



**MARCH 8 • UNION SOUTH**

**2022 PROGRAM**

## **WELCOME**

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The Office of Strategic Consulting would like to welcome you to our annual Showcase event, an opportunity for colleagues from across the UW–Madison campus to come together and share best practices, learn from each other’s successes, and connect. We are excited to once again be able to host Showcase in person at Union South, while also offering livestreamed and interactive online sessions for those who are unable to be here in person.

This year’s poster exhibition, which runs until 11 a.m., features over 60 posters showcasing a variety of academic and administrative improvement projects. This is a wonderful opportunity to network with peers and absorb knowledge that might transfer to your own work. Select posters will be highlighted during the 2-minute poster flash talks.

Once the poster exhibition concludes, we hope you’ll join us for Chancellor Rebecca Blank’s keynote presentation in the Marquee Theater. She will reflect on pivotal initiatives and notable organizational changes she has championed during her nearly nine-year tenure.

Our morning and afternoon breakout sessions aim to provide you with information on best practices, tools, and other topics relevant to process or program improvement.

It is inspiring to see the work happening across this campus, despite the challenges and uncertainty of the pandemic. We celebrate your efforts and the remarkable innovations you pursue each day and hope that Showcase provides useful and timely information to support your work. On, Wisconsin!

***SAVE THE DATE FOR SHOWCASE 2023: APRIL 20***

## AGENDA AT-A-GLANCE

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Time	Activity	Location
8–11 a.m.	Poster Session	Varsity Hall, 2 <sup>nd</sup> Floor
8:05 a.m.	Opening Remarks to Poster Presenters	Varsity Hall, 2 <sup>nd</sup> Floor
10–11 a.m.	Poster Flash Talks	Marquee Theater, 2 <sup>nd</sup> Floor
10:10–11 a.m.	Presenting Facts and Figures to Get Results	Landmark Room, 3 <sup>rd</sup> Floor
	Zero-Email Inbox: Strategies and Techniques for Taming Email and Achieving Success Amid Distractions	Agriculture Room, 3 <sup>rd</sup> Floor
	Managing Campus Communications During COVID	Northwoods Room, 3 <sup>rd</sup> Floor
	Health Equity in Practice: Amplifying Community Voices in the Grant-Making Process	Online Session
11:15 a.m. –12 p.m.	Keynote Presentation: Chancellor Blank Reflects on Pivotal Initiatives and Notable Organizational Changes During Her 9-Year Tenure	Marquee Theater, 2 <sup>nd</sup> Floor
12–1 p.m.	Lunch on Your Own	
1–2:15 p.m.	Six Case Studies in Organizational Development Through Quality Employee Training	Landmark Room, 3 <sup>rd</sup> Floor
	Understanding the Coaching Process	Northwoods Room, 3 <sup>rd</sup> Floor
	Adapting Corporate Best Practices for Use in Higher Education	Online Session
2:30–3:45 p.m.	Developing Diverse Leaders Who Reflect the Communities Being Served	Landmark Room, 3 <sup>rd</sup> Floor
	The Art and Science of Project Management	Northwoods Room, 3 <sup>rd</sup> Floor
	Figuring Out File Sharing	Online Session

## POSTER SESSION

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**8–11 a.m., Varsity Hall, 2nd Floor**

**8:05 a.m., Opening Remarks to Poster Presenters**

*Jill Ellefson, Director–Consulting, Office of Strategic Consulting*

## POSTER FLASH TALKS

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**9–10 a.m., Marquee Theater, 2nd Floor**

*Moderator: Jeremy Kautza, Internal Consultant, Office of Strategic Consulting*

Relax in a comfortable seat and get the highlights on some of this year’s posters as exhibitors present their posters in rapid-fire flash talks. Make note of posters you find intriguing for follow-up conversations back in Varsity Hall.

## 10:10-11 A.M. BREAKOUT SESSIONS

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**Presenting Facts and Figures to Get Results**

**Landmark Room, 3rd Floor**

*Sherryl Pertzborn, Administrative Director, Academic Affairs, School of Medicine and Public Health*

Know yourself, know your audience, and add in a few tips and strategies. With the right preparation and approach, you can increase your chances of delivering a presentation that leads to the decision you want and the resources you need. In this session, you will explore tools to understand your style as a presenter, assess your audience’s interests, clearly present financials and data, and manage what is actually a discussion, not a speech.

**Zero-Email Inbox: Strategies and Techniques for Taming Email and Achieving Success Amid Distractions**

**Agriculture Room, 3rd Floor**

*Kelvin Alfaro, Internal Consultant, Office of Strategic Consulting*

In 1998, the movie *You’ve Got Mail* came out. It captured how our relationship with email began. Back then, those virtual envelopes sparked feelings of curiosity and excitement. Unfortunately, those days—and feelings—are long gone; they’ve been replaced by feelings of dread and anxiety. That’s not surprising since we’re currently emailing at a rate of approximately 306 billion emails...per day!

This session is for you if you have felt overwhelmed by the number of things you need to keep track of, have worried about forgetting small details, wear lots of hats in your job and life, or start projects but have trouble finishing them. You will learn proven strategies for getting a handle on your out-of-control inbox and for achieving success amid distractions. The session will provide an overview of “deep work” tools and techniques to support reaching a zero-email inbox.

## **Managing Campus Communications During COVID**

### **Northwoods Room, 3rd Floor**

*Marlena Holden, Chief of Staff, Student Health and Wellbeing; Stephanie Benson Gonzales, Director, Parent and Family Program; Brendon Dybdahl, Director of Marketing and Communications, University Housing; Kelly Tyrrell, Director of Research Communications, University Communications; Amy Gunderson, Marketing Manager, University Marketing*

Beginning in March 2020, the pandemic forced UW–Madison to adapt to an ever-evolving difficult situation. In particular, campus communications staff have had to plan and execute a wide range of broad institutional and audience-specific communications in an environment of rapidly shifting demands, expectations, policies, and guidance changes. Adding to the challenge, these staff were themselves navigating the personal and professional complexities of the pandemic—while working both remotely and in person.

This session will give you a behind-the-scenes look at how campus communications processes have evolved during the pandemic and how content has been developed. You will also benefit from the lessons communications staff have learned about organizational structure. There may even be a pet picture or two!

## **Health Equity in Practice: Amplifying Community Voices in the Grant-Making Process**

### **Online Session**

*UW Population Health Institute: Carleigh Olson, Policy and Technical Assistance Coordinator; Mary Kate O’Leary, Action Research Project Coordinator; Lola Awoyinka, Racial Equity Initiative Planning Coordinator; Soraya Willems-Neal, Special Projects Coordinator; Marcia Morales, Wisconsin Community Health Worker Outreach Specialist; and Kayla Tollefson, Financial Coordinator*

In this session, we will share lessons from a collaborative grant-making process undertaken as part of the Just Recovery for Racial Equity initiative, a COVID response partnership between the governor’s office, the UW Population Health Institute (PHI), the Department of Health Services, and community partners.

Housed within the Mobilizing Action Towards Community Health (MATCH) program at PHI, this partnership focuses on supporting initiatives that work to mobilize communities towards mitigation and recovery from COVID-19, including the factors that drive the disparities seen in COVID-19. Some of the strategies that will be shared include power building, improving community capacity, and promoting resilience.

## **KEYNOTE PRESENTATION**

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**11:15 a.m.–12 p.m., Marquee Theater, 2nd Floor**

### **Welcome and Introduction**

*Jenny Faust, Associate Vice Provost of Strategic Initiatives and Director, Office of Strategic Consulting*

### **Featured Speaker**

*Chancellor Rebecca Blank*

Rebecca Blank became chancellor of UW–Madison in July 2013. Her leadership has reinforced UW–Madison’s position as one of the world’s top universities—a center for education, discovery, and research. Blank has pushed for interdisciplinary faculty cluster hires to support the university’s research enterprise, expanded access to the university through Bucky’s Tuition Promise, increased diversity in the student body, and led a \$4.14 billion comprehensive funding campaign.

Prior to joining the university, Blank served as deputy secretary and acting Secretary of Commerce under President Obama. She was a member of the Council of Economic Advisers under President Bill Clinton. Blank's experience in government is bolstered by her background in academics. She was dean and professor of public policy and economics in the Gerald R. Ford School of Public Policy at the University of Michigan and served on the faculty at Northwestern and Princeton Universities.

In her keynote address, Blank will reflect on UW-Madison's long history of administrative 'firsts' and some of the transformative changes she has led over the past nine years to keep the university on the leading edge of discovery and innovation.

## **Concluding Remarks**

*Jenny Faust*

## **1-2:15 P.M. BREAKOUT SESSIONS**

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### **Six Case Studies in Organizational Development Through Quality Employee Training**

#### **Landmark Room, 3rd Floor**

*Dean Mieske, Training & Organizational Development Specialist II, UW Administrative Transformation Program, and Richard Lookatch, Behavioral Clinician*

This interactive session will highlight six case studies, past and present, focusing on the relationship between high-quality employee training and sustained organizational performance. The studies featured will include a variety of public and private, Southern Wisconsin-based enterprises, including the UW System.

During this session, you will learn what it takes to develop high-quality training as well as how to navigate organizational undertow. You will also learn a variety of best practices for organizational, change, and project leadership. You and other participants will cast live votes on what you see as key learning challenges and priorities in your organizations.

### **Understanding the Coaching Process**

#### **Northwoods Room, 3rd Floor**

*Office of Strategic Consulting: Jill Ellefson (moderator), Director-Consulting, and Strategic Consulting Leadership Coaches: Deb Gurke, Jacob Hahn, Jeremy Kautza, Tena Madison, Charles Meyer, and Sarah Murphy*

In this interactive session, you will gain an understanding of what coaching is, what a coaching experience entails, and the benefits it offers for your professional development. You will gain hands-on experience with a coaching tool that will help you reflect on various aspects of your personal and professional life. The session will also include a real time demonstration of coaching to see coaching principles in action. To wrap up, participants will reflect on what they observed during the coaching demonstration and how coaching may be a helpful approach for growth.

### **Adapting Corporate Best Practices for Use in Higher Education**

#### **Online Session**

*Paul Hevesy, Vice President for Organizational Effectiveness, Stanley Black & Decker; Mary Graft, Business Process Analyst, The Organizational Performance Office, Arizona State University; John Garnetti, Managing Director, Office of Business Engagement, UW-Madison; Jenny Faust (moderator), Associate Vice Provost of Strategic Initiatives and Director, Office of Strategic Consulting, UW-Madison*

Higher education and corporate cultures are certainly distinct, and necessarily so, as universities are mission-driven (rather than profit-driven) enterprises. At the same time, corporations often turn to higher education for ideas, research assistance, and cutting-edge innovations (in addition to providing them with highly trained employees). In this session, we will explore how universities can leverage and adapt ideas and practices from the corporate world. Our panelists, who have experience in both contexts, will share their unique perspectives, as well as examples of ideas and practices that can transcend the cultural divide between these two worlds—and be applied to higher education settings, including UW–Madison. The session will consist of a moderated discussion; participants will have the opportunity to ask panelists questions and to share their own experiences related to the topic.

## **2:30-3:45 P.M. BREAKOUT SESSIONS**

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### **Developing Diverse Leaders Who Reflect the Communities Being Served**

#### **Landmark Room, 3rd Floor**

*Ricardo Wynn, HIV Capacity Building Coordinator, Wisconsin Department of Health HIV Program, and Megan Reading, HIV Outreach Project Manager, Wisconsin HIV Outreach Project*

To achieve equity, having leaders who reflect the community being served is key. In this session, you will learn about an innovative project that increased capacity and leadership opportunities for LGBTQ men of color to take on leadership roles in HIV and other community organizations in Dane and Milwaukee counties. You will hear examples of effective leadership development for community partners and conduct a brief SWOT (strengths, weaknesses, opportunities, and threats) analysis of your capacity to achieve equity in the workplace. Lastly, you will leave with action steps you can take to address racial and other disparities in the workplace.

### **The Art and Science of Project Management**

#### **Northwoods Room, 3rd Floor**

*Office of Strategic Consulting: Charles Meyer (moderator), Interim Director–Strategic Initiatives, and Strategic Consulting Project Managers: Barry Dobbs, Armando Farias, Lucien Gerondeau, Betsey Kenyon, Greg Laubmeier, Jim Martin, Leon Nel, Eric Phillips, Kelly Schumann, and Stacy Smith*

Join us for a facilitated discussion with senior project managers and project coordinators from the Office of Strategic Consulting who are managing large campus-wide projects. Find out how Strategic Consulting approaches the art and science of project management. Bring your questions and dilemmas. Get tools, tips, and methods anyone can use, and participate in a conversation about common challenges and pain points and how to handle them.

### **Figuring Out File Sharing**

#### **Online Session**

*Robin Fisher, Academic Program Specialist, Department of Theatre and Drama, and Past Information Technology Committee Member*

Are you spending all your time looking for lost files? Do you sometimes delay a project because you know you'll have to spend hours looking for the files you need? Or are there times when someone asks you to share something and you have no idea what system to use? You're not alone! In this session, we will bushwhack our way through different file sharing systems, naming conventions, and search tools. We will make it through the jungle of data together.

## POSTER EXHIBITION

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### A1 – Flexibility: A Tale of Two Programs

#### *School of Pharmacy*

The School of Pharmacy recently launched two professional Pharmaceutical Sciences MS degrees: Applied Drug Development in 2020 and Psychoactive Pharmaceutical Investigation in 2021. During our first few recruitment and enrollment cycles, we have learned that these programs attract their own unique student populations of adult learners – populations whose needs were not fully anticipated pre-launch. Committed to meeting our students where they are, we have adapted flexible degree pacing plans, identified academic support resources, and expanded course offerings and modality options. Key decision points will be shared, illuminating our team’s adaptation processes from problem identification through solution implementation.

- Lindy Stoll ([lstoll@wisc.edu](mailto:lstoll@wisc.edu))
- Eric Buxton ([eric.buxton@wisc.edu](mailto:eric.buxton@wisc.edu))
- Stephanie Scholze ([stephanie.scholze@wisc.edu](mailto:stephanie.scholze@wisc.edu))

### A2 – Enhancing Nursing Student Resiliency During COVID-19

#### *School of Nursing*

Within days, the School of Nursing transitioned from clinical to remote instruction. The challenges went beyond the changing curricula, as the unprecedented pandemic created fear in students, causing increased personal and professional stress, anxiety, and social isolation. Faculty were concerned with how the disruption could trigger withdrawal, exhaustion, reduced efficiency, and lack of self-care in students. We created actionable strategies to enhance student resiliency:

1. Cultivate self-care and compassionate practice.
2. Be solution focused.
3. Set boundaries.

As a result of these strategies, faculty have shown incredible resourcefulness and unrelenting dedication, while demonstrating compassion and support to our students.

- Dana Schardt ([deschardt@wisc.edu](mailto:deschardt@wisc.edu))
- Kyoko Schatzke ([schatzke@wisc.edu](mailto:schatzke@wisc.edu))

### A3 – The UW–Madison COVID-19 Assistance Line

#### *Campus and Visitor Relations*

Telling the story of the Safer Badger COVID-19 testing program in Spring 2021 cannot be done without highlighting the important innovation of the UW–Madison COVID-19 Assistance Line. This remote call center phone line was born out of necessity during a moment in the pandemic when weekly updates, developing information, and ongoing support were critical. This highly collaborative customer service effort involved coordination between 20+ campus departments. Primarily staffed by 27 students from Campus and Visitor Relations, this brand-new phone line exemplified the passion, empathy, and dedication that we all needed to navigate the next chapter of the pandemic together.

- Sarah Splinter ([sarah.splinter@wisc.edu](mailto:sarah.splinter@wisc.edu))
- Jane Gehringer ([jgehringer@wisc.edu](mailto:jgehringer@wisc.edu))

## **A5 – Why a Dementia Friendly Art Museum and Campus?**

### ***Chazen Museum of Art***

There are over 8,000 people living with dementia in Dane County and 5 million in the U.S. These numbers will double in the next 20 years. In the spirit of the Wisconsin Idea and in keeping with the university's mission of health, wellbeing, diversity, and inclusion, the Chazen Museum of Art trained staff to be "Dementia Friendly." We hope to inspire the rest of the campus community to do the same—to be welcoming and inclusive for a person's entire life journey.

— William Clifton ([wclifton@chazen.wisc.edu](mailto:wclifton@chazen.wisc.edu))

## **A6 – Using Consumer Insights to Develop New Offerings**

### ***Brand and Insights Office, Wisconsin School of Business***

At Wisconsin School of Business, we strive to make our users—typically prospective students, current students, and alumni—the center of our innovation process. First, we seek to understand our audience—their needs, experiences, or pain points. Next, we use those learnings to generate creative solutions and prototype ideas. Finally, we test and refine those product/service ideas before launching. We used this Consumer Insights process to launch two new offerings: a professional degree program and a digital alumni newsletter.

— Lauren Brischke ([lauren.brischke@wisc.edu](mailto:lauren.brischke@wisc.edu))

— Cindy Bush ([cindy.bush@wisc.edu](mailto:cindy.bush@wisc.edu))

## **A7 – Managing the Personnel Offboarding Process**

### ***School of Veterinary Medicine***

[vetmed.wisc.edu](http://vetmed.wisc.edu)

This poster describes the design of a new staff offboarding process implemented by the School of Veterinary Medicine. Several departments worked together to develop this process, and the IT team implemented a system that enables each responsible department to track the lifecycle of their tasks. This ensures that the school is following a uniform process and enables us to track those unique situations that often occur in research and clinical environments.

— Sean Bossinger ([sean.bossinger@wisc.edu](mailto:sean.bossinger@wisc.edu))

— Nancy Parkinson ([nancy.parkinson@wisc.edu](mailto:nancy.parkinson@wisc.edu))

## **A8 – Acumatica Enterprise Resource Planning (ERP)**

### ***Wisconsin State Lab of Hygiene***

The Wisconsin State Lab of Hygiene, with multiple laboratory divisions, has a myriad of administrative systems supporting the business and administrative side of the lab. Many of these systems use outdated technology that relies on interfaces, rather than integration, to accomplish even the simplest of business processes. Acumatica, our new cloud-based ERP system, will transform the administrative functions of the organization—including procure-to-pay, plan-to-report, and order-to-cash—using system integration tools to match customer orders to shipments and invoices. It will also redefine the finance area to better support reporting requirements—for reporting both inside the organization and to UW–Madison.

— Allen Benson ([allen.benson@slh.wisc.edu](mailto:allen.benson@slh.wisc.edu))

## **A9 – Free Augmented Reality for Posters**

### ***Department of Chemistry***

Using software that's available for free—such as Vuforia Augmented Reality (AR), Blender and Unity 3D modeling and animation software, and the Developer Kit for Android—anyone can easily incorporate augmented reality into their posters. With these software packages, any 2D image can be turned into a target for a 3D model. These 3D models offer additional interactivity with audiences and provide a means to include animations into printed medium. Since any image can serve as a target, this technology can be used on top of a completed poster without incorporating additional visual clutter or noise.

— Michael Aristov ([aristov@wisc.edu](mailto:aristov@wisc.edu))

## **A10 – Research Impact Service**

### ***General Library System***

[library.wisc.edu/research-support/measuring-maximizing-impact/](http://library.wisc.edu/research-support/measuring-maximizing-impact/)

Researchers across disciplines are increasingly being asked to demonstrate the impact of their work, whether it be for promotion and tenure, grants, or accreditation. Measuring the value of research and scholarship is a difficult task, and research metrics are often used as quantifiers. Impact is best understood as a story, and intentional use of metrics can help tell pieces of it. The UW-Madison Libraries have developed a Research Impact service to help researchers build visibility and effectively assess the impact of their scholarship. This new service includes asynchronous educational resources as well as consultations or workshops on-demand.

— Ariel Andrea ([ariel.andrea@wisc.edu](mailto:ariel.andrea@wisc.edu))

— Jessica Newman ([jessica.newman@wisc.edu](mailto:jessica.newman@wisc.edu))

## **B1 – Developing a Mental Health Curriculum for the Posse Program**

### ***School of Education***

This poster describes the development a mental health curriculum for the UW-Madison Posse Program. The goal was to facilitate conversations between mentors and Posse scholars about scholars' experiences with mental health, homesickness, isolation, and academic stress with a trauma-informed perspective. The curriculum consists of eight warm-up exercises, eight journal prompts, and four seminar presentation options about mental health topics for mentors to utilize in their Posse Seminars based on the Posse Scholars' needs.

— Hannah Glenn ([hmglen@wisc.edu](mailto:hmglen@wisc.edu))

## **B2 – DoIT Response to the COVID-19 Pandemic**

### ***Division of Information Technology***

DoIT's successful response to the COVID-19 pandemic was based on industry best practices that were incorporated in our routine work. This poster illustrates how DoIT immediately deployed an Emergency Operations Center (EOC) that brought together highly trained experts and state-of-the-art technology to coordinate resources, information, and communications. It allowed DoIT to seamlessly transition to remote

work while supporting a smooth transition to online classes and keeping UW–Madison IT core infrastructure running properly. Having an up-to-date and ready continuity of operations plan (COOP) and regularly performing tabletop exercises (TTXs) paid off when needed the most.

- Miguel Garcia-Gosalvez ([miguel.garcia@wisc.edu](mailto:miguel.garcia@wisc.edu))
- Jen Sutherland ([jen.sutherland@wisc.edu](mailto:jen.sutherland@wisc.edu))
- Ramsay Bohm ([ramsay.bohm@wisc.edu](mailto:ramsay.bohm@wisc.edu))

### **B3 – An Adaptive Approach to Online Faculty Training**

#### ***School of Nursing***

Over the last few years, the School of Nursing academic technology team introduced an online, automated Smartsheet-based Course Kick-Off Checklist (CKC). This year, a pilot project was developed which uses the data collected via the CKC and information about each faculty member's plans for their course(s) to recommend a customized set of topics in a fully online faculty-focused training course, entitled GRiT: Getting Ready for Remote Teaching. This poster explains the structure and mechanism of this innovative approach so that it may easily be adapted to faculty development in other departments.

- Jerzy "George" Jura ([jura@wisc.edu](mailto:jura@wisc.edu))

### **B4 – Faculty Development for a More Inclusive Classroom**

#### ***School of Nursing***

Before the pandemic, the School of Nursing academic technology team had established a tradition of inviting faculty to participate in monthly book club meetings. The discussions centered around books that described the intersection of technology and other disciplines to provide easy-to-implement but effective teaching strategies that would improve student outcomes. During the spring 2022 semester, we are bringing the tradition back, but this time in a different format and with a new focus. The meetings will operate as a virtual book club and as a collaboration between the school's director of academic technology and its diversity officer. This poster presents the practical, organizational aspects of this initiative, the implementation of our previously successful results-focused approach, and the specific topics addressed.

- Mel Freitag ([mbfreitag@wisc.edu](mailto:mbfreitag@wisc.edu))

### **B5-B6 – UWPD Equity Dashboard**

#### ***UW–Madison Police Department***

[go.wisc.edu/uwpddashboard](https://go.wisc.edu/uwpddashboard)

After more than a year of community meetings, listening to concerns, and collecting feedback, the UW–Madison Police Department embarked upon a one-of-a-kind approach to sharing key data with a focus on racial equity. The UWPD Equity Dashboard is the result of a collaboration with community members and stakeholders to develop a unique and powerful tool that promotes transparency and provides a set of success metrics that speak directly to our commitment to equity in policing. Users can view and filter a wide variety of data points—all with a laser focus on equity.

- Marc Lovicott ([marc.lovicott@wisc.edu](mailto:marc.lovicott@wisc.edu))
- Kristen Roman ([kristen.roman@wisc.edu](mailto:kristen.roman@wisc.edu))

## **B7 – Validating UW–Madison’s Leadership Framework**

### ***Center for Leadership and Involvement***

The Leadership Framework content validation process enhances the model’s credibility and positions its widespread application—including in academic programming. Our university’s context as a Land Grant and Research I institution challenges us to meet the rigorous standards consistent with our history. This comprehensive process, which engaged industry experts and campus stakeholders, focused on ensuring the revised framework is clear, culturally responsive, portable, and aligned with emerging leadership research and literature. This effort further positions UW–Madison to support leadership development across our community for the purpose of positive change.

— Mark Kueppers ([mark.kueppers@wisc.edu](mailto:mark.kueppers@wisc.edu))

## **B8 – MIRS–Medical Imaging Research Support**

### ***Department of Radiology, School of Medicine and Public Health***

The Departments of Radiology and Medical Physics are committed to supporting safe and effective imaging of human and animal subjects. In order to better assist researchers that wish to use medical imaging as an outcome measure in their research, the Department of Radiology created MIRS. MIRS stands for medical imaging research support, and is essentially the brand name given to the research personnel housed within the Department of Radiology. MIRS allows for investigators to reach out to a single point of contact, the MIRS Coordination Manager, in order to access support for all of their medical imaging needs. The MIRS Coordination Manager then serves as the liaison between the researcher and the various research support personnel. Services offered through MIRS includes regulatory support, budget assistance, grant submission assistance, post-award assistance, modality expertise and assistance, and access to Radius, our well-established medical image analysis lab. Investigators no longer need to seek out these services individually, as this is all orchestrated through the MIRS Coordination Manager. In addition, we developed a MIRS intake form that allows researchers to select the services they are interested in, as well as to ensure that the researchers are also asking the right questions to make their project successful. The main goal of MIRS is project acceleration. MIRS serves as a navigation system that provides researchers with the fastest route possible from project idea to subject enrollment. Overall, MIRS has streamlined the intake process for medical imaging research projects, enhanced communication among research personnel, as well as created a workflow that ensures that projects will be successful.

— Sara John ([sjohn2@uwhealth.org](mailto:sjohn2@uwhealth.org))

## **B9 – Lightboard Technology for Instructional Media Production**

### ***School of Business***

The School of Business has developed a media production studio which hosts a Lightboard annotation system. This useful tool allows Business School instructors to further develop and improve their instructional video content.

— Billy Kardasz ([billy.kardasz@wisc.edu](mailto:billy.kardasz@wisc.edu))

— Eden Walech ([ewalech@wisc.edu](mailto:ewalech@wisc.edu))

## **B10 – Reinventing Roadway Painting on Campus**

### ***Transportation Services***

In 2021, Transportation Services became responsible for painting all roadways, bike lanes, and crosswalks on the UW–Madison campus. This poster shows how Transportation Services reinvented the process for campus roadway marking and worked around-the-clock to place approximately 100,000 linear feet of paint

on campus roads and bike paths during January–September 2021. The poster also illustrates how roadway markings function across the multi-modal campus transportation infrastructure to define traffic flows and promote safety.

- Lauren Hawley ([llhawley@wisc.edu](mailto:llhawley@wisc.edu))
- Troy Ruland ([troy.ruland@wisc.edu](mailto:troy.ruland@wisc.edu))

## **B11 – Helping On-Site Employees Feel Comfortable and Appreciated During a Pandemic**

### ***Office for the Vice Chancellor for Research and Graduate Education***

How do you unify people during a pandemic that asks people to socially distance? How do you keep lab personnel who are required to work at the building motivated and lift their spirits? Not everyone can work from home during a pandemic. Some simple measures—such as improving access to personal protective equipment, keeping kitchens clean, interacting through Post-It note exercises, and providing intermittent snacks – can help lift employee spirits during a difficult time.

- Janine Harrison ([jharrison@wisc.edu](mailto:jharrison@wisc.edu))
- Pelin Adanir ([adanir@wisc.edu](mailto:adanir@wisc.edu))

## **B12 – Building a Strong Talent Pool at UW**

### ***Talent Acquisition, Office of Human Resources***

[hr.wisc.edu/job-rotation-program/](http://hr.wisc.edu/job-rotation-program/)

The Job Rotation Program works with campus partners across key functions to develop a high-quality talent pool for the university. Participants rotate through four positions over two years and receive additional mentoring and professional development both individually and as a cohort. Campus partners sponsor the positions, providing meaningful work experiences to participants. The program provides a contextualized, personalized, and relevant learning experience that attracts and retains talent for UW–Madison, with a focus on developing employees from underrepresented populations. This program positions early-career professionals for success and supports the mission of UW–Madison by enhancing the quality and diversity of our workforce.

- Sara Hanson ([sara.hanson@wisc.edu](mailto:sara.hanson@wisc.edu))
- Lauren Bowers ([lauren.bowers@wisc.edu](mailto:lauren.bowers@wisc.edu))
- Lynn Freeman ([lynn.freeman@wisc.edu](mailto:lynn.freeman@wisc.edu))
- Paul Seitz ([pseitz@wisc.edu](mailto:pseitz@wisc.edu))

## **C1 – The CIMER Assessment Platform for Streamlined Data Collection**

### ***Center for the Improvement of Mentored Experience in Research (CIMER)***

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 or paired survey data across programs, institutions, and organizations. The platform was developed by researchers to streamline data collection across multiple sites using common metrics. Key features were built to ensure that teams have project autonomy and can collaborate across institutions and organizations to easily administer surveys, access data, and compare data across groups.

- Kim Spencer ([kcspencer2@wisc.edu](mailto:kcspencer2@wisc.edu))
- Jimmy Robinson ([jarobinson5@wisc.edu](mailto:jarobinson5@wisc.edu))

## **C2 – Universal Design Campus Tour: Creating a Tour Route that Promotes Equal Access for Campus Visitors**

### ***Campus and Visitor Relations***

Campus and Visitor Relations previously had two separate campus tour routes for visitors. The standard route included stairs and hills including Bascom Hill. The other route was accessible for guests who needed accommodations for conditions affecting mobility, assistive or medical equipment, and strollers. Utilizing the Principles of Universal Design and in collaboration with the Office of Compliance, Facilities Planning and Management, and the McBurney Disability Resource Center, we created a single campus tour route. This inclusive tour is designed to be accessible for most, providing all campus tour visitors with access to the same visit experience.

- Helena Manning ([helena.manning@wisc.edu](mailto:helena.manning@wisc.edu))
- Emily Henken ([emily.henken@wisc.edu](mailto:emily.henken@wisc.edu))
- Ruben Mota ([ruben.mota@wisc.edu](mailto:ruben.mota@wisc.edu))
- Vorakiat "Top" Tantivivat ([top.tantivivat@wisc.edu](mailto:top.tantivivat@wisc.edu))

## **C3 – The Effect of a Multidisciplinary Approach to Opioid Reduction for Geriatric Hip Fracture Patients**

### ***School of Medicine and Public Health***

The opioid epidemic is a growing problem in the US with 130 overdose deaths per day. Prescriptions cause 35% of opioid-related deaths, and opioid prescriptions have been associated with long-term use. Orthopedic surgeons prescribe more opioids than any other surgical specialty, yet there is no consensus on optimal postoperative usage. Thus, we designed a multidisciplinary plan to reduce opioid prescriptions for geriatric hip fracture patients while still maintaining satisfactory pain management. The protocol included changes to standardized order sets, consistent language regarding pain management, and a new functional pain scale. We found that our new approach decreased postoperative opioid use without increasing subjective pain scores.

- Madeline Arzbecker ([marzbecker@wisc.edu](mailto:marzbecker@wisc.edu))

## **C4 – The Power of Connection**

### ***Kinesiology/Physical Education, School of Education***

[kinesiology.education.wisc.edu/pete/](http://kinesiology.education.wisc.edu/pete/)

Our society is becoming more and more individualized, and as such we are losing the power of community. To combat this issue, the Department of Kinesiology has developed a course in which students become a community, train to become community builders, and then practice building community in groups on and off campus.

- Cindy Kuhrasch ([cnkuhrasch@wisc.edu](mailto:cnkuhrasch@wisc.edu))

## **C5 – Understanding UW–Madison Ph.D. Career Pathways**

### ***Graduate School***

Since 2017, the Graduate School has conducted annual surveys of UW–Madison Ph.D. students and alumni to learn about their career goals and outcomes. We recently published an analysis of the survey data, which highlights the specific career preferences of UW–Madison Ph.D. students, the career outcomes of

alumni, and the extent to which the two align. The information is intended to serve as a useful resource to university leaders and program staff concerned with how to better support the career preparation of UW–Madison doctoral students.

— Peter Kinsley ([peter.kinsley@wisc.edu](mailto:peter.kinsley@wisc.edu))

## **C6 – Resources for Graduate Outcomes Data**

***Academic Planning and Institutional Research, Office of the Provost***

[apir.wisc.edu/institution/graduate-outcomes](http://apir.wisc.edu/institution/graduate-outcomes)

This poster identifies data resources available to the UW–Madison campus around graduate outcomes, allowing departments, programs, schools, and colleges to discover insights on post-graduation outcomes of their graduates.

— Sara Lazenby ([sara.lazenby@wisc.edu](mailto:sara.lazenby@wisc.edu))

## **C7 – Graduate School Virtual Open House Project**

***Office of Diversity, Inclusion, and Funding, Graduate School***

[whova.com/portal/webapp/uowvo\\_202111/](http://whova.com/portal/webapp/uowvo_202111/)

The Graduate School implemented a Virtual Open House (VOH) program to reach prospective students in summer 2020. The planning and programming were done through various offices within the graduate school. After evaluating the initial open houses, the format was improved for the next round of VOH sessions in summer and fall 2021. The VOH program helped prospective students learn about graduate school at UW–Madison while connecting with faculty and staff to plan for their graduate studies. It taught our staff and program coordinators to adapt and offer opportunities through creative programming.

— Anahi Malvaez ([amalvaez@wisc.edu](mailto:amalvaez@wisc.edu))

— Christopher Yue ([christopher.yue@wisc.edu](mailto:christopher.yue@wisc.edu))

— Douachong 'Doua' Lee ([douachong.lee@wisc.edu](mailto:douachong.lee@wisc.edu))

— Alissa Oleck ([alissa.oleck@wisc.edu](mailto:alissa.oleck@wisc.edu))

## **C8 – Fine-Tuning the Employee Experience**

***Facilities Planning and Management***

This poster examines how to develop a skilled and engaged workforce by offering the right learning content at the right time in the employee lifecycle and connect learning to regular development conversations using an accessible, central source that can be sorted by new TTC Business Title and FP&M's Criteria for Success competencies.

— Alicia Meyer ([alicia.meyer@wisc.edu](mailto:alicia.meyer@wisc.edu))

— Kayla Ruplinger ([kayla.ruplinger@wisc.edu](mailto:kayla.ruplinger@wisc.edu))

## **C9 – Improving Med Student Communication through Collaboration**

***School of Medicine and Public Health***

School of Medicine and Public Health clinical experience leadership identified the need for clearer channels of feedback and communication between students and administration concerning pandemic response, course improvement processes, and addressing of student concerns. As a result, leadership partnered with members of the Medical Students Association to create regular feedback mechanisms through regular

meetings and messages from leadership. This new system of feedback and communication has resulted in increased student satisfaction with leadership, stronger community connections, and improved analytics concerning responsiveness.

- Joseph Orman ([orman@wisc.edu](mailto:orman@wisc.edu))
- Katharina Stewart, MD ([ksstewart@wisc.edu](mailto:ksstewart@wisc.edu))

## **C10 – Employees Use WhatsApp to Learn What’s Up**

### ***Cultural Linguistic Services, Office of Human Resources***

[cls.wisc.edu/whatsapp](https://cls.wisc.edu/whatsapp)

In 2020, Cultural Linguistic Services (CLS) began using WhatsApp to send campus news and other important information to employees via text in six different languages. The use of WhatsApp Campus Information Groups benefits employees and enhances inclusive communications across campus.

- Parwat Regmi ([parwat.regmi@wisc.edu](mailto:parwat.regmi@wisc.edu))
- Jzong Thao ([jzong.thao@wisc.edu](mailto:jzong.thao@wisc.edu))
- Marilyn Gardner ([marilyn.gardner@wisc.edu](mailto:marilyn.gardner@wisc.edu))

## **C11 – Public Engagement through Virtual Reality**

### ***Wisconsin Public Media/PBS Wisconsin***

PBS Wisconsin has been exploring emerging technologies to broaden audience reach, expand educational resources, and increase community engagement with the Wisconsin public. In collaboration with the Wisconsin Institute for Discovery and Wisconsin Historical Society, PBS Wisconsin created a collection of virtual reality and 360 immersive experiences about the SS Wisconsin, a steamer ship that sank in Lake Michigan in 1929. Through underwater scans, 3D art, and extensive historical research, the team created an interactive narrative of the night the ship sank, a 360 dive to the shipwreck, and an interactive tour of the shipwreck as it rests on the lakebed today.

- Amber Samdahl ([amber.samdahl@pbswisconsin.org](mailto:amber.samdahl@pbswisconsin.org))
- Philip Ashby ([philip.ashby@pbswisconsin.org](mailto:philip.ashby@pbswisconsin.org))
- Kevin Ponto ([kbponto@wisc.edu](mailto:kbponto@wisc.edu))
- Bryce Sprecher ([bjsprecher@wisc.edu](mailto:bjsprecher@wisc.edu))

## **C12 – Creating Systems to Take Control and Get More Done**

### ***Office of Strategic Consulting***

This poster examines how systems thinking applies to personal productivity and provides a case study of how it was used to manage the administrative and operational needs of a high-performing organization during a period of rapid growth and change.

- Anna Thiel ([akthiel2@wisc.edu](mailto:akthiel2@wisc.edu))

## **D1 – The Policy Library and Policy Development at UW–Madison**

### ***Office of Strategic Consulting***

The poster will provide information to attendees about the UW–Madison Policy Library and policy development at the university. The focus will be on two items. The first is a presentation on the library and the reasons why it was established, what it does, and how to best utilize it. The second is a presentation on the importance of policy development for the university and the policy library.

- John Miller ([john.miller@wisc.edu](mailto:john.miller@wisc.edu))

## **D2 – The Healthy Academics Toolkit for Faculty, Instructors, TAs, and Advisors**

### ***Prevention and Campus Health Initiatives, University Health Services***

To address concerns about college student mental health and wellbeing, the Healthy Academics Initiative evolved from UW–Madison’s Prevention & Campus Health Initiatives unit, with inspiration from teaching and learning colleagues. The Healthy Academics Toolkit is a data-driven, web-based innovation that incorporates both data visualizations populated by campus-level survey data and evidence-based strategies and campus resources—with the goal of building the campus capacity to support student mental health and wellbeing. Overall, the Healthy Academics Toolkit aims to equip all faculty, instructional staff, TAs, and advisors with the knowledge, skills, and resources to create academic environments in which students can thrive.

- Paris Wicker ([pwicker@wisc.edu](mailto:pwicker@wisc.edu))
- Katherine Loving ([katherine.loving@wisc.edu](mailto:katherine.loving@wisc.edu))

## **D3 – Rewarding Unpaid Student Service**

### ***Graduate School***

Graduate students have long provided many forms of unpaid service to the university. In recognition of this, we found a way to acknowledge, honor, and provide monetary awards for those who go above and beyond to serve our campus community.

- Christopher Yue ([christopher.yue@wisc.edu](mailto:christopher.yue@wisc.edu))

## **D4 – Incident Reporting Obligations for Youth Program Staff**

### ***Office of Communications and Stakeholder Engagement, Division of Extension***

UW–Madison faculty and staff who offer activities for youth (under age 18) are obligated to formally report many types of incidents that occur during youth activities, ranging from minor accidents to serious crimes. Campus, state, and federal requirements for reporting can be confusing and sometimes require multiple reports to different offices. This project clarified incident reporting obligations for youth program staff and developed clear, user-friendly tools to interpret requirements and strengthen understanding of reporting obligations.

- Keri Robbins ([keri.robbins@wisc.edu](mailto:keri.robbins@wisc.edu))

## **D5 – Community Garden Ripple Effect Mapping**

### ***Division of Extension***

The Division of Extension used the ripple effect mapping (REM) process to document the impact of community gardens—leveraging our involvement in community gardens in Milwaukee and Brown counties as examples. The REM focus group process gathers, in the words of participants, the narrow and broad impacts. To show the effect, potential, and long-term impacts of the Extension’s work with community gardens, the REM was used to discover:

1. What community gardens provide and mean to the gardener.
2. How the community gardens made a difference for individuals, families, and the community.
3. How community gardens have impacted the broader community.

- Patrick Nehring ([patrick.nehring@wisc.edu](mailto:patrick.nehring@wisc.edu))
- Josset Gauley ([josset.gauley@wisc.edu](mailto:josset.gauley@wisc.edu))
- Leslie Quevedo ([leslie.quevedo@wisc.edu](mailto:leslie.quevedo@wisc.edu))
- Aubrey Fliss ([aubrey.fliss@browncountywi.gov](mailto:aubrey.fliss@browncountywi.gov))

## **D6 – Graduate Student Tracking System**

### ***Graduate School***

The Graduate Student Tracking System (GSTS) is a new advising tool built in the Student Information System (SIS) that the Graduate School is rolling out to all graduate programs on campus. It helps graduate program coordinators, faculty, and students track student progress to degree through automated checking of course and credit requirements. GSTS makes program requirements more accessible and transparent for students and helps staff and faculty by creating a one-stop shop for tracking progress towards degree requirements. When programs utilize GSTS, advisors can focus on the advising relationship and students' research and/or professional development.

- Emily Reynolds ([emily.reynolds@wisc.edu](mailto:emily.reynolds@wisc.edu))
- Madeline Sena ([msena@wisc.edu](mailto:msena@wisc.edu))

## **D7 – Sustainability & Inclusive Design**

### ***Office of Sustainability***

Does the space in which you work, learn, or teach feel welcoming? Does the light cause headaches? Do the seats fit all types of bodies? Are areas of respite available? Our campus serves a highly diverse community of learners, instructors, and researchers. Learn how the Office of Sustainability blends the research on learning, wellbeing, and equity with the imperatives of climate change and resource conservation to design a campus optimized for learning and resource conservation.

- Missy Nergard ([missy.nergard@wisc.edu](mailto:missy.nergard@wisc.edu))

## **D8 – The Wisconsin Idea in Action: Teacher Pledge Addresses Teacher Shortage**

### ***Dean's Office, School of Education***

In August 2020, the School of Education successfully launched the Teacher Pledge. Though most classes that first year were virtual, students were enthusiastic about the opportunity to participate in this innovative teacher-loan-forgiveness program with the goal of increasing the number of teachers who stay in Wisconsin after graduation. In partnership with the Office of Student Financial Aid, the Pledge team awarded \$1.9 million to 157 undergraduate and graduate students. The team continues to refine operations, outreach, and communications strategies since the program's launch—all with the goal of continual improvement and greater impact.

- Carly Marco ([cmarco@wisc.edu](mailto:cmarco@wisc.edu))
- Francesca Rodriguez ([frodriquez@wisc.edu](mailto:frodriquez@wisc.edu))

## **D9 – Collaborating to Advance Wisconsin's Dairy Community**

### ***Dairy Innovation Hub***

The Dairy Innovation Hub represents a \$7.8 million per year investment by the state of Wisconsin that harnesses research and development at UW–Madison, UW–Platteville and UW–River Falls. The Hub positions Wisconsin's dairy community for economic, environmental and social success by advancing science, developing talent and leveraging collaboration at these three institutions and throughout the state. Funding is split three ways - 52 percent goes to UW–Madison and 24 percent each to UW–Platteville and UW–River Falls. Funding is used in four main ways: build research capacity, recruit top talent, conduct innovative research, and engage in outreach and instruction.

- Maria Woldt ([maria.woldt@wisc.edu](mailto:maria.woldt@wisc.edu))

## **D10 – Using GitLab and Other DevSecOps Platforms in Education**

### ***Web Platform/Services, Division of Information Technology***

GitLab is a DevSecOps (development, security, and operations) and project management platform supports education in many ways, including digital transformation, academic research, teaching and learning, development, project and portfolio management, etc. Users include students, teachers, researchers, developers, project managers, and more. Through an initial discovery effort, the Shared Tools team identified a need for enterprise licensing, as well as future opportunities for expanding the use of GitLab. In collaboration with the campus IT community, the Shared Tools team hopes to develop an IT community of practice, create shared governance, improve access, and establish best practices for using various DevSecOps platforms.

— Vanessa Taulbee ([vanessa.taulbee@wisc.edu](mailto:vanessa.taulbee@wisc.edu))

## **D11 – Course Success Self-Review: Success Factors to Improve Instruction**

### ***Division of Information Technology***

The Course Success Self-Review (CSSR) is a unique tool and website to help instructors strengthen the design and delivery of face-to-face, blended, and online courses. Instructors review a course with an anonymous self-survey and receive a report directing them to relevant resources. The CSSR was launched in 2021 and is now supported by the Center for Teaching, Learning and Mentoring. The CSSR was chosen by EDUCAUSE as an exemplar in the “Professional Development for Hybrid Teaching” category of the 2022 Teaching and Learning Horizon Report, which profiles “key trends and emerging technologies and practices shaping the future of higher education.”

— Dan Pell ([dan.pell@wisc.edu](mailto:dan.pell@wisc.edu))

— Karen Skibba ([karen.skibba@wisc.edu](mailto:karen.skibba@wisc.edu))

## **D12 – Streamlining International Relations at UW**

### ***International Division***

How globally engaged is UW–Madison? How does UW–Madison advance the Wisconsin Idea beyond its borders? And how do we communicate this work to our colleagues and the public? The International Division is tackling these questions through a three-pronged approach. First, we are systematizing the facilitation of international agreements and delegations. Second, we are clarifying the purpose and outcomes of campus’ international activities. Finally, we are building a database that captures this international engagement, which will culminate in a public-facing publisher for international agreements and internal components that track the trajectory of partnerships and visits over time.

— Maria Vishnevsky ([maria.vishnevsky@wisc.edu](mailto:maria.vishnevsky@wisc.edu))

— Maj Fischer ([maj.fischer@wisc.edu](mailto:maj.fischer@wisc.edu))

## **E1 – Global Gateway Initiative**

### ***International Academic Programs, International Division***

The Global Gateway Initiative expands access to study abroad and domestic study away programs for UW–Madison undergraduate students with demonstrated financial need. The initiative provides fully funded faculty-led programs around the world (past locations: Botswana, Brazil, China, India, and Washington, D.C.) and \$10,000 fellowships for any semester or yearlong UW–Madison study abroad/away experience. By lowering financial barriers to participation, this initiative supports students from diverse backgrounds in

developing skills to thrive in an interconnected world. Global Gateway is a partnership between International Academic Programs, the Office of Student Financial Aid, and the Institute of Regional and International Studies.

- Daniel Gold ([daniel.gold@wisc.edu](mailto:daniel.gold@wisc.edu))
- Carmen Pitz ([carmen.pitz@wisc.edu](mailto:carmen.pitz@wisc.edu))
- Lauren Klink ([lauren.klink@wisc.edu](mailto:lauren.klink@wisc.edu))
- Helen Faith ([helen.faith@wisc.edu](mailto:helen.faith@wisc.edu))

## **E2 – Data Science Hub: Here to Help**

### ***Data Science Hub***

The Data Science Hub in the Wisconsin Institute for Discovery collaborates closely with the Data Science Institute to provide data science training and implementation across campus. The Data Science Hub executes a mission for community engagement and learning opportunities for campus researchers through a variety of services, including:

- Consultations with data science facilitators who can recommend learning pathways and project strategies, as well as connect collaborators and data science experts.
- Community events and co-sponsored seminars that bring together researchers and other partners around relevant data science topics.
- Regular trainings around fundamental data science and computational skills.

- Sarah Stevens ([sarah.stevens@wisc.edu](mailto:sarah.stevens@wisc.edu))
- Clare Michaud ([cmichaud@wisc.edu](mailto:cmichaud@wisc.edu))
- Chris Endemann ([endemann@wisc.edu](mailto:endemann@wisc.edu))

## **E3 – Migration of InfoAccess Data Warehouse to Badger Analytics**

### ***Office of Data Management and Analytics Services***

The Office of Data Management and Analytics Services is excited to showcase the progress of the Badger Analytics project over the past year. The go-live in March 2021 included a small number of test users and limited data including DARS, LUMEN, Academic Structure, and budget data. Since the go-live, there is more progress to share including grouping the data into logical sprints, an estimated timeline, a plan for onboarding users, and user training. Learn about the benefits realized as well as next steps.

- Cathy Lloyd ([cblloyd@wisc.edu](mailto:cblloyd@wisc.edu))

## **E4 – Data Governance at UW–Madison**

### ***Office of Data Management and Analytics Services***

This poster shares important information about UW–Madison’s Data Governance Program, including policies and procedures that apply to using data, where to find information about the Institutional Data Policy, how the program ensures privacy, compliance, and security for protected data, and what steps you should take if you have a data need. Learn more about stewardship, literacy, and the Office of Data Management and Analytics Services by visiting the URLs provided on the poster.

- Joy Martell ([joy.martell@wisc.edu](mailto:joy.martell@wisc.edu))
- Cathy Lloyd ([cblloyd@wisc.edu](mailto:cblloyd@wisc.edu))

## **E5 – Summer Term TikTok Marketing**

### ***Summer Term, Division of Continuing Studies***

Many of our students experienced email fatigue during the pandemic. To ensure that important summer enrollment information was not being missed, the Summer Term Office switched communication tactics to meet students where they were: on TikTok. TikTok is one of the fastest-growing social media platforms and saw a significant increase in popularity in the U.S. during the pandemic. Being the first on campus to use TikTok, we experimented with a new style— creating two new fun and eye-catching ads that directed students to [summer.wisc.edu](http://summer.wisc.edu).

- Steven Wright ([steven.wright2@wisc.edu](mailto:steven.wright2@wisc.edu))
- Beth Farmer ([beth.farmer@wisc.edu](mailto:beth.farmer@wisc.edu))

## **E6 –ECMO Cannulation Training and System Evaluation Utilizing a Novel Simulator**

### ***UW Health Clinical Simulation Program***

A focused needs assessment by the UW Health Clinical Simulation Program identified the need for an extracorporeal membrane oxygenation (ECMO) task trainer, as well as a high-fidelity simulator, to best evaluate and improve upon the various aspects of this resource-intensive procedure. A hybrid task trainer was created to allow for mastery learning of cardiothoracic surgery fellows in a low-frequency/high-acuity procedure.

- Erick Przybylski ([eprzybylski@uwhealth.org](mailto:eprzybylski@uwhealth.org))
- Mengizem Tizale ([tizale@wisc.edu](mailto:tizale@wisc.edu))
- Daniel McCarthy, MD, MBA, MEM ([mccarthyd@surgery.wisc.edu](mailto:mccarthyd@surgery.wisc.edu))

## **E7 – Climate Survey Co-Creation in the Division of Continuing Studies**

### ***Division of Continuing Studies***

The UW–Madison 2020-2025 strategic framework includes as a strategic priority “a vibrant campus community.” In alignment with this strategic priority, the Division of Continuing Studies (DCS) created and administered a climate survey to use as its own benchmark of the divisional climate. The initial campus climate survey tool was built with academic departments in mind, and so data could be confusing and misleading. The DCS Climate Committee led an effort to co-create and implement a new climate survey that embraced best practices in survey design and was tailored to the specific needs of the division. The survey design process began in January 2021 and the resulting climate survey was conducted in October 2021 in collaboration with the UW–Madison Survey Center. The employee response rate (73.9%) indicates positive engagement and high trust in the survey.

- Sarah Korpi ([sdkorpi@wisc.edu](mailto:sdkorpi@wisc.edu))
- Autumn Sanchez ([autumn.sanchez@wisc.edu](mailto:autumn.sanchez@wisc.edu))

## **E8 – Manage Conflicting Stakeholder Demands: Using the "Funnel" to Maximize Happiness**

### ***Division of Continuing Studies***

Like many of you, we have too many different people asking for too much work to do with too little time to do it. Here's how we use our "Funnel" process in our Salesforce CRM service team to handle conflicts about priority and schedule and keep as many people as happy as possible. This is our interpretation of "agile service management," which in plain English means "how to do a great job providing a valuable function to multiple, diverse stakeholders.

- Alan Ng ([alan.ng@wisc.edu](mailto:alan.ng@wisc.edu))
- Megan McDonald ([megan.mcdonald@wisc.edu](mailto:megan.mcdonald@wisc.edu))

## **E9 – Campus Supervisors Network Community of Practice**

### ***Campus Supervisors Network***

This poster will provide information and resources regarding networking and training opportunities for supervisors across campus.

- Rich Gassen ([rich.gassen@wisc.edu](mailto:rich.gassen@wisc.edu))
- Nancy Kujak-Ford ([nancy.kujakford@wisc.edu](mailto:nancy.kujakford@wisc.edu))
- Chris Hodges ([chodges3@wisc.edu](mailto:chodges3@wisc.edu))

## **E10 – Communities of Practice: Encourage, Support, and Integrate**

### ***Office of Human Resources***

[hr.wisc.edu/professional-development/communities/](http://hr.wisc.edu/professional-development/communities/)

“Communities of practice” (CoPs) are groups of people who share a concern or a passion for something they do and seek to learn how to do it better through regular interaction. Humans have always created communities of practice, although we’ve only called them that since the 1990’s. In the last five years, CoPs have proliferated on UW–Madison’s campus—and for good reason. These spaces offer employees effective ways of learning, sharing information, testing ideas, and strengthening practices. The Office of Human Resources and University Health Services have collaborated with CoP advocates across campus to develop additional information about what CoPs are, how they emerge, why it’s valuable to support them, how to design them to enhance meaning, value and aliveness—and more!

- Sarah Carroll ([sgcarroll@wisc.edu](mailto:sgcarroll@wisc.edu))
- Alex Frank ([alex.frank@wisc.edu](mailto:alex.frank@wisc.edu))
- Katherine Loving ([katherine.loving@wisc.edu](mailto:katherine.loving@wisc.edu))
- Kela Caldwell ([kecaldwell@wisc.edu](mailto:kecaldwell@wisc.edu))
- Susan Degrand ([susan.degrand@wisc.edu](mailto:susan.degrand@wisc.edu))
- Leanne Morris ([leanne.morris@wisc.edu](mailto:leanne.morris@wisc.edu))
- Sarah Carroll ([sgcarroll@wisc.edu](mailto:sgcarroll@wisc.edu))
- Yuyen Chang ([yuyen.chang@wisc.edu](mailto:yuyen.chang@wisc.edu))

## **E11 – Sustainability Advisory Council**

### ***Office of Sustainability***

[sustainability.wisc.edu/sustainability-advisory-council/](http://sustainability.wisc.edu/sustainability-advisory-council/)

The Sustainability Advisory Council (SAC) was developed to provide recommendations to the provost and the vice chancellor for finance and administration on how to align the university’s mission, current campus strategic plans, the 2010 Sustainability Initiative Task Force Report, the Second Nature Resilience Commitment, and our legacy of resource stewardship to advance sustainability at UW–Madison.

- Alex Frank ([alex.frank@wisc.edu](mailto:alex.frank@wisc.edu))

## **E12 – PEOPLE: Program Redesign**

### ***PEOPLE (Precollege Enrichment Opportunity Program for Learning Excellence)***

The Precollege Enrichment Opportunity Program for Learning Excellence, also known as PEOPLE, launched a new program model in 2019. The strategic redesign was prompted by several factors, including the launch of the R.E.E.L. (Retain. Equip. Engage. Lead.) Change Model for diversity and inclusion at UW–Madison. PEOPLE refocused its model and point of entry to offer all participants a robust experience, enhancing its commitment to partner with students and their families for college access and success. As part of the redesign, PEOPLE opened a new administrative office in Milwaukee with seven team members and eight tutoring centers.

— Gail Ford ([gail.ford@wisc.edu](mailto:gail.ford@wisc.edu))

## **F1 – Building a Foundation for an Inclusive Digital Experience**

### ***Center for User Experience, Division of Information Technology***

In 2018, UW–Madison embarked on a journey to revise its web accessibility policy to encompass a growing array of technologies, from learning management systems to apps, to ensure its digital university is accessible to individuals with disabilities. This poster highlights key features of the recently approved Digital Accessibility Policy and the resources in development to support university partners in creating an inclusive digital experience.

— Jess Jones ([jessica.jones@wisc.edu](mailto:jessica.jones@wisc.edu))  
— Ruben Mota ([ruben.mota@wisc.edu](mailto:ruben.mota@wisc.edu))  
— Sandi Arendalkowski ([sandi.arendalkowski@wisc.edu](mailto:sandi.arendalkowski@wisc.edu))  
— Sara Tate-Pederson ([sara.tate-pederson@wisc.edu](mailto:sara.tate-pederson@wisc.edu))

## **F2 – Partnering for Proactive and Preventative Safety**

### ***Environment, Health & Safety, Facilities Planning and Management***

To address safety concerns and improve safety communications, a team of Environment, Health, & Safety (EH&S) and School of Medicine and Public Health (SMPH) staff collaborated to create a new safety training. It provides researchers with an overview of safety guidelines, EH&S services and incorporates varied safety topics such as biological, radiation, and chemical. This collaboration also led to the creation of several new posters and other helpful resources. The new training and associated communication tools provide essential information to employees working within SMPH facilities, making their day-to-day lives simpler and keeping them safer.

— Carrie Ensrud ([carrie.ensrud@wisc.edu](mailto:carrie.ensrud@wisc.edu))  
— Aaron McCoy ([aaron.mccoy@wisc.edu](mailto:aaron.mccoy@wisc.edu))  
— Kathy Krasny ([kathy.krasny@wisc.edu](mailto:kathy.krasny@wisc.edu))

## **F3 – Survey of the Health of Wisconsin: A Novel Resource for Population Health Research**

### ***Survey of the Health of Wisconsin (SHOW), School of Medicine and Public Health***

SHOW (Survey of the Health of Wisconsin) is an innovative solution to expanding health research in Wisconsin. We have an existing database of information and biosamples that our team and collaborators on campus may use to expedite many research processes. For example, UW researchers are leveraging SHOW biosamples to test cancer detection and confirm against connected health records.

— Laura McCulley ([lmcculley@show.wisc.edu](mailto:lmcculley@show.wisc.edu))  
— Allison Rodriguez ([akrodriguez@wisc.edu](mailto:akrodriguez@wisc.edu))

#### **F4 – SWAP’s Surplus Exchange—Reuse, Reimagined**

##### ***Surplus with a Purpose, Division of Business Services***

SWAP's Surplus Exchange is a new program designed to facilitate the repurposing of surplus property at UW-Madison. The highest-quality surplus property is reserved exclusively for UW-Madison departments and is listed on the program’s webpage. The items are available at no cost, other than a flat service fee, and dock delivery is available for most items. The program eliminates the need for departments to travel to SWAP in Verona, compete with the public, or pay market prices to acquire University property listed on the Exchange.

— Matthew Thies ([matthew.thies@wisc.edu](mailto:matthew.thies@wisc.edu))

#### **F5 – MDS Delivers—Operational Changes to Support Campus COVID-19 Response**

##### ***Division of Business Services***

To help minimize truck traffic on campus, UW–Madison Material Distribution Services (MDS) owns and operates a warehouse in Verona, which serves as the primary point of receiving, consolidation, and distribution for campus. In response to the COVID-19 pandemic, MDS made operational changes to support the campus’s pandemic response.

— Brian Kopp ([brian.kopp@wisc.edu](mailto:brian.kopp@wisc.edu))

#### **F6 – Creating Genuine, Engaging Video with a Simple, Low-Cost Teleprompter**

##### ***External Relations, College of Agricultural and Life Sciences***

In a year disrupted by a pandemic, video immediately became a vital communications tool for the College of Agricultural & Life Sciences. Knowing that our dean and others would need to give several virtual addresses and other recorded videos, we made a targeted investment in a reasonably priced teleprompter attachment that holds tablets or smartphones and runs a special app. The benefits were immediate: our dean and others felt more at ease being in front of the camera, and they appeared less rehearsed and more genuine—more compelling—due to more natural speech patterns and increased eye contact with viewers.

— Michael P. King ([michael.p.king@wisc.edu](mailto:michael.p.king@wisc.edu))

#### **F7 – UW–Madison Public Cloud**

##### ***Division of Information Technology***

UW–Madison faculty and staff are using public cloud providers Amazon Web Services, Microsoft Azure, and Google Cloud Platform to increase innovation, scale infrastructure as needed and on-demand, and enable secure computing from practically anywhere.

— Mike Vavrus ([mike.vavrus@wisc.edu](mailto:mike.vavrus@wisc.edu))

## **F8 – Hybrid Video Conference Rooms at UW**

### ***Division of Continuing Studies***

This new project builds on our existing campus VoIP telephone network and video conferencing software licenses to address the critical need for additional hybrid conference rooms. The standardized equipment in each room eliminates the need for participants to set up AV equipment in meetings and creates a simplified joining experience. Touchscreen controllers allow in-person participants to connect to meetings using MS Teams, Webex, Zoom, and Google Meet. Over 60 hybrid conference rooms are being installed on campus this semester, fostering inclusive meetings between remote employees, guests, and in-person conference participants. Departments can request a consultation at [it.wisc.edu/services/custom-audiovisual-conference-room](http://it.wisc.edu/services/custom-audiovisual-conference-room).

- William Tishler ([william.tishler@wisc.edu](mailto:william.tishler@wisc.edu))
- Thaddeus Molling ([thad.molling@wisc.edu](mailto:thad.molling@wisc.edu))
- Brad Graham ([brad.graham@wisc.edu](mailto:brad.graham@wisc.edu))
- Shawn Thiele ([shawn.thiele@wisc.edu](mailto:shawn.thiele@wisc.edu))

## **F9 – The Transformation of FP&M’s Preventive Maintenance Program**

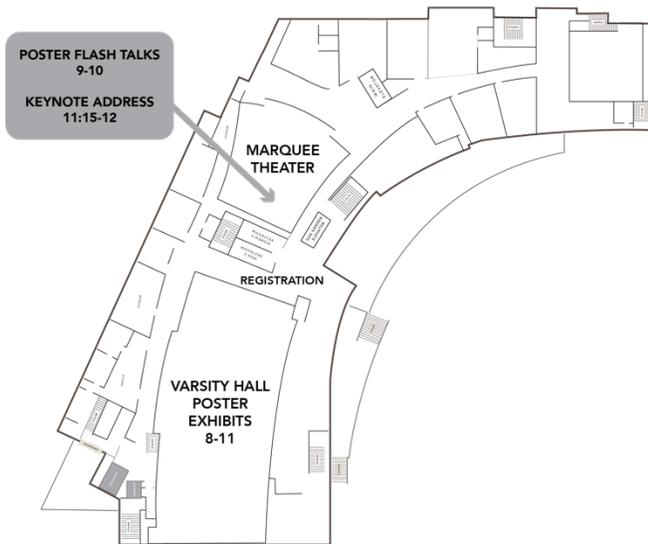
### ***Facilities Planning and Management***

This poster describes Facilities Planning and Management’s development of a world-class preventive maintenance program. We have inventoried over 50,000 assets and generated over 60,000 unique preventive maintenance activities in our new Integrated Work Management System. Our asset management approach has been recognized by industry as a best practice. Identifying and tracking individual work activities has significantly improved the effectiveness of our maintenance activities. We are proactively identifying and correcting critical issues before any impact to the campus community. This effort will result in an improved campus environment, increased sustainability, and a more effective and efficient maintenance organization.

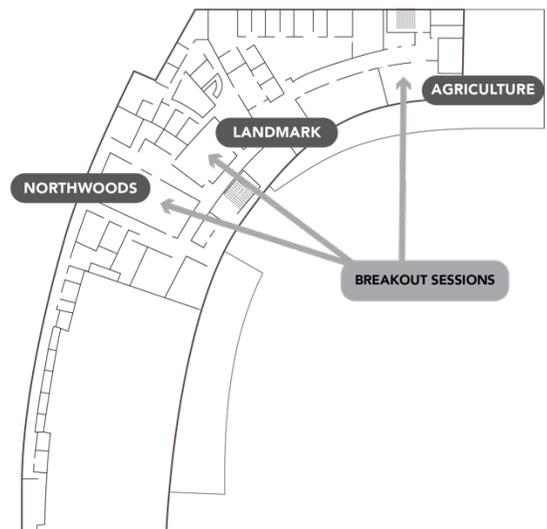
- Craig Mayer ([craig.mayer@wisc.edu](mailto:craig.mayer@wisc.edu))
- Nate Kosharek ([nathaniel.kosharek@wisc.edu](mailto:nathaniel.kosharek@wisc.edu))
- Eric Vondra ([eric.vondra@wisc.edu](mailto:eric.vondra@wisc.edu))

# SHOWCASE MAPS

## 2ND FLOOR



## 3RD FLOOR



## VARSITY HALL POSTER EXHIBIT FLOOR PLAN

