- Upload:
- What is your preferred CANVAS COURSE PURCHASE DATES?
- When would you like us to purchase the modules?

Module or Course Home Page:
- Do you order your MODULES (recommended) on your course home, or do you use a single, static HOME / WELCOME PAGE for your course?
- I want this course Module or Course Home Page:
- If you select YES, PLEASE INCLUDE:
- Welcome page with an intro and prerequisites photos (new work, please)

Video Conferencing:
- Do you plan to use a video conferencing platform(s)?
- Do you plan to record video lectures for your course?

Camtasia:
- If yes, Do you plan to use Camtasia to record?
- If yes, Do you need instructions/training how to use Camtasia?
Course Success Self-Review

Improve blended or online course design and teaching with self-directed learning and targeted resources.
coursesuccess.wisc.edu

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 remote 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 students succeed.

Please indicate how effectively you feel this is addressed in your course:
Very effective  Somewhat effective  Not effective

Most frequently viewed topic:
Recommendation 2.4: Health-Promoting Practices
Design and teach your course using health-promoting pedagogies and trauma-informed practices; destigmatize help-seeking behaviors;

A cross-campus collaboration of instructional consultants 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 course design and teaching.

Use the Resource Website
Designers use and share the website for direct access to detailed explanations and resources.

Welcome to Success

Access full suite of recommendations
Discover new ideas

800+ viewers
Jan ’21 – Apr ’21

Questions? Comments? Contact us through the Hub or email: coursesuccess@g-groups.wisc.edu

Head Chefs
Dan Pell 1  Karen Skibba 2  Julie Collins 3  Lisa Jong 3  Haley Kerkhoff 2

Co-Authors

Web UX/UI Design and Support
Dolores Sirek 2

1 DoIT Academic Technology
2 Division of Continuing Studies, Learning Design, Development, & Innovation
3 Collaborative for Advancing Learning & Teaching
data science HUB: HERE TO HELP

CONSULTATIONS
Meet with facilitators one-on-one to discover campus data and computing resources or data scientist collaborators to help you enhance your research with data science.

→ Coding Meetup: Tuesdays, 2:30-4:30 p.m.
→ Office Hours: Thursdays, 2:30-4:30 p.m.
→ By appointment—contact us!

TRAININGS
We host workshops for campus and community members to learn skills and tools to make their research more automated and reproducible.

These workshops are for coding novices, across disciplines, in a variety of skills and tools.

Tools We Teach
- Unix Shell
- Git/GitHub
- Python
- R
- SQL
- OpenRefine
- Docker, and more!

Subject Area Focuses
- Geospatial
- Health Sciences
- Ecology
- Social Sciences
- Genomics
- Humanities

EVENTS
The Data Science Research Bazaar connects students, researchers, and professionals in all fields around topics related to data science in an informal conference environment.

CONNECT WITH US
facilitator@datascience.wisc.edu
@datascience_uw
datascience.wisc.edu/hub
Data Storage Finder Tool
Navigating the research data storage landscape at UW-Madison

Describe your storage needs

University Affiliation?
Data Access?
Volume of Data?
Collaborators?
Regulatory Compliance?
Data Protection?
Cost?

Plan
Collect & store data
Analyze & visualize data
Publish research artifacts
Closeout

Get best fit suggestions

CCI
labarchives
box
OneDrive
ResearchDrive
Azure
Google Cloud Platform
MINDS@UW
aws

storage.researchdata.wisc.edu

Icons made by Pixel perfect, Freepik, & Kirill Kazachek from www.flaticon.com

Research Data Services
UNIVERSITY OF WISCONSIN-MADISON
The DDEEA Internship Program
Reducing Bias in Student Hiring

About US
The Division of Diversity, Equity & Educational Achievement (DDEEA) Internship Program provides high-impact employment opportunities for students to develop marketable work experience.

Additional program features:
• Competitive pay
• Impact positive change at UW-Madison
• Personalized mentorship
• Paid professional development activities
• Build professional networks
• Flexible hours

Intern Feedback
“Not only have I gained professional skills to advance myself academically and professionally, but working with a group of people that are truly invested in your growth has been a huge encouragement.”

What sets our hiring process apart?
• Hiring by committee: applicants are scored and candidates are selected by committee
• Reducing obstacles to apply: applicants are given a straightforward application that does not require a cover letter
• Application redaction: neutral 3rd party edits out information that may incite bias
• Panel interview: candidate is interviewed and scored by a diverse panel of staff and students

Contact Us
Email: ddeeа_interns@provost.wisc.edu
Website: https://diversity.wisc.edu/ddeeа-internship-program/
Demystifying What to Do & How to Do It: Incident Reporting Obligations for Youth Program Staff

Project Overview
This work advanced the institutional priority of youth safety, by identifying knowledge gaps, creating new job aids, and making the incident reporting requirements easier to understand and follow.

Goals
Better equip UW faculty/staff to fulfill reporting duties when incidents occur during youth activities
Strengthen understanding of reporting processes
Reduce confusion about overlapping requirements
Increase compliance with youth-related policies
Improve comfort and confidence in the procedures
Foster collaboration between campus departments

For more information, please contact:
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Compliance Specialist
Office of Youth Protection & Compliance (OYP&C)
www.youthsafety.wisc.edu/compliance

Lindsey Peterson  M.S., CRC
lindsey.peterson@wisc.edu
Deputy Title IX Coordinator for Precollege and Youth Programs
Office of Compliance (OC)
www.compliance.wisc.edu/titleix

Results
• Three new job aids were created in 2020-21. These new tools enable UW faculty/staff to easily interpret requirements that apply in nuanced situations with youth.
• Our pre-test/post-test results from focus group participants showed an increased confidence in knowledge of incident reporting.

Types of incidents included in the job aids include:
• Child Abuse and Neglect
• Sexual Harassment and Sexual Violence
• Clery Crimes on Campus (including aggravated assault, theft, and hate crimes)
• Accidents and Injuries
• Communicable Disease
• Data Security Violations
• Peer-to-Peer Conflicts (including bullying; behavioral issues)
• Other Rule Violations

Next Steps
2021: Further distribution of tools
2022: Incorporate job aids into trainings for faculty/staff and share job aids broadly.

SPECIAL THANKS to these collaborating campus units:
• Risk Management
• UWPD
• Office of Compliance
• Office of Cybersecurity
• Office of Legal Affairs
• Focus Group Participants
• Precollege Council

Background
• Every year, thousands of minors (under age 18) benefit from participating in youth activities, unfortunately, problems or incidents sometimes occur.
• UW faculty/staff are obligated to formally report many types of incidents, ranging from minor accidents to serious crimes.
• Campus, state, and federal requirements for reporting can be confusing or may require multiple reports to different offices.

Opportunity Statement
This project sought to:
• clarify reporting obligations for youth program staff, and
• develop user-friendly resources and training materials (job aids)
…so that UW faculty/staff can more readily and confidently comply with legal requirements and campus directives to make reports of incidents in youth activities.

Approach
A work group comprised of OYP&C and OC staff completed these steps:
• Compiled common questions.
• Identified snags that stakeholders encounter in reporting processes.
• Identified points of confusion in reporting requirements spanning multiple campus units.
• Consulted campus partners.
• Conducted focus groups to better understand sources of confusion and explore concepts to clarify.
• Combined various materials into streamlined, cohesive job aids.
• Tested job aid prototypes and incorporated feedback from users into the final published versions.
Bridging the Gap

Development of a Clinical Rotation to Engage Internal Medicine Residents in the Care of Under-Represented Populations

**Challenge**
- Resident interest in receiving focused Health Equity education by establishing a specialized training pathway
- Needs assessment reveals strongest interest in Madison-area community clinical experiences and community service projects.
- Lack of existing department-community relationships is significant barrier to identifying/developing relevant programming.

**Process**
- Identified VA as partner to use our resource (residents) to create community service (access clinic) to fill system-identified health need (improved care for homeless veterans)
- Worked with experienced social work team to identify gaps in care that might be solved by resident participation
- Worked with residency leadership to create dedicated time in residency schedule to care for these veterans

**Status**
- Homeless Veteran Access Clinic staffed by residents two mornings/week year-round with associated health equity curriculum
- 26 residents spend time in clinic each year
- Clinic serves as home base for Health Equity Pathway
- Three residents in Pathway have developing Quality Improvement projects to build on the clinic’s successes

**Future Vision:**
- A comprehensive, patient-centered medical home with combined access to primary care, mental health, high-need subspecialists, social work, clothing and food pantry
- Combined medical-social work home visits

Contact Information:
The study authors have no disclosures. For questions or correspondence, please contact Victoria Gillet at vgillet@uwhealth.org and Hannah Bell at hibell@wisc.edu.
Development of a Hybrid Educational Curriculum for Internal Medicine Resident Physicians During the COVID-19 Pandemic

Lauren G. Banaszak MD, SarahMarla Donohue MD, Katherine Fell MD, and Victoria Gillet MD
Department of Medicine, University of Wisconsin-Madison, Madison, WI, United States

Opportunity
- The COVID-19 pandemic has forced the rapid restructuring of traditional in-person educational curricula
- In March 2020, the Internal Medicine residency program educational curriculum was converted to a completely remote format to facilitate physical distancing
- Many residents expressed decreased satisfaction and a sense of social isolation with remote learning
- The 2020 in-training examination score of the residency program was significantly lower than the program’s historical average

Changes Made
- A hybrid in-person and virtual curriculum was developed to better facilitate an interactive format and allow for safe group interaction
- An in-person component was limited to 10 masked persons with pre-assigned seating to maintain physical distancing
- Online videoconferencing software was utilized to simultaneously live-stream the conference and allow for participation of a remote audience
- The hybrid curriculum allowed for the continuation of interactive case-based conferences not possible in a completely remote format

Results

Survey Respondents by PGY Class
- PGY1: 15.9%
- PGY2: 25.9%
- PGY3: 34.0%
- No Response: 25.5%

Satisfaction with the Hybrid Curriculum
- Extremely Satisfied: 2%
- Somewhat Satisfied: 18%
- Neither Satisfied or Dissatisfied: 22%
- Somewhat Dissatisfied: 58%

Lessons Learned
- We describe the successful implementation of a hybrid in-person and virtual curriculum during the COVID-19 pandemic
- The novel hybrid curriculum was perceived favorably by internal medicine residents
- Some aspects of the hybrid curriculum, particularly the option for virtual participation, was perceived as more effective than what was available prior to the COVID-19 pandemic
- Despite certain advantages, most residents still reported a preference for the completely in-person pre-pandemic curriculum

Next Steps
- Optimization of technology to facilitate live-streaming once completely in-person instruction is allowable
- Comparison to the average 2021 in-training examination score of the residency program
- Development of an inter-institutional hybrid curriculum with other internal medicine residency programs across the country

Contact Information
The study authors have no disclosures. For questions or correspondence, please contact Lauren Banaszak at lbanaszak@wisc.edu.

Comparison with Completely Virtual Curriculum

Comparison with Pre-COVID Curriculum
Easing Cognitive Load: 5 Student-Led Canvas Course Design Strategies that Improved Remote Instruction

**ANNOUNCEMENTS**
Use Canvas announcements for all course-related communication. Students receive an email alert with a link directly into the course when an announcement is posted.

**VIDEO**
Consider recording a video or scheduling a synchronous session to introduce yourself and review course details and expectations before the start of classes.

**PAGES**
If you have lots of course content use Canvas Pages to consolidate and organize your material. Stop the endless scrolling.

**WEEKLY CALENDAR**
Create a detailed weekly calendar that provides a roadmap for your students. Lists all course activities and deadlines for the week. Tip: Embed a Google Sheet in your homepage. Updates are automatic.

**NAVIGATION**
Place a navigation panel on your homepage that provides direct links and easy access to your syllabus, modules, quizzes or other Canvas content.

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**CHALLENGE**
Feedback shared from students indicated increased cognitive load and stress due to difficulty navigating and finding Canvas course materials. Students were spending too much time managing the learning process instead of learning the content.

**SOLUTION**
A Canvas template was created based on student feedback. The template contains 5 elements (see above) that creates a basic navigation and organizational structure to every course. Training sessions were held prior to Spring ’21 semester.

**IMPACT**
Feedback from faculty, staff and students has been very positive. The template will be updated (based on student survey results) and deployed for synchronous fall instruction.

“...the same template made expectations clear and information so much easier to find. It’s easy to lose track of all the assignments and modules, but with the template every week was clearly defined...and helped everyone stay organized.” – Class of ’23 DVM student

“...The updated Canvas template was an absolute game changer for students and instructors alike. Finding required course materials became stress-free and allowed students to focus on the aspects of their curriculum that mattered most.” – Class of ’24 DVM student

“The canvas template made navigating coursework 10 times easier! All the time I saved really added up, saving me a whole lot of stress!” – Class of ’24 DVM student

Scan the QR code to view a faculty training session:

Contact: Kathy Hendricks
(khendricks@wisc.edu)
ECMO Cannulation Training Utilizing A Novel Simulator
Przybyliski E, MSMS, CHSE, CHSOS, Tizale M, McCarthy D, MD, MBA, MEM

Hybrid Task Trainer Was Created To Allow For Mastery Learning Of Cardiothoracic Surgery Fellows In A Low-Frequency/High Acuity Procedure

Process Improved
- The first-ever system wide simulation resulted in numerous changes to the process of the emergency department activated eCPR protocol that was created in partnership with the department of surgery and the UW Health ECMO team.
- Less than 72 hours later, the first activation took place. The patient that presented to the Berbee-Walsh Department of Emergency Medicine was discharged home in the following weeks with no neurological deficits.

Project Goals
- Psychomotor Training Of Cannulating Providers
- System Analysis Related To Emergent Cannulation
- Expand Training To Include Regional Partners

Contacts
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UW-Madison Office of Quality Improvement www.oqi.wisc.edu 608-262-6843

UWHealth

Results
- Collaboration with the University of Iowa Hospital and Clinics
- Partnership created with the Extracorporeal Life Support Organization (ELSO)
- Multiple simulator production organizations have expressed interest in the licensing and/or production of the device.

Future Development
- Research is being designed to assess the cannulation curriculum that has been created, as well as the device.
- Training to be implemented in the summer of 2021 at UW Health and the University of Iowa HC
- Production of the device to allow for standardized training at roughly 1,000 ECMO Centers worldwide
- Evaluation of negative outcomes before and after implementation of this curriculum using the industry database in the fall of 2021
An efficient and transparent automated purchasing process

Meredith Luschen (meredith.luschen@wisc.edu) & Kara Melka (kmelka@wisc.edu)

GOALS
- Reduce p-cards
- Reduce staff time moving and reconciling charges
- Reduce audit risk

SOLUTION
- Automated purchasing process

PROCESS
1. Open dashboard (e.g., CARD)
2. Choose Purchasing and Payment Request Form (single form!)
   - Answer key questions & upload documents
   - Automated approvals routed to appropriate managers and directors
3. View status requests via a MY REQUESTS PORTAL
4. Reviewer receives request and makes purchase
5. Reviewers monitor purchasing metrics for unit

Requester
Carbone Administrative Requests Dashboard (CARD)

Reviewer
Purchasing Review Portal

Business Operations Landing page with purchasing metrics

MY REQUESTS PORTAL
Active & Completed Purchasing Requests

Workflow, forms, automation and tracking all performed in and managed with

For more info on how to license & use smartsheet in your projects and workflows, contact
Karen Hanson * karen.hanson@wisc.edu
Overview

In 2020, Cultural Linguistic Services (CLS) began using WhatsApp to send campus news and other important information to employees via text.

WhatsApp (WA) groups enhance the employee experience and contribute to a better campus climate for UW–Madison’s diverse, multicultural workforce.

- Enhance communication
- Promote cultural understanding
- Support equity and inclusion

Problem Identified

- Employee communication channels such as newsletters, emails, and websites do not reach a portion of UW–Madison’s diverse employee population.
- English Language Learners benefit from having access to information in their native language.
- Some employees lack access to computers, especially at work.

Process

- WhatsApp was selected because it is a popular, easy-to-use chat app.
- CLS collaborated with University Communications, the Office of Cybersecurity, and other partners to ensure that WhatsApp would meet UW employees’ needs.

Employees Use WhatsApp to Learn What’s Up

UW–Madison employees are now using WhatsApp to receive important campus information sent directly to their smartphones in their preferred language.

WhatsApp messages are broadcast in six different languages: English, Spanish, Hmong, Tibetan, Chinese, and Nepali.

Employees typically receive a short message, a link to more information in the respective language, and contact information for questions.

Used across Campus

WhatsApp has been used by CLS and campus partners to send:

- Important campus news
- COVID-19 response information
- Announcements from divisions and departments
- Multilingual employee surveys
- Workplace English Program lessons

Results

![WhatsApp Enrollment By Languages](chart)

Employees enrolled in WA represent 16 different divisions or departments across campus.

Next Steps

- The campus rollout will continue, with a goal of increasing WhatsApp enrollments by 20 percent by the end of 2021.
- CLS plans to survey subscribers in mid-2021 to gather feedback and explore possible improvements.

Learn more at cls.wisc.edu/whatsapp.
From Auditoriums and Expo Halls to Virtual Spaces

The Center for Pre-Health Advising partners with the Student Pre-Health Committee to hold two large in-person events every year — one to raise awareness about health equity issues and another to connect students with professional development resources and opportunities. Here’s how we transitioned to virtual spaces and how the events went.

**Challenge**
With everyone on campus we had to find ways to offer high quality services that embody our values and meet our operational goals in virtual spaces. This poster focuses on two events that do both for our office.

**Solutions**
- Health Equity Symposium keynote and panel discussions → Zoom events (all recorded)
- Health Professions Expo breakout sessions and workshops → Zoom events (most recorded)
- Health Professions Expo tables with presenters → a personalized virtual resource hub

**Benefits**
- Increased access and involvement
  - Health Equity Symposium
    - Less than 100 registered in 2019
    - 178 registered in 2020
  - Health Professions Expo
    - Less than 150 registered in 2020
    - 543 registered (so far) in 2021

AND—these resources continue to be available on our website. We have added registrations to our Expo every day!

Please find us online at prehealth.wisc.edu and check out these events!
And please reach us by email questions@prehealth.wisc.edu.

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**Health Equity Symposium**
Seeking Health Equity During COVID

**KEYNOTE:**
HIV, COVID-19, and the Spatial Legacies of Colonization and American Apartheid
Dr. Lawrence Brown (UW Population Health Institute), author of The Black Butterfly

**PANEL DISCUSSIONS:**
Community Organizations Seeking Health Equity During COVID

- Center for Patient Partnerships
- Outreach
- Rape Crisis Center
- Second Harvest
- Capitol Lakes
- MEP (National Emergency Physicians)
- VA (Veteran Affairs)
- Suicide Prevention Team

Clinical Organizations Seeking Health Equity During COVID

**Health Professions Expo**
Finding the Next Step Toward a Healthcare Career

- More than 25 live sessions (recorded for later viewing) with admissions representatives, health professionals, and current students in health professional programs, as well as experts on healthcare career exploration, building experience, writing personal statements, and more...

- A robust virtual resource hub with personalized content from clinical and community health organizations, research opportunities, gap year experiences, and more...

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VIRTUAL BREAKOUT SESSIONS AND WORKSHOPS
- Health Professions Info Sessions
- Finding Professional Careers
- Personal Branding锤
- The Art of Networking
- More Informational Talks in 5 Weeks
- Professional Essay Writing
- Along the Pre-Health Path
- Finding the Right Fit
- Planning Your Path
- Planning Your Path
COVID-19 pandemic necessitates transition to virtual programming

Historically, new undergraduate students have completed both an online course U Get Th'ed and an in-person peer-led workshop GetWise to fulfill Violence Prevention program requirements. In the 2020–2021 academic year, our inability to safely carry out in-person peer-led workshops led us to reimagine our "second dose" of first-year undergraduate violence prevention content for a virtual, asynchronous environment.

Values aligning GetWise@Home program development
- Center survivors and use a trauma-informed pedagogy
- Anti-oppression-driven, intersectional and inclusive
- Empowering, affirmative, and skills-based
- COVID-relevant (online, asynchronous, bite-sized, relevant examples)
- Maintain the Peer Educator Voice of GetWise workshops
- Peer Educator-informed and collaboratively developed
- Iterative design and ongoing evaluation

Process of adapting each GetWise Workshop to online
- Identify values and GetWise program learning objectives
- Synthesize feedback on past In-person workshops and consider most important takeaways in general and for COVID context
- Work with DoIT Academic Technology staff to identify needed program development tech, tools, and resources
- Co-develop ideas of online educational activities with Peer Educators
- Select best combination of educational activity drafts
- Draft text of all three programs
- Build out text and activities in Articulate Rise in partnership with DoIT Academic Technology staff
- Iterative feedback, review, and re-building with UHS Violence Prevention student and professional staff

Completed learning modules

The GetWise@Home online program includes three distinct interactive modules where students can learn at their own pace.

**ListenWise@Home**
- **Important to Me:** Empathy building around survivor experiences
- **Trauma, Survivorship, and Healing:** Neurobiology of trauma, societal barriers to healing, and creating a survivor-supportive community
- **Active Listening:** Strategies for helpful, empathetic listening
- **Survivor Support Skills and Scenarios:** Best practices for supporting survivors

**DatingWise@Home**
- **Healthy and Respectful Relationships:** Qualities of respectful relationships
- **Dating Needs and Dealbreakers:** Self-reflection on relationship and dating preferences
- **Healthy Relationships Toolbox:** Consent, communication, and healthy respectful conflict tools
- **Power, Control, and Relationship Violence:** Qualities of relationship violence and best practices for responding to abuse

**SexWise@Home**
- **Why People Have Sex:** Reflection on personal and societal motivations for sex
- **Sexual Possibilities:** Sexual behaviors, individual preferences, and deconstructing "sexual scripts"
- **Consent Toolbox:** Sexual consent and communication tools
- **Consent and Coercion Scenarios:** Spectrum of coercive behaviors, navigating consent in practice, and responding to sexual violence

Content creation and delivery
Each program is delivered via Articulate Rise within a Canvas course. All GetWise@Home content was collaboratively built with the input and feedback of skilled student staff and is adapted to be COVID-relevant.

Student reception

"I liked that DatingWise covered all relationships, not just romantic/sexual ones. It made me think about all relationships in my life."

"I think I learned how to be a better listener and friend from ListenWise, which I am grateful for."

"SexWise did not try to shame anyone for having sex. Instead, it just provided for having sex. Instead, it just provided information for students about how to have safe sex, feel comfortable with yourself, and how to make your partner comfortable."

"The fact that every audio or video component was also available as a transcript was genuinely amazing. I've never had an easier time getting through a course like this."

Lessons to carry forward
Virtual content can be peer-informed, inclusive, comprehensive, skills-based, and relatively engaging. Integrated tone and values translate into the student experience of programming. While utilizing a collaborative, iterative process is challenging and time-consuming, it's also extremely effective and the resulting content can be employed long-term.

Next steps
Further evaluation
- Student focus groups
- Analysis of formal quantitative and qualitative evaluation from students who have completed the program, and feedback from campus partners (as well as internal student and professional staff)

Evaluation results and analysis
Results will be used to further improve both in-person and virtual GetWise curricula for future use, as well as inform long-term strategy around Violence Prevention education and capacity building.
GitLab
Git and DevSecOps Platforms in Education

Licensing Changes
For 5 years DoIT Shared Tools hosted and managed a free instance of GitLab, one of the primary tools for enterprise collaboration and continuous integration automation. In 2020, GitLab licensing changes eliminated the previous no-cost option and DoIT’s use of the tool needed to change or a new licensing agreement needed to be acquired.

SECURITY

Advocating for Needs
Members of DoIT’s Shared Tools team participated in focus groups facilitated by GitLab. They provided public input to GitLab and advocated for the needs of research universities under a new licensing model.

User Feedback & Analysis
DoIT Shared Tools gathered extensive feedback from current users. These engagements confirmed the current use cases for the DoIT GitLab instance and helped shape recommendations for future needs.

Ongoing Campus Assessments
A discovery effort and needs analyses are underway. These will support the use of DevSecOps platforms (GitHub, GitLab, Microsoft Azure DevOps, etc.) on Campus. Future shared governance and the IT community’s involvement will inform new GitLab service offerings.

Outcomes
- GitLab released a new GitLab for Campuses license in 2021.
- A single GitLab instance that can serve the primary use cases for students, faculty, and staff at a research university.
- This cost effective path will support current and future DoIT DevSecOps needs.
- The UW-Madison IT community is now engaged and helping evaluate the potential to expand the use of this GitLab instance.

“Evolving to support digital transformation and growing enterprise needs.”
Wisconsin has:
- 120,000 children in Special Education in 421 public school districts
- 5,175 in Birth-to-Three
- 12,000 children served by Medicaid Waivers in 72 counties and 11 tribal nations
- 1,000 children with medical complexity in three Complex Care Programs

Every entity needs the family/child to create goals

Goal Cards
A Tool to Facilitate Family-Centered Goals

- Learn how to tell others what I need
- Get support for my brother(s) and sister(s)
- Receive good dental care
- Make new friends
- Have a hobby

Children and youth with special health care needs receive care and services from healthcare, community organizations and schools. Goal setting is often used by service providers to guide care. However, families have expressed that, without tools, goal setting is challenging and goals are not unified across entities.

39 goal cards:
- Communication
- Community, Social and School
- Home and Family
- Independence
- Medical and Health

Available as:
- Laminated decks of cards
- Online document of cards: https://go.wisc.edu/61snzj (English) https://go.wisc.edu/70436w (Spanish)
- Web-based application: https://Goalsforchildren.wisc.edu

Without Goal Cards:
"Goal setting often feels like an exercise in "reverse engineering" goals to simply justify a product or service: "...[I]n order to purchase something with the [CLTS] waiver...our new case worker, she's always like, 'Well, what would be the goal for purchasing that?'"
- Frustrated Parent

With Goal Cards:
"[The nurse] brought out the goal cards and it was a really positive experience...It was neat to have someone sort and make piles with [child]. It was tactile...[A]nd it was neat to see the ones she picked versus the ones I imagined she would pick."
- Pleased Parent

The Collaborative Improvement and Innovation Network (CIIIN) to Advance Care for Children with Medical Complexity: UW Madison Waisman Center, American Family Children’s Pediatric Complex Care Clinic, Children’s Wisconsin’s Pediatric Complex Care Clinic; Children and Youth with Special Health Care Needs Network, Family Voices of Wisconsin, & Wisconsin Department of Health, Bureau of Children’s Services
For more information, contact Becky Burns at rburns@wisc.edu
Group Therapy in the Time Of COVID-19

The Group Therapy program at MHS tackled the challenges of adapting service delivery to a virtual format and assessing students’ satisfaction.

Data Analysis

- We analyzed feedback with both quantitative and qualitative methods.
- 145 students provided feedback between Summer and Fall 2020 semesters.
- Students responded from multiple group formats (i.e., Interpersonal Process, Support, Skills-Based).

Results

- Students consistently reported satisfaction with their virtual group experience.

Project Goals

Adapt MHS groups to virtual format
Assess student responses and satisfaction
Develop feedback and training for group providers

Contacts

UW-Madison MHS - Groups Program
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Blake Bettis, Postdoctoral Fellow: bbettis@wisc.edu
Matthew Rozzi, Postdoctoral Fellow: mrozzi@wisc.edu
608-265-5600

Results (cont.)

- Surprisingly, while some students reported in-person groups as preferable, the majority of students were neutral.

Q23 - In the past I have participated in a group that met in person at UHS and find that group held online is an acceptable alternative.

- “I liked being in the safety of my own home and felt more safe and comfortable initially.”
- “It was easier for me to attend on days where my disability was flaring up.”
- “I liked having the freedom to choose my participating location—group’s longer session time meant that I used a significant part of day to participate...”

Next Steps

- Analyze and collate data on a group-by-group level and provide feedback to group therapists.
- Develop training opportunities to address specific feedback (i.e., improving the group screening and onboarding process).
- Develop recruitment material incorporating student feedback and experiences of virtual groups.
- Consider ways to incorporate virtual offerings once in-person services resume.
How to keep that UW-Madison Feeling!

SITUATION-
For the 2021 Medical Physics Admissions Open House, we, like everyone else, had to go virtual. In order to keep the personal feeling of being together for the event as much as possible we did several things to bring UW-Madison to the applicants since they could not come to UW-Madison.

TASK-
Our goal was to find a way to bring UW-Madison to the candidates. We decided to mail out boxes of treats and swag in advance of our virtual open house. Our social events included scenes from UW Madison in the Spatial Chat platform.

ACTION-
Swag Items were selected based on “ship-ability” – non-perishable, lightweight, and with Medical Physics, UW-Madison and Madison significance. Spatial chat was the platform selected based on ease of use and customizable ability.

RESULTS-
Swag boxes were packed and included: Badger popcorn, chocolates in the shape of Bucky and the motion W, highlighter, mug, reusable bag, retractable straw, mask, key chain, magnet, post-it notes. Medical Physics students, faculty and staff and applicants attended the Open House Social Hour and Reception via the Spatial Chat platform.

The evaluations we received post-Open House (30 of 44 responded) rated the experience very high. Other programs and the Graduate School have also followed our idea in order to bring the UW to those who cannot be here for the UW-Madison experience.

Special thanks to the Medical Physics Administrative Team, IT Staff, Student Representatives, Student Ambassadors and Faculty for making our 2021 Admissions Open House a great success!

For the reception, 10-12 faculty, 25-30 current students, and all of the applicants attended. Each “room” hosted 50 people, and the student rep had to encourage folks to spread out amongst them! Peak numbers were around 80-100 attendees.

Swag!
Every candidate the Admissions committee deemed highly qualified received a “swag” box. After the Open House, participants were mailed a flash drive containing all of the video presentations and tours. Forty-four boxes were assembled at the home of one staff member and mailed.
HOW UW-MADISON CAN IMPROVE ITS APPROACH TO LEADERSHIP EDUCATION THROUGH KEY FINDINGS AND RECOMMENDATIONS OF THE 2018 MSL

Authors: Greg Harrington, Barb Kautz-Wittwer, Mark Kueppers and James Yonker

WHAT IS THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP (MSL)?
- An international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity and other leadership-related outcomes.
- MSL triennial survey provides a psychometrically validated way to measure how student educational experiences influence leadership outcomes. In 2018, seventy-two institutions administered the survey.
- In February and March 2018, 3,071 undergraduate and 171 pharmacy professional students completed the MSL survey.

Survey invitations were sent in February 2018 to 13,555 students; 4,324 students started the survey (32%) and 3,246 students completed the survey (24%).

PURPOSE OF THE STUDY
- To understand which student experiences are associated with leadership development.
- To understand whether students have equitable access to these experiences.

RECOMMENDATIONS
- Identify aspirational institutional benchmarks for student leadership outcomes.
- Ensure curricular and co-curricular leadership education programs are grounded in theoretical and conceptual leadership models.
- Develop and/or connect complementary curricular and co-curricular leadership education programs.
- Incorporate experiences that are strongly associated with attainment of leadership outcomes into high impact learning experiences and leadership programs.
- Establish infrastructure that supports educators in effectively integrating evidence-based leadership education interventions.
- Engage in on-going leadership research and assessment.
- Further assess and evaluate international students’ concept of leadership, its value, and incentives and barriers to participation and outcome attainment.

WHICH STUDENT EXPERIENCES ARE ASSOCIATED WITH LEADERSHIP OUTCOMES?
- Socio-cultural discussions (outside of class)
- Community service
- Advocacy, service and student governance group participation
- Mentoring

NEXT STEPS AND RESOURCES
- The MSL Survey data was shared with a wide variety of audiences throughout UW’s campus in order to create partnerships in developing and strengthening educational practices that yield leadership outcome attainment.
- The MSL survey was again conducted in the spring semester of 2021. On-going assessment efforts provide an opportunity for coordinated, intentional interventions to improve leadership education for all students.

To become involved in these intentional educational efforts or the next iteration of the MSL Survey, please visit leadership.wisc.edu/research
How UW Student Perceptions of Good Teaching Align with TESOL’s 6 Principles

TESOL International Association recommends 6 Principles for exemplary teaching.

- P1: Know your learners
- P2: Create conditions for language learning
- P3: Design high-quality language lessons
- P4: Adapt lesson delivery as needed
- P5: Monitor and assess language development
- P6: Engage and collaborate within a community of practice

Results:
Q1: What makes a good and effective teacher?
- Patient & Understanding
- Approachable & Helpful
- Clear & Effective Communicator
- Well-prepared
- Passionate & Engage the Learner

Q2: What is good and effective teaching?
- Teacher: Observation, feedback, assessment, flexibility, engagement, discipline, time goals
- Methods & Strategies: Daily & Effective Communication
- Feedback
- Use of Technology
- Individualized
- Engaging, Learner/Interactive

Do our students agree?

Results from a survey of ESL student perceptions of effective teaching and how their views align with standard recommended practices in language teaching.

Contacts
Angela Alexander, akalaxander@wisc.edu
Heidi Evans, heidi.evans@wisc.edu
Andrea Poulos, aspoulos@wisc.edu
**Long-Range Capital Planning**

UW–Madison’s major capital projects can take 6-8 years to complete from start-to-finish. The university is required by the Board of Regents (BOR) and the State Building Commission (SBC) to do long-range planning as part of the State Capital Budget planning process. Every other year the university provides a 6-Year Capital Development Plan as part of our 2-Year, biennial capital budget request for state funding support.

As the owner of Wisconsin’s largest portfolio of state buildings, planning ahead allows us to continue to prioritize campus needs while meeting UW System Administration (UWSA) and State of Wisconsin deadlines.

**Process Improvements**

Facilities Planning & Management (FP&M) began a new capital planning process in 2019. More proactive collaboration with UW–Madison Schools, Colleges and Divisions (SCDs) assures our facility needs are defined and reviewed as part of our required long-range facilities planning efforts.

Together, we plan ahead for projects that include State funding, need State bonding authority, or are 100% gift funded. These planning efforts allow the university to make decisions even before we know whether the previous biennial capital budget is approved and signed by the governor.

In 2021, FP&M included SCDs that had no prior pending capital projects.

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**Next Steps / Results**

- Work with SCD staff to prioritize their facility needs for the next 10+ years
- Develop Capital Project Requests and Project Budget Worksheets
- Assist campus partners with presentations to the Campus Planning Committee
- Hear campus discussions related to telecommuting & work-from-home scenarios

**Campus Partners (SCDs)**

- Athletics
- Campus Libraries
- College of Ag & Life Sciences
- College of Engineering
- College of Letters & Science
- Div. of Conference Centers
- Div. of Continuing Studies
- Div. of Student Affairs
- Div. of Information Technology
- Div. of Extension
- FP&M Transportation Services
- FP&M Utilities
- Housing
- International Division
- Law School
- Recreation & Wellness
- ROTC Units
- School of Education
- School of Human Ecology
- School of Medicine & Public Health
- School of Nursing
- School of Pharmacy
- School of Vet Med
- Dean of Students
- University Health Services
- UW Police Department
- Wisconsin Public Media
- Wisconsin Union

**Campus Master Plan**

The Biennial Capital Budget long-range planning process is how we implement the Campus Master Plan in two and six-year increments.

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**Project Benefits**

- Educate campus partners on Capital Budget Planning process
- Review the 2023-2025 capital planning schedule
- Provide all SCDs a time to discuss their upcoming facility needs
- Align long-range capital planning with strategic and facility master plans of our campus partners
- Discuss the impact of the pandemic in space utilization

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**Contact:**

Gary Brown, Facilities Planning & Management

gary.brown@wisc.edu

608-263-3023
**Improve Ergonomics Services for Computer Users**

Ergonomics implemented pre- and post-service surveys after Assessments and Showroom Appointments to improve the Ergonomics Program for Computer Users in fiscal year 2021.

**Determine Top Ergonomics Hazards Among Campus Computer Users**

**Ergonomic Hazard Assessment**
After each service, the ergo staff completed a survey to track and identify trends in equipment and posture related hazards.

1. **Desk Height Mismatch**
2. **Keyboard Width Mismatch**
3. **Monitor Height Mismatch**

**Top Categories of Hazards**

- **263 Chair-Related Hazards**
  1. Chair broken/Not Adjustable
  2. Seat depth mismatch
  3. Armrests absent or ill-fit

- **205 Keyboard-or Mouse-Related Hazards**

- **194 Desk-related Hazards**

**Post-Service Survey Question: Barriers**
Did you correct all of the changes recommended during your assessment? If not, which were uncorrected and why?

- Could not secure funding for equipment / felt too expensive
- Lacked time to implement changes
- Felt recommendations were not necessary

**Follow Up Opportunity**
Survey allowed people to add comments and request a follow up

**Implemented Changes and Future Endeavors**

- **Interactive Training & Resources**
  Created trainings to target top hazards. Provided cheaper, "make-shift" solutions for the office and remote workspace.

- **Virtual Consults & Showrooms**
  Developed virtual services and new intake form to capture hazard-related issues via measurements, photos, and video call.

- **Prevention Through Design**
  Goal to incorporate ergonomics and universal design into spaces to prevent injuries and improve work ability and comfort from the start.

**Contact:**
ergonomics@uhs.wisc.edu

ehs.wisc.edu/workplace-safety/occupational-health/ergonomics
Welcome Back!
- Cleaning/Disinfecting Protocols
- In-Person Welcome & Training

UW Guidelines
- Help keep our campus healthy and safe
  - Stay 6 feet apart
  - Wear a face covering
  - Wash frequently
  - Stay home if you have symptoms

Lab Management During a Pandemic
Creating a Culture of Safety and Trust

Overcome the Fear of Returning
Work on Site (set the example)
In-Person Training of New Procedures (w/ face shields)
Ask how students are doing (show support)

Contact
Jackie Cooper, Lab Manager
jackie.cooper@wisc.edu
608-262-3149
3206 Engineering Hall

Occupancy Signs
- Paper Clips + Cardstock

- Lab Occupied
- Lab Not Occupied

Google Calendars
- Room/Instrument Scheduling
Maximizing Happiness
Using the "Funnel" to Manage Conflicting Stakeholder Demands

1. Accept work requests from service stakeholders. Curate those in a shared spreadsheet = "the funnel."

2. Key person: Service manager who maintains stakeholder relationships and can translate their business needs into actionable work.

3. A "sprint" is typically a 2-week work plan. Draft the next sprint(s), conflicts and all. If no conflicts, skip to step 5.

4. Convene relevant stakeholders to resolve conflicts at the business priority level. Service manager stays neutral.

5. Happy team executes and delivers to happy stakeholders.

Funnel Goals
Meet the highest priority needs first.
Measure and predict our work capacity.
Set and meet reasonable expectations.

Contacts
UW-Madison Division of Continuing Studies
continuingstudies.wisc.edu
alan.ng@wisc.edu, megan.mcdonald@wisc.edu

Well-maintained funnel spreadsheet generates performance metrics.

Transparent metrics enable realistic planning and stakeholder expectation management.
The Neighborhood Health Partnerships Program: Delivering local health data to inspire action

**Program Structure**

The University of Wisconsin Institute for Clinical and Translational Research (ICTR) Neighborhood Health Partnerships (NHP) Program aims to advance the health of Wisconsin communities by reducing barriers to learn, act, and sustain improvements through delivery of local data. Through our partnership with the Wisconsin Collaborative for Healthcare Quality, we built a data infrastructure to deliver electronic health record data from 65% of Wisconsin’s primary care providers, updated every 6 months (with 3-6 month data lag). Trained NHP navigators disseminate reports and tools to organizations interested in the NHP data.

**20+ health systems**

*share data across 27 health outcome and care measures.*

Wellness  
Prevention  
Risk Factors  
Heart Disease Care  
Diabetes Care

**Measures are geocoded at the ZIP code level and automated reports and tools are delivered**

Health Systems & Clinics  
Community Organizations  
Researchers  
State and Local Government Organizations  
Community Pharmacies

**so that they can:**

Develop new programs  
Identify & target disparities  
Prioritize focus areas  
Establish new partnerships  
Monitor & evaluate  
Strength grant applications  
Direct services/resources

**Learn More**

Neighborhood Health Partnerships (NHP) Website  
[https://nhp.wisc.edu/](https://nhp.wisc.edu/)  
Jessica Bonham-Werling, Director  
[jessica.bonhamwerling@wisc.edu](mailto:jessica.bonhamwerling@wisc.edu)

**COVID-19 Response**

In the midst of the COVID-19 pandemic, the program team leveraged the existing NHP data infrastructure to build a vaccine outreach prioritization tool, using electronic health record and public health data. Quantifying COVID-19 mortality risk by geographic area has been useful in planning and directing resources to the most vulnerable communities. The prioritization tool calculates two factors in Wisconsin ZIP codes:

1. COVID-19 relative mortality risk
2. Potential barriers to COVID-19 vaccination

When the Wisconsin ZIP codes were plotted by relative risk of COVID-19 mortality and potential barriers to vaccination, we identified four unique groupings of ZIPs relative to state averages: 1) Highest priority, 2) Medium priority on process to get vaccinated, 3) Medium priority on barriers to get vaccinated, and 4) Lower priority.

**COVID-19 Relative Mortality Risk and Barriers to Vaccination by Wisconsin ZIP Code**

Data, visualization, and guidance was provided to health systems, health departments, nonprofits, and others to support planning targeted outreach approaches to increase COVID-19 vaccination uptake, addressing ZIP codes with higher barriers to vaccination and at higher risk for COVID-19 mortality.

Learn more at [https://nhp.wisc.edu/covid-19/](https://nhp.wisc.edu/covid-19/)

**Acknowledgments**

Funding for this project is provided by the Wisconsin Partnership Program through the UW Institute for Clinical and Translational Research Community-Academic Partnerships Core. We thank the Wisconsin Collaborative for Healthcare Quality and Wisconsin Department of Health Services for providing data for this work.
A NEW FILTERING MODEL
for improving user experience

Environment, Health & Safety (a department within FP&M) has partnered with University Marketing to create a new filtering tool that allows website users to easily and effectively find the information they need. This allows FP&M to present large sets of information to our campus customers in an easy-to-use, interactive interface.

Resource Library
Find all of the guidance, manuals, and forms you need. Easily searchable by category to make finding helpful resources fast.

Training Filter Tool
Quickly determine the trainings you need to take based on your role and subject matter. Then simply take online or in-person.

Signage Request & Filter Tool
Get your lab or workspace compliance-ready with the new searchable signage library. Download or order right from the site.

Staff Directory
Find the right EH&S contacts quickly with this new staff directory searchable by area and name.

Three clicks or less
The mantra steering our efforts to improve the user experience on our site was three clicks or less.

USER-CENTRIC
MODULAR
DYNAMIC

FP&M plans to incrementally add these features to our various websites in the near future.

Questions? Please get in touch with our team at: communications@fpm.wisc.edu.
The New Student To-Do List (previously called the First-Year Timeline) is meant to be the primary hub for all new students to access critical applications, websites, and information needed to facilitate a smooth transition to UW-Madison.

**OVERVIEW**

**SCHEDULE**

**MILESTONES**

The following timeline for the completion of this project is under development and includes the major milestones listed below.

- Design Sprint (Summer '18)
- CFYE/DoIT Exploration (Summer/Fall '18)
- Steering Committee Formation (November '18)
- IT Proposal Submission (December '18)
- Scope Definition (February '19)
- Requirements Gathering (March '19)
- Prototype/Data Model Development (May '19)
- User testing @ SOAR (Summer '19)
- Application development (September '19)
- v1.0 Live (February '20; for incoming Fall 2020 Students)

**WEBSITE**

**GOALS & BENEFITS**

1. To improve the student’s first-year digital experience from acceptance through their first year at UW-Madison.
2. To improve and streamline communications between campus offices and new students.
3. To decrease the number of alternate forms of communication needed for the student to complete all necessary parts of the enrollment process.
4. To deliver a centralized location for first-year students to complete their requirements and explore optional resources.
5. To help campus offices identify students struggling with their processes as a way to improve those processes or offer support to students challenged by them.
6. To aggregate source data, thus eliminating redundancy and decreasing the number of necessary updates and data feeds.
7. To increase student satisfaction and understanding which will lead to increased admission yield rates and retention rates.

**MOST OPENED TASKS**

- Complete the pre-enrollment checklist (Fall 2020)
  - 659 (10.55%)
- Apply for financial aid (2020-21)
  - 573 (9.18%)
- Complete residence hall housing contract
  - 570 (9.13%)
- Confirm freshman enrollment
  - 479 (7.67%)
- Apply for UW scholarships (2021-22)
  - 469 (7.51%)

**TEAM**

**Core Team**
- Chris Verhaeghe
- Chris Diorio
- Sondre Selsethich
- Phyllis Treige
- Jess Jones
- Mike Farnham

**Technical Team**
- Jim Holguin
- Andy Goldstein
- Maria Dahman

**Steering Committee**
- Center for the First-Year Experience: Chris Verhaeghe & Chris Diorio
- Campus and Visitor Relations: Stephanie Benson-Gonzales
- University Housing: Brian Ward
- Office of Admissions and Recruitment: Dave Lestzczynski
- Office of Financial Aid: Karla Weiser
- Office of the Registrar: Beth Warner
- Office of the Bursar: [Vacant]
- Office of Undergraduate Advising: Gayle Viney
- University Health Services: Kelsey Anderson
- Testing & Evaluation: Julie Gorski
# Nursing Clinical Faculty Lived Resiliently Through COVID-19 Instruction

**Dr. Dana Schardt, DNP, APN, RN and Kyoko Schatzke, MSN, RN**

## Background
- WHO declared the COVID-19 a pandemic on March 11, 2020
- Within days, School of Nursing (SoN) transitioned from clinical to unprecedented remote instruction
- Clinical faculty were faced with the responsibility of quickly redesigning clinical delivery while maintaining high standards of education and changing culture to support students
- Professional and personal challenges were identified
- As a result, faculty can be characterized by incredible resourcefulness, and unrelenting dedication while demonstrating compassion and support to our students during the COVID-19 pandemic
- Two nursing clinical faculty at the University of Wisconsin School of Nursing reflect how they managed their teaching resiliently

## Transformational Resiliency Model

| Readiness: Reflected on strength/weakness |
| Reckoning: Recognized and understood the effect of our emotions and how could impact students |
| Rumble: What did we change to support student resiliency |
| Responsive: Network of support |

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**Cultivate self care and compassion practice**
- Started each class with new relaxation technique skill, mindfulness, affirmation, aromatherapy, breath work
- Building rapport: Asked each student weekly to share what they discovered new this week, food, movie, hobby and discussed common interest
- Team building, incivility education and paired/group activities

**Solution Focused**
- Individual student honest conversations that open up issues safely
- Empowerment through coaching
- Provided SoN and campus resources and follow up
- Increased flexibility for students
- Shared knowledge with colleagues

**Setting Boundaries**
- Educate students on being realistic about workload
- Help identify a schedule that works
- Create a workspace for remote learning

## Key Learning
- The pandemic increased our awareness that challenges were beyond the changing curricula
- We created actionable strategies to enhance resiliency
- We continually self assessed our capacity and student’s capacity to function in the pandemic crisis, problem solved, and gained wisdom into resilience building
- Once the pandemic is over, we must reflect on the impact of the crisis and the lesson learned both personally and as professionally
- We suggest continued efforts of Nurse Educators to develop resilience strategies to support student’s growth in their resilience

## Identification of the Problem
- Unprecedented pandemic caused fear in students causing increased personal and professional stress, anxiety and social isolation
- Students and/or their family were directly impacted with COVID-19 illness
- Faculty was concerned with how the disruption could trigger withdrawal, exhaustion, reduced efficiency and lack of self care
- Impact on students with constantly changing clinical schedule; total remote, remote and lab, full clinical, then back out of clinical

## References

A special note of gratitude to our SoN leadership, for their support and guidance for us
## Why is Your Website Important?

With a shortage of infectious disease physicians and the need for virtual recruitment, program websites are the main form of advertisement and communication platform to potential applicants. Content must be accurate and current to initially gain applicant attention. There is limited research for website best practices in a given subspecialty, thus a literature review across specialties and consolidation of best practices is required.

## Program Website Management Matrix

<table>
<thead>
<tr>
<th>Page Content Category</th>
<th>Page Type/Title</th>
<th>Page Subcategories</th>
<th>Update Timeframes</th>
<th>Key Review/Edit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Program Main Page</td>
<td>Welcome</td>
<td>Yearly</td>
<td>Update with appropriate, timely acknowledgments of key aspects of the field (example, Covid)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program Info</td>
<td>Yearly</td>
<td>Update with appropriate, timely acknowledgments of key aspects of the field and current key training opportunities offered (example, training)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contacts/Links</td>
<td>Yearly</td>
<td>Ensure all contacts, info, links current</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program People</td>
<td>Yearly</td>
<td>Ensure bio, photos, and links current</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outcomes</td>
<td>Yearly</td>
<td>Ensure all stats are correct/current, be on lookout for any other key metrics being shared by ID groups</td>
</tr>
<tr>
<td></td>
<td>Current Fellows</td>
<td>Fellow Activities</td>
<td>Quarterly</td>
<td>Review presentations, awards, accomplishments, current research and QI projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fellow Photo</td>
<td>Yearly</td>
<td>Fellow takes photo without at beginning fellowship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fellow Bio</td>
<td>Yearly</td>
<td>Review of fellow CV at beginning of fellowship</td>
</tr>
<tr>
<td></td>
<td>Graduated Fellows</td>
<td>Graduated Fellows (&gt; 5 Yrs.)</td>
<td>Yearly</td>
<td>Ensure all graduates moved to this section with addition of where they are going</td>
</tr>
<tr>
<td></td>
<td>Research Training</td>
<td>Opportunities</td>
<td>Biannually</td>
<td>Ensure study topics/intersets are current, note – faculty research pages should be updated with this as research pages should be linked to provide guidance on opportunities, mentorship, and contacts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trainee Publications</td>
<td>Quarterly</td>
<td>Ensure all learners acknowledge with regular list of pubs and links added</td>
</tr>
<tr>
<td>Training</td>
<td>Program Structure</td>
<td>N/A</td>
<td>Yearly</td>
<td>Ensure no program changes to program scheduling, ensure example fellow schedule current</td>
</tr>
<tr>
<td></td>
<td>Mentorship</td>
<td>N/A</td>
<td>Yearly</td>
<td>Ensure no program changes/additions to the mentorship structure</td>
</tr>
<tr>
<td></td>
<td>Infectious Disease Rotations</td>
<td>Inpatient and Outpatient Rotations</td>
<td>Yearly</td>
<td>Ensure no program changes to overall rotations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pathways</td>
<td>Yearly</td>
<td>Ensure no program changes/additions to the pathway program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialized Experiences</td>
<td>Yearly</td>
<td>Ensure no program changes/additions</td>
</tr>
<tr>
<td></td>
<td>Curriculum and Conferences</td>
<td>N/A</td>
<td>Yearly</td>
<td>Ensure no program changes to overall curriculum topics, meet attendance requirements, additional learning relevant updates</td>
</tr>
<tr>
<td></td>
<td>How to Apply</td>
<td>Application Process</td>
<td>Biannually</td>
<td>Update interview season dates, update filled positions, update training years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interviews</td>
<td>Yearly</td>
<td>Update interview schedule outline, coming season’s interview process, interview dates, and season</td>
</tr>
</tbody>
</table>

## How was our website used?

<table>
<thead>
<tr>
<th>Infectious Disease Fellowship Webpage Review Google Analytics Data August 2020-January 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Content Type</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Program Main</td>
</tr>
<tr>
<td>Current Fellows</td>
</tr>
<tr>
<td>Graduated Fellows</td>
</tr>
<tr>
<td>Research Training</td>
</tr>
<tr>
<td>Program Structure</td>
</tr>
<tr>
<td>Mentorship</td>
</tr>
<tr>
<td>Infectious Disease Rotations</td>
</tr>
<tr>
<td>Curriculum and Conferences</td>
</tr>
<tr>
<td>How to Apply</td>
</tr>
</tbody>
</table>

## Outcome

- Easily edited, organized matrix to follow for website maintenance
- Addition of fellowship Twitter account to address lifestyle/social aspects of program

## Future Directions

- Quarterly meeting of a website committee
- Implementation of social media into program online presence
- Ability to evaluate website effectiveness through hit rate analysis & applicant feedback

## Acknowledgements

- Jeannina Smith, MD
- Dawd Siraj, MD, MPH&TM
- Steve Marshall, MPH, MS
- Sara Balken, ND, MS
- Rita Simpson
- DOM Communications Team

## References

- Charaiel, R.A., et al., Clinical Imaging, 2016. PMID: 27421081
- Ruddell, J.H., et al., Digestive Diseases and Sciences, 2019. PMID: 30863954
PROGRAM REDESIGN

Over 20 years ago, the PEOPLE Program began as a single program experience with a single-entry point for admissions. Throughout two decades, the program evolved to accommodate five different admissions entry points and eight different student experiences. A student’s experience in the program was dictated by geography and grade level, not best practices.

Can we create a model and administrative structure to provide our most robust student experience for all program participants?

COLLEGE ACCESS AND SUCCESS

Gail Ford, Director
UW-Madison PEOPLE Program
peopleprogram.wisc.edu
608-262-7415
Overview
A map that visualizes the process for planning, implementing, and maintaining professional post-baccalaureate academic programs.

Division of Continuing Studies (DCS) staff and programs across campus use the process map to:
- Understand the stages of program progression
- Increase awareness of process requirements
- Utilize our services

PROFESSIONAL PROGRAMS PROCESS MAP

About the process map
- Outlines program progression through the planning process, which includes the following phases:
  - Exploration, evolution, budgeting, governance, implementation, and maintenance
  - Includes horizontal “swim lanes” for ease of navigating DCS services, including:
    - Proposal development, funding, market research, marketing, recruitment, curriculum development and evaluation
- Printed and mounted in our hallway for staff to view

Sticky notes display the status of our programs
- Green = on schedule
- Yellow = delayed
- Red = critical

Learn more about Professional Degrees and Certificates at
PDC.WISC.EDU

88+ professional programs
Recently approved programs:
- MS in Design + Innovation (accelerated)
- MS in Pharmaceutical Sciences: Applied Drug Development (accelerated)
- MS in Clinical and Health Informatics (online)

Contact us
Marty Gustafson
Associate Dean for Academic Affairs & Programming
marty.gustafson@wisc.edu

Ian Muehlenhaus
Director of Program Development
muehlenhaus@wisc.edu

About Professional Degrees and Certificates
UW–Madison DCS Academic Affairs & Programming partners with academic departments, schools and colleges across campus to offer flexible evening, weekend, accelerated and online degrees and certificates.
REDUCING OPERATIONAL SUPPORT THROUGH SELF-SERVICE

A group wide effort to improve self-service processes for clients through user focused needs assessments, feedback, content evaluations and process enhancements

CUSTOMERS
All current users and potential users of the following services:
- KnowledgeBase
- MyUW
- Shared Tools
- Web Hosting
- WiscWeb

OPPORTUNITIES
Operational efficiencies allow services/supporting teams to focus on:
- Platform improvements
- New functionality
- Staying current (campus needs/industry standards/best practices)
- Identifying patterns that lead to understanding user needs
- Develop valued self-service processes

CHANGES MADE

All WPS Service Initiatives
- Move support queue to Level 1 Help Desk
- Improve Help Desk level 1 ticket categorization
- KnowledgeBase content evaluations and consistent user experiences
- User Experience discovery and feedback mechanisms
- Knowledge management discovery and enhancements
- Expansion of consistent training mechanisms across services

Creation of new team: Client Engagement
- Help users/clients identify and evaluate problems and user needs
- Navigate potential solutions by working with constituents to understand scope and campus landscape

KnowledgeBase
- Began offering regular monthly virtual training sessions to new/existing users
- Development of new internal reporting tool and implementation of Google Tag Manager and Data Studio to gain insights into user behaviour and application usage

MyUW
- Applied Perato Analysis to historical Help Desk incidents to improve user support and personalization functionality
- Improved widget displays to focus on high value, low cost implementation practices to meet user needs

Shared Tools
- Increasing self-service capabilities (e.g. provisioning accounts with single sign on, improving resources and documentation)
- Conducting needs analyses to evaluate standards of care, the flexibility of service offerings, results of consultations, and the user experience

Web Hosting
- Service fulfillment functionality additions based on user needs — High Availability Static Site Hosting (BYO site) and Redirect Services in AWS
- Improvements to developer support tools — Updates to Web Hosting automation software (Plesk) and Java/Tomcat deployment management

WiscWeb
- Activation of new users via NetID decreases confusion and effort involved in adding users
- Self-activation of plugins empowers users to enable this functionality and remove the need to submit a formal request
Challenge, solution, and changes

Challenge
• Provide introductory physics labs to remote Physics, Astronomy-Physics, and AMEP students during a pandemic.

Solution
• Teaching assistants collected video and other data while themselves working the lab just-in-time with professor guidance.
• Team-based vetting of virtualized experience.
• Data made available along with prelab scaffolding and lab reporting via CANVAS.
• Synchronous lab meetings held with Blackboard Collaborate at normal scheduled times.

Changes
• Data pages for 17 hands-on labs developed between March 2020 and March 2021.
• Additional 3 labs using public big science data required no changes.

Remote introductory physics labs
Professor Duncan Carlsmith
Sp20 Abigail Bishop, Cameron Kuchta
Fa20 Praful Gagrani, John Podczerwinski
Sp21 Praful Gagrani, Emre Yildizi

Still image of apparatus to measure the electron charge to mass ratio in Physics 248

Project Goal
Provide equivalent of hands-on laboratory experiences to fully remote students in the introductory survey course Physics 247-8 for Physics, AMEP, and Astronomy-Physics majors.

Contacts
Professor Duncan Carlsmith
Department of Physics, UW-Madison
Duncan.Carlsmith@wisc.edu

Example topics:
• Acceleration in free fall with spark generators
• Inertial sensors attached to heavy equipment
• Standing waves on a string
• Oscilloscopes and RC circuits
• Electron charge to mass ratio
• Magnetic induction
• Optical instruments
• Diffraction and interferences
• Atomic optical spectra
• Speed of light.

Future development
• Provide materials as templates for in-person labs starting Fall 2021.
• Materials can be used to make-up a lab
• Improve materials based on student feedback

Video of electron beam bending in the force field of an electromagnet.

Calculation provided by student in electronic lab report.
# SharePoint Library for Continuity of Instruction Resources

A Collaborative Work Group for Information Sharing

Instructional Technology Group (ITG)

## Background

The Instructional Technology Group (ITG) identified the need for an online Resource Library with the goal of sharing resources to support instructional continuity and alternative modes of course delivery.

This poster presentation maintains that SharePoint as a collaborative tool provides an effective online solution for digital curation and sharing of resources to meet diverse needs of instructional design communities across campus.

## Problem Investigated

What are best practices and strategies to effectively support the information needs of the Continuity of Instruction Community using a SharePoint Resource Library?

## Project Best Practices and Strategies

**COLLABORATIVE DEVELOPMENT** – several key considerations informed user requirements and functions:

- **Equitable** – for users of diverse abilities
- **Flexible** – supports diverse users and information types
- **Intuitive** – design encourages sharing and collaboration
- **Perceptible** – provides key information
- **Tolerance** – minimizes adversity
- **Low Physical Effort** – efficient for users

**STRATEGIC WORK PLAN** – a project roadmap with:

- Needs Analysis and Statement of Work (SOW)
- Team and Stakeholder Communication Strategy
- Project Timeline and Work Breakdown Structure (WBS)

**STRATEGIC LEADERSHIP** – essentials for teamwork:

- **Negotiate** – work to balance diverse perspectives and opinions within the needs of the project.
- **Navigate** – find ways to build consensus while meeting project goals and priorities.
- **Network** – welcome questions and encourage new ideas.

## SharePoint Solution

The SharePoint Resource Library users will benefit by:

- **Accessibility** – multiple ways of interacting with the SharePoint including search, sort and filters.
- **Diverse Formats** – supports a variety of formats and document types.
- **Ease of Use** – controlled vocabulary and descriptions for metadata fields.
- **Support** – tutorials and support are available on the Microsoft website.
- **Documentation** – administrative and work plan documents as well as Quick Reference user guides are available.

## ITG Contacts

- **Maria Widmer (Chair)** - maria.widmer@wisc.edu
- **Erica Hagen (Vice-Chair)** - erica.hagen@wisc.edu
- **Cliff Cunningham (Secretary)** - cliff.cunningham@wisc.edu
- **Margaret Murphy (Poster Creator)** - msmurphy4@wisc.edu
The International Internship Program (IIP) identifies, cultivates and promotes high-quality internship opportunities abroad for UW-Madison undergraduate students.

In a typical year, we send about 100 students abroad for an internship (spring, summer or fall). **2020 was anything but typical.**

Unable to send students abroad due to the pandemic, we pivoted some existing internships to a virtual format and developed new ones.

**Virtual Internships**

**Benefits**
- Professional skills
- Global networking
- Personal development
- Intercultural communication
- No cost
- Flexibility (part-time)

**Challenges**
- Usually unpaid
- No cultural immersion
- Navigating time differences

**Results:**
- Maintained partnership with host organizations
- Participation from students in most schools/colleges
- Increased semester participation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Interns</th>
<th>Spring Interns</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2018-19</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>2019-20</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>2020-21</td>
<td>40</td>
<td>30</td>
</tr>
</tbody>
</table>

**Short term**
We’ll continue offering virtual opportunities due to travel restrictions.

**Long term**
We’re planning to continue offering some virtual internships in order to:
- Increase student access to opportunities
- Fit alongside student course loads
- Partner with organizations in less accessible locations

Check out our website at [internships.international.wisc.edu](http://internships.international.wisc.edu)

Photos of IIP Internships from our Instagram Takeover series

[@uw_iip](https://www.instagram.com/uw_iip)
Opportunity
Based on the fall 2019 Student Financial Wellness Survey by the Trellis Company, many students have inadequate financial resources to "pay for college, are unsure how they will pay for the next semester, could not come up with $500 in case or credit in case of emergency, and are borrowing loans for which they have little confidence in repaying".

The Office of Student Financial Aid is proud to invest in our students by providing an engaging and safe space to develop students' understanding of their finances, laying the foundation for a healthy relationship with money during their time at UW-Madison and beyond.

Interactive Timeline
Celebrate the successes we've had in supporting students and their learning of financial wellness.

What is Financial Wellness?
Financial Wellness is more than just Financial Literacy! While it encompasses Financial Literacy skills such as saving, investing, and budgeting, Financial Wellness also entails a feeling of financial security and a sense of empowerment toward financial decision making.

20-21 Financial Wellness Offerings by the Numbers

<table>
<thead>
<tr>
<th>Attendees for Financial Wellness Courses or Workshops</th>
<th>Workshop Attendees</th>
<th>Course Partnerships With CALS, SMPH, Pharmacy and Veterinary Medicine</th>
<th>Financial Wellness Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100 +</td>
<td>577</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>Attendees</td>
<td>Attendees by School</td>
<td>Partnerships</td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>SMPH</td>
<td>College of Agricultural and Life Sciences POSSE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>L&amp;S</td>
<td>Recreation and Wellbeing (RecWell)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vet Med</td>
<td>School of Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CALS</td>
<td>School of Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pharmacy</td>
<td>School of Human Ecology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>School of Medicine and Public Health</td>
<td></td>
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<tr>
<td></td>
<td>Engineering</td>
<td>School of Pharmacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SoHE</td>
<td>School of Veterinary Medicine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>UW Credit Union</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business</td>
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<td></td>
<td>DCS</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is our impact?

"This course was quite honestly a total game changer for me. It's pretty amazing to me how little I knew about personal finance coming in, and at the end of the week I feel much more secure and empowered to take on my student loan debt and financial future going forward."

Student review of RAD 914: Physician Financial Wellness.

Leading the Charge
Joselyn Diaz-Valdes
Biography
Emma Crawford
Biography
Pahoua Xiong
Biography

Partners
College of Agricultural and Life Sciences
Graduate School POSSE
Recreation and Wellbeing (RecWell)
School of Business
School of Education
School of Human Ecology
School of Medicine and Public Health
School of Pharmacy
School of Veterinary Medicine
UW Credit Union

Call to Action
Ready to explore how you can bring financial wellness offerings to your students? Submit a request and we will respond within 24 hours.

University of Wisconsin – Madison
www.financialaid.wisc.edu
Sustainability Advisory Council

Learning from the past; Listening to the community; Leading the way forward.

Year 1 (2020 / 2021)

- Decision-Making Process
  - Listening Sessions #1: 10/7, 11/17
- Opportunity Evaluation
  - AC: 12/11, EN: 1/15, OP: 2/12, PA: 3/12
- Recommendations
  - Listening Sessions #2: 4/9, 5/14

Providing recommendations to the Provost and the Vice Chancellor for Finance and Administration to advance sustainability at UW-Madison

Year 2+

Ongoing support for implementation of sustainability initiatives

Contacts
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www.sustainability.wisc.edu

Pivoted, a lot: Authentically responding to feedback and creating space to reexamine processes on the fly showed respect for our stakeholders and, even though difficult, has helped produce a better outcome.
Text Editors Make Writing Easier—What efficiencies can they offer you and your team?

What is a text editor?
Text editors are computer software where users can write and edit text. Notepad and WordPad that come pre-installed on Microsoft Windows are some commonly available examples.

![Photo of syntax highlighting](https://flic.kr/p/913UK3)

**Figure 1:** Photo of syntax highlighting by 小草 via https://flic.kr/p/913UK3

What can I do with a text editor? Capabilities in Notepad++ and other text editors:
- **Scroll two documents side-by-side** (compare documents or cut-and-paste between documents)
- **Scroll the same document in two windows**, with different parts of the document in each window (check consistency within a document)
- **View all references** to a search term within a document, all open documents, or all documents in a location (locate the correct document)
- **Selective editing**: replace all occurrences of a search term within a specific block of text
- **Syntax highlighting**: the command keywords of the language appear in color, making code easier to read (please see figure 1)
- **Autocomplete**: start typing a word and the software will suggest the rest of the word, if this word is already elsewhere in the file
- **Clipboard history**: the clipboard can store the history of copied items and not just the most recently copied item
- **Viewing large files**: files too big for Excel may be viewable in a text editor
- **File tabs**: tabs for the files across the top of the screen make it easy to find and switch between windows
- **Extended search mode**: include line feeds, carriage returns, and tabs in find-and-replaces
- **Regular expressions**: flexible find-and-replace that incorporates capabilities like wildcards

Where can I access text editing software for free at the university?
- **Notepad++**, which is available for free online (https://notepad-plus-plus.org/), is loaded onto the InfoLab computers and laptops on campus (https://it.wisc.edu/services/computer-labs-infolabs-software/).
- **BBEdit** is a propriety software with a free 30-day evaluation period. It is available online (https://www.barebones.com/products/bbedit/) and in Apple desktops and laptops in the InfoLabs.

![Photo of computer lab at Jugaani village school](https://flic.kr/p/cbLMJ1)

**Figure 2:** Photo of computer lab at Jugaani village school by World Bank Photo Collection via https://flic.kr/p/cbLMJ1

Where can I learn more?
- This video from Joe James (Notepad++ Text Editor: Intro for Beginners) has over 250,000 views: https://youtu.be/F0fGv_c6ZrQ (8m31s).
- The Getting Started section of the Notepad++ documentation is at https://npp-user-manual.org/docs/getting-started/.

Acknowledgements:
- the Office of Strategic Consulting
- the Space Science and Engineering Center (SSEC) (https://svn.ssec.wisc.edu/repos/geoffc/LaTeX/beamerposter_UW-SSEC/UW-SSEC-beamerposter_bareTemplate.tex), for providing the \TeX template
- my supervisor Lyn Alaily and the other members of the Statistical Analysis and Research Programming core

Conflict of interest statement:
The author does not have any conflicts of interest to report.

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Dept. of Surgery, Administration Division
608-265-2415 (example of payphones in figure 3)
e-mail: yangdo@surgery.wisc.edu

![Photo of payphones](https://flic.kr/p/72qn1s)

**Figure 3:** Photo of payphones by Nicolas Nova via https://flic.kr/p/72qn1s
**Key Findings**

1. PhD students are interested in multiple employment sectors outside academia, but it varies by area of study.

![Diagram showing employment sectors desired by PhD students](chart1.png)

2. Male and female PhD students report somewhat different job preferences.

![Diagram showing gender differences in employment sector preference](chart2.png)

3. Most students wanting academic positions are open to jobs outside of R1 institutions.

4. Students’ interest in non-academic jobs roughly aligns with alumni employment.

![Diagram showing alignment of career preferences and outcomes](chart3.png)

**Sample & Data**

- **Student Survey**
  - Web survey sent in spring 2018 & spring 2019 to all PhD students in their 2nd or 5th program years (N = 2,318)
  - Study analysis sample = 856 students (37% response rate)

- **Alumni Survey**
  - Web survey sent in fall 2017 & fall 2018 to all PhD alumni 3, 8, or 15 yrs. post-degree (N = 4,449)
  - Study analysis sample = 1,373 alumni (32% response rate)

**Impact**

- **Tracking Career Preferences**
  - New annual GS survey collects information from all enrolled PhD students on desired employment and skills needs.
  - Data shared with campus via interactive dashboards.
  - GS leadership reviewing data and plan to hold discussions with individual programs.

- **Tracking Alumni Employment**
  - Contracted with external vendor to provide annual employment data for all recent PhD program graduates.
  - New alumni employment dashboards under development.

**Study Questions**

1. What are the career preferences of our PhD students?
2. How focused are our PhD students’ career preferences?
3. How do our PhD students’ career preferences differ by gender?
4. In what types of postsecondary institutions do our PhD students prefer to work?
5. How do our PhD student career preferences align with PhD alumni outcomes?
Using Consumer Insights to Develop New Offerings

Make Your User the Center of Your Innovation Process

Developing a Professional Degree Program

Understand
Through focus groups, surveys, and interviews, we learned that prospective students preferred in-person degree programs, but personal and professional commitments made attending such programs difficult.

Explore
Generated solutions to overcome student barriers and create a program that was:
- flexible to meet lifestyle demands of prospective students
- high quality, delivering on our unique value proposition

Implement
- Conducted additional market research and conjoint analysis to determine which program features were most valuable.
- Refined program concept and tested again to determine demand, pricing, and positioning. Hope to gain approval to begin recruiting for this fall.

Designing a Digital Alumni Newsletter

Understand
Conducted survey research that uncovered an alumni desire to stay informed in a convenient way with “snackable” content.

Explore
- Generated potential solutions to meet alumni needs.
- Refined ideas and explored an e-newsletter in more depth including brainstorming content, features, design, tone, and name.

Implement
Concept tested different e-newsletter designs. Collaborative analysis helped to determine optimal content, features, design, and delivery timing. Launched alumni e-newsletter.
Sometimes you need more resources than you have...

...the Public Cloud gives UW faculty and staff the means to quickly build what’s needed for as long as it’s needed. Scalable storage and compute are what the Cloud is best at. Adding in automation makes it work even better.

UW Cloud Successes

- Deployed and manage all three major public cloud providers: AWS, Microsoft Azure and Google Cloud Platform
- Prepared 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!

Admin staff and Researchers are using UW Public Cloud resources in AWS, Google and Microsoft Azure to accelerate innovation!

UW teams have used Public Cloud to...

- host web sites reliably and inexpensively with increased performance
- set up dev/test environments that can be spun up and down as needed
- store archived data cheaply without worrying about media decay
- securely transfer data between collaborators
- create a data lake for operational analytics
- try out hardware configuration and software packages before committing to purchases
- …and even more!

UW Public Cloud offers...

- Consulting on Cloud Use cases including cost estimates
- Weekly open office hours
- Close integration with Research Cyber Infrastructure team
- Serverless infrastructure that can scale automatically
- Infrastructure as Code examples to help with automation/consistency

Contacts
UW-Madison Public Cloud Team
go.wisc.edu/public-cloud
cloud-services@cio.wisc.edu

(image from www.awsgeek.com)
UWHC EPIC Health Link Onboarding for Nursing Students
Britta Lothary, MSN, RN, ANP-C

Background
- UW-Madison SoN accepts 160 traditional junior level nursing students annually; 106 participate in clinical at UWHC/TAC during each of the required three junior year clinical rotations.
- As of the 2017 – 2018 academic year, traditional junior level nursing students have been receiving EPIC Health Link onboarding that is maligned with what they need to confidently navigate and accurately document within the EPIC Health EHR.
- This malalignment has caused nursing student role confusion while on the clinical unit and has required increased support by clinical instructors regarding EPIC Health Link navigation and documentation.

Purpose
- To develop a new process for UW – Madison traditional junior level nursing students to obtain the information required to confidently navigate and document in EPIC Health Link.

**EPIC Health Link Practice Charting**

**Vital Signs: 10:00**
- Temperature: 99.2 F Oral
- Heart rate: 82 bpm (you obtained it off the pulse ox)
- RR: 16
- BP: 152/63 adult - large cuff, right arm, sitting
- SpO2: 96%
- Room Air

**Pain Assessment: 10:00**
- Pain: Left Arm, aching and burning, constant, Numeric Rating Scale (NRS) used, 6/10(at rest), 8/10 (with activity) you repositioned them, and administered po pain medication.

Description of the Process
- **September 2017**: Attended in person EPIC Health Link Onboarding for junior level nursing students provided by UWHC. Noted malalignment of traditional junior level nursing student needs to confidently navigate and document in EHR.
- **January 2018**: Developed an additional 2-hour EPIC Health Link Onboarding Course using EPIC Health Link Playground at UWHC.
- **January 2018 – January 2020**: Piloted EPIC Health Link Onboarding Course with 6 additional junior level nursing student clinical groups.
- **October 2019 – Present**: Collaborated with Health Link Education, Optimization, and Support (HLEOS), UWHC IT Security, and UWHC Nurse Education Department to implement junior level nursing student focused EPIC Health Link Onboarding.
- **November 2019**: Student and Clinical Instructor Survey distributed to determine effectiveness of additional EPIC Health Link Onboarding Course.

Results/Findings
- **61** nursing students that received both the UWHC and additional EPIC Health Link Onboarding Course were surveyed.
  - **41** nursing students completed the survey with a **93% completion rate**.

  **Nursing Student Confidence in EHR Documentation after completing UWHC EPIC Health Link Onboarding**

Future Implementation
- Fall 2020 in person roll out of UW-Madison junior level nursing student focused EPIC Health Link Onboarding by UWHC HLEOS staff.
- Fall 2020 alternative online approach of UW-Madison junior level nursing student focused EPIC Health Link Onboarding by UWHC HLEOS staff.
- Discussions scheduled in June 2020 with UWHC Systems Security Team and HLEOS staff for SoN lab access to EPIC Health Link Playground.

Acknowledgements
- Alex Harrington, Chad Renz, and Doug Purvis, HLEOS, UW Health Informatics
- Mandi Jackson, UWHC Education and Development for Nursing and Patient Care Services
- Megan Webber, UWHC Nursing Education Specialist
- UW SoN Clinical Instructors: Julie Patrick, Katie Phillips, Emily Herzog, and Kyoko Schatzke

Nursing student confidence of EPIC Health Link EHR documentation noted an overall mean increase of 2.51 to 3.02 after receiving the additional EHR onboarding on a scale from 1=not confident to 4=very confident

Nursing student confidence of EPIC Health Link EHR navigation noted an overall mean increase of 2.49 to 3.00 using the same scale after receiving the additional EHR onboarding course.

**Student feedback regarding the additional EPIC Health Link Onboarding:**
- “It cut down time during the first days of clinical. We got clear directions where to look, and I still had questions but I felt a lot more prepared than if I hadn’t had the training.”
Training / Calls for Service

» Documented training hours:
  • 2018: 136 hours
  • 2019: 270 hours
  • 2020: 656 hours

» National Safe Boating Council (NSBC) Certification for all employees

» Nationwide tabletop exercise through the Emergency Management Institute

» Weekly Leadership Team Meetings to ensure consistent leadership/supervision, application of policies, training plans, and enhanced communication throughout the entire unit

» LRAS rescue boats make approximately 500 to 700 runs and typically aid 400 to 600 people annually

Facility, Equipment, & Safety Upgrades

» Successfully integrated new watercraft (Boat 20) into LRAS fleet

» Facility improvements to ensure a safe working environment for staff, including: asbestos abatement, connection to UW network, additional cameras for safety and security, engineering studies and reinforcement/replacement of hoists and cranes to lift boats safely in the boat house, and furniture/equipment upgrades to common gathering spaces

» Implement a systematic, structured, and verified maintenance plan for all watercraft to ensure all scheduled and regular maintenance is completed on time, to specifications, and on budget

» Service agreements and regular meetings with partners (Memorial Union, Hoofers, Outdoor UW, and Dane County Sheriff’s Office) to ensure consistent and seamless integration of services

» Keywatcher tracking and building re-key for accountability and safety

» COVID protocols in unique marine boat and boathouse environments

» Developed and implemented Continuity of Operations (COOP) plan

Hiring, Recruitment, & Public Relations

» Create and implement a public relations plan for social media, in-person events/fairs, and other public events to create brand recognition, improve program reputation, and increase knowledge to multiple UW-Madison and greater Madison community members

» Improved and standardized recruitment program to increase access, diversity, and inclusion to more potential LRAS team members

» Information TV screen to integrate information sharing with main UWPD building
# Verona Operations MDS Delivers

**Operation Changes to Support the Campus COVID-19 Pandemic Response**

## The Need
When the COVID-19 pandemic resulted in disruptions to the Spring semester in March 2020, a need was identified to support campus with Personal Protective Equipment (PPE) and other supplies to employees and students who continued activities on campus could remain safe.

## The Challenges
- **Reaction** – Transition to virtual learning/telecommuting happened seemingly overnight
- **Timing** – Supporting activities needed to take place quickly as guidance was provided and as experts communicated newly learned information about the virus
- **Supply Chains** – Global demand outpaced available supply and manufacturing capacity, making it difficult to obtain adequate quantities of certain products
- **Process** – New processes and procedures were required to manage the purchase, inventory, and distribution of items not historically centrally managed

## MDS Techniques & Strategies
- Assumed all campus deliveries including FedEx and UPS
- Coordinated collection of surrendered pandemic response items from campus units
- Created specific item numbers for all pandemic response inventory
- Re-organized warehouse space to accommodate new inventories and streamline order fulfillment
- Added new catalogs in Shop@UW for users to access pandemic supplies
- Implemented a [PPE Request Form](#) so campus units could obtain more tightly controlled inventory categories
- Developed forecasting models and inventory reports to track and monitor supply/demand

## Our Goal
Ensure the inventory and delivery of all supplies needed to support campus activities

<table>
<thead>
<tr>
<th>335 – Total pandemic response (EOC) item numbers added to inventory (Over 2X the normal 285 core stock items)</th>
<th>20% - Average MDS warehouse space occupied by pandemic response inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,820 – Number of PPE orders placed for MDS delivery to campus locations since March 2020</td>
<td>1,925 – Number of orders placed using the PPE Request Form</td>
</tr>
<tr>
<td>562 – Individual orders placed with vendors to support campus response since March 2020</td>
<td></td>
</tr>
</tbody>
</table>

## Results
- Changes led to a framework for MDS to provide PPE storage/delivery services to not only our campus community, but also UW System Administration and the COVID-19 testing sites organized on campus
- On-site work and in-person learning continues for many with MDS delivering needed supplies 5 days a week
  - Disposable Procedure Masks
  - Cloth Face Coverings
  - Face Shields
  - Nitrile Gloves
  - N95 Respirators
  - Disinfecting Solutions (spray bottles and individual tubs)
  - Hand Sanitizer
  - Mask Fitters
  - Coveralls/Gowns
  - Thermometers

## Distribution Totals (Individual Units)
Since March 2020, MDS has delivered
  - Cloth Face Coverings – 110,677
  - Procedure Masks – 781,176
  - N95 Respirators – 14,021
  - Face Shields – 37,693
  - Nitrile Gloves – 2,537,350
  - Disinfectant (tubs) – 23,506
  - Hand Sanitizer (gal) – 4,349
  - Gowns – 19,272
  - Mask Fitters – 5,697

## Contacts
- Brian Kopp – Assistant Director
  - brian.kopp@wisc.edu
- Kyle Smith – MDS Supervisor
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VIRTUAL VISIT DAYS 2021

Due to the COVID-19 pandemic, the Physics Ph.D. Program was required to cancel the traditional in-person prospective graduate student recruiting weekends and instead transitioned seamlessly to a completely virtual format for 2021.

https://www.physics.wisc.edu/grad-recruitment-2021/

OPPORTUNITIES
- Website to highlight schedule, provide zoom links and share videos
- YouTube channel and playlists featuring faculty and research area videos along with campus and City of Madison play lists
- Flip Grid videos for prospective and current students to meet and get to know one another
- Prospective students were able to visit from all over the world with minimal disruptions to their schedule
- Cost savings of no travel, lodging, or meal expenses

WELCOME, PROSPECTIVE GRADUATE STUDENTS!

2021 Virtual Visit Days
February 18-19 | March 4-5

GOALS

Maintain faculty, current student, and prospective student involvement

Showcase the Department of Physics, UW–Madison, and the City of Madison

Provide virtual visit event details in one easily-accessible place

NEXT STEPS
- Review feedback from prospective students, faculty, and current students
- Analyze virtual visit acceptance numbers and compare to trends from previous years
- Explore hybrid option for future prospective student visit days
- Consider a virtual visit option for international students in the future even when travel and in-person visits are possible
- Share successes from the Ph.D. program virtual visit days for possible use with the M.S. in Physics-Quantum Computing (MSPQC) Program

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Sarah Perdue
Director of Communications
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We need a solution NOW! But WHAT? But HOW?

We wondered:
What already exists?
What database solutions are available?

Could it work?
Would one of these already available solutions meet our critical research needs?

How will it work?
What staffing is needed if we implement a new database solution?

We needed a new solution for collecting research data NOW!
We did not know exactly WHAT the solution would or could be.

How?
The APPROACH

GAP ANALYSIS
Does the Possible Solution adequately address the Critical Requirements?

Identify CRITICAL REQUIREMENTS we need

Research POSSIBLE SOLUTIONS that exist

Let’s find out through Testing!

TESTING with a Team

Paving (as we walk) the Road of Discovery

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Using The APPROACH,
We discovered our database solution!

We were also able to:
• Engage staff to implement the APPROACH to discover what solution could work.
• Create the staffing plan to support REDCap implementation.

University of Wisconsin
School of Medicine and Public Health

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Why a Dementia Friendly Art Museum and Campus?

"Dementia Friendly" means knowing how to appropriately interact with a person expressing dementia symptoms, understanding the signs and potential abilities, to ensure they are safe, comfortable, and feel included.

Project Goal
Making the UW–Madison Campus Dementia Friendly

Contact:
Visitor Services, Chazen Museum of Art
750 University Avenue
Madison, WI 53706

Need

In Dane County there are over 8,000 people living with dementia and 5 million in the U.S. These numbers will double in the next 20 years and half of adults 85 and older will have some form of dementia.

Changes Made

Chazen Museum of Art staff were trained to be dementia friendly. They know how to appropriately interact with a museum visitor expressing dementia symptoms. Staff understand the signs and potential abilities of the visitor and how to ensure they are comfortable and feel included while visiting the museum.

Proposed Next Steps

Because the mission and vision of UW–Madison includes a focus on health, wellbeing, diversity, and inclusion of all people, our campus might consider joining UW–Madison’s Chazen Museum of Art by becoming dementia friendly.

Proposed Future Development

On-campus staff orientation and dementia friendly training for all working in public facilities and at events (Wisconsin Unions, Camp Randall Stadium, Arboretum Visitor Center, Wisconsin Alumni Association, etc.).
The Challenge introduced master’s and doctoral students to Graduate School programs and campus resources so students could engage in professional development and self-reflection, during the month of January 2021.

**opportunity statement**
- Since graduate students typically have more flexible schedules in January, there was an opportunity to provide an incentive - a Graduate School t-shirt - for them to explore low commitment PD activities and resources asynchronously, and to keep them motivated and connected to campus this pandemic year.

**our goals**
- Engage graduate students with campus PD resources and tools.
- Raise awareness of our resources and encourage more students to set up their accounts in membership-based PD services.
- Help graduate students use the winter break as a time to reflect and set direction for their own development.

**changes made**
- A fun, new, incentivized program was rolled out week by week during winter break. The Challenge featured 31 activities, such as:
  - Gauge your academic progress and use backward planning
  - Begin informational interviewing
  - Watch or attend a Writing Center workshop
  - Make a plan to engage in racial justice and equity work
  - Create or update your Individual Development Plan
  - Jump start your wellness plan
- Each activity included reflection questions, and participants tracked engagement in at least 5 activities to receive a t-shirt.

**97%** of participants said the Challenge was relevant

**94%** invested more time in their professional development than normal because of the Challenge

**lessons learned**
- Initial response at sign-up was high (242) yet only about 26% completed the challenge. However, of those who persisted, satisfaction was very high.
- If repeated, we would create more space for connection between participants, as well as an easier to use tracking sheet.