Preventive Maintenance Transformation
SMARter BUILDING ASSETS LAY GROUNDWORK FOR BIG-PICTURE DECISIONS

BEFORE
Pre-2019
- FMIME to manage assets, low-inelligence system
- Difficult to report on historical data
- Not easy to report on asset, equipment, or project
- Parts not tied to work order
- Planning is limited
- Mainly a work order management system
- Relied on institutional knowledge

NOW
INTERCONNECTED PIECES OF THE PUZZLE

Forming the big picture view
- Campus invested in the creation of Asset Management, Prevent, Maintenance, and Asset Optimization Team
- Activities are mapped to assets and other details
- Relies on centralized data in system
- Uses building hierarchy: building discipline to individual parts, pieces, system components
- Easier reporting

How’d we get here?
- Inventoryed and tracked individual work activities
- Actively identified and corrected critical issues
- Significantly improved effectiveness of maintenance activities

TECHNOLOGY
- Integrated Workplace Management System (IWMS) is used to better manage and maintain assets
  - 60% unique planned maintenance activities
  - 50% assets logged

RESULTS
- Correct critical issues before impact to campus community occurs
- Increased sustainability
- Better campus environment

RECOGNITION
- Improved standins vs. peers in industry surveys
- Team member Nate Kosharek invited as panelist to talk about checkpoints vs. inspections at industry event, AssetWorld 2020

EXAMPLE
- Fire Suppression System
  - One standing work order for multiple years
  - Technician scheduled, planned and executed work
  - Difficult to report on deficiencies
  - Parts were not tied or charged to work order

EVOLVE
Preventive Maintenance can evolve to become Predictive and Analytical Maintenance

Facilities Planning & Management
UNIVERSITY OF WISCONSIN-MADISON

Physical Plant | physicalplant.wisc.edu
Questions? Please get in touch with our team at: ppcustomerservice@fpm.wisc.edu.
MANAGE CONFLICTING STAKEHOLDER DEMANDS
USING THE “FUNNEL” TO MAXIMIZE HAPPINESS

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.

BE TRANSPARENT AND COLLABORATIVE

Request

FUNNEL
SERVICE MANAGER
STAKEHOLDER AGREEMENT
NEXT SPRINT

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

Transparent metrics enable realistic planning and stakeholder expectation management.
Universal Design Campus Tour (UDCT)
Creating a tour route that promotes equal access for campus visitors

Utilizing the 7 Principles of Universal Design, we created a new campus tour route that is accessible for most, providing all campus tour visitors with the same tour experience.

Campus and Visitor Relations (CAVR) previously had two separate campus tour routes for visitors. One of the routes was accessible for people with mobility/physical disabilities and one was not. The “standard” route included stairs, inclines, and other barriers to accessibility, creating the need for a second more inclusive and accessible route.

When an accommodation request for an accessible tour was submitted, tour guides used a separate “accessible” route for those guests.

7 Principles of Universal Design
1. Equitable Use
2. Flexibility in Use
3. Perceptible Information
4. Tolerance for Error
5. Low Physical Effort
6. Size and Space for Approach and Use
7. Simple & Intuitive Use

November 2020 - CAVR UDCT Committee formed
December 2020 - Route and script development begins
January 2021 - Campus partners collaborate with CAVR committee
February 2021 - Route and script finalized
April 2021 - CAVR tour guides trained on UDCT route and script
May 2021 - Universal Design Campus Tour launched

The Universal Design Campus Tour was launched on May 17th, 2021. Since then 28,000 campus guests have experienced the UDCT route.

As the campus environment continues to develop we are dedicated to adapting the Universal Design Campus Tour Route to follow the 7 Principles of Universal Design. Promoting equal access for all guests to the University of Wisconsin-Madison campus allows a stronger sense of community and belonging on our campus.

CAVR Design & Implementation - Rachel Anderson, Xi Chen, Sofie Druckrey, Kathryn Goodspeed, Emily Henken, Rachel Lentner, Helena Manning, Haakon Schriever, Haley Sisel, Jinan Sous, Allie Weber
Campus Partners - Mari Magler, Ruben Mota, Todd Schwanke, Heather Lipinski Stelljes, Top Tantivivat
Research Impact Service

Research impact is best understood as a story, told in part through scholarly output, citation metrics, professional service, and societal connections.

UW-Madison Librarians Help:

- Individual researchers assess and elevate the impact of their scholarship
- Research units analyze the influence of their scholarship as a whole and identify possible research topics for investigation
- Grant and program administrators provide accurate reports on the output and activities of their affiliated researchers

Campus Libraries developed the Research Impact Service to support impact reporting, boost the visibility of UW-Madison scholarship, and promote ethical, purposeful use of citation metrics.

Learn more at: go.wisc.edu/ResearchImpact

Support from the Libraries:

Custom Reporting

We provide bibliography & citation analysis, grant acknowledgement & compliance audits, research topics & trends surveys, and more for labs, departments, and other research units.

Boosting Impact with Author Profiles

Researcher profiles link an individual with their research outputs, funding, and affiliations. Some profiles, like ORCID, are required for publishing and grant submission. We can help you build comprehensive profiles across platforms to showcase your work.

Using Scholarly Metrics

Metrics can be used to better understand the research landscape and an individual’s or group’s position in it. However, these metrics are often flawed, and can exacerbate inequities. We can help you calculate metrics and apply them in an ethical, practical way.

Publishing and Broader Outreach Support

Finding an appropriate journal can be difficult, and publishing options, including open access, can be confusing. We can help you navigate the publishing landscape within different disciplines. We can also support you with best practices for planning, documenting, and assessing broader impacts.
Augmented Reality for Posters
By Michael Aristov

Workflow and Creation Process
1. Obtain 3D models
   - Create them yourself
   - See if a community member has made/would be willing to make them

   Common file types: .obj, .mtl, .blend, .fbx, or .stl

2. Create 2D target
   - To be used as a target image with Vuforia, images must be 8 bit gray scale or 24 bit RGB. These types of image conversions can easily be done in Fiji.

3. Tie 3D image to the target; export .sdk file to smartphone in Unity

Software Packages
The target images and 3D models displayed on this poster were created with the following software packages:

- **Blender** (available freely from [https://www.blender.org/](https://www.blender.org/))
  - Used to import, refine, and export 3D models

- **Unity** (available freely from [https://unity.com/](https://unity.com/))
  - Used to compile 3D images and targets to create the smart phone application

- **Vuforia** (available from [https://developer.vuforia.com/](https://developer.vuforia.com/))
  - Used to host cloud data for the AR targets

- **Fiji** (available freely from [https://imagej.net/software/fiji/](https://imagej.net/software/fiji/))
  - Used to do image manipulation for creation of AR targets
  - Also extremely powerful tool for scientific image analysis (including 3D models)

Additional research grade software packages include:

- **UCSF Chimera** (available freely from [https://www.cgl.ucsf.edu/chimera/](https://www.cgl.ucsf.edu/chimera/))
  - Used for visualization of computational chemistry results

- **Mercury** (crystallography visualization software available through the CCDC)

By using free Vuforia Augmented Reality (AR) software, free Blender and Unity 3D modeling and animation software, and the free Developer Kit for Android, an easy method to incorporate AR into posters has been developed. These software packages allow any 2D image to be turned into a target for a 3D model. The 3D models offer additional interactivity with audiences, as well as providing a means to include animations into printed media. Since any image can serve as a target, this technology can be used on top of a completed poster without incorporating additional visual clutter.

Examples in Neuroscience
A special thanks to the UW Madison NTP program, specifically Briana Ebbinghaus, Haylee Hamilton, Kendra Hanilk, and NTP office for help making this 3D scan and model of the brain possible.

**Download the App || View The 3D Elements**

**Examples in Chemistry**

The AR app is tied specifically to this poster and will not work with other images. The file can be downloaded through MediaFire from the above QR code. Note that the downloadable file is a .apk file that works specifically with android devices. The application will need permissions to make use of the phone’s camera. No other data are collected. To install the application, the user needs to manually allow for .apk installation in the developer settings of the android device.

Disclaimer: The creators of this poster and its android application hold no responsibility for the use or misuse of the associated smartphone applications and/or QR codes.

**Read More about Our Work**


Acknowledgements
We thank NSF for funding via CHE-1953294, and we thank the NSF-GRFP for funding via DGE-1747503.

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   - Create them yourself
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**Read More about Our Work**


Acknowledgements
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InfoAccess Migration to Badger Analytics Project

**Benefits**

- Huge improvements to data load time and query performance
- Costs greatly reduced by centralizing storage and access, reducing technical debt, and minimizing security risks
- Duplicate work can be streamlined offering those with similar needs consistent solutions
- Streamlined access to data
- Storage for local analytical data sets
- Integrated student lifecycle analysis
- Foundation for expansion into new data domains

**Project Status**

- Went live in March 2021
- Data currently available: Profit & Loss, LUMEN, Academic Structure, DARS, and Institutional Space
- InfoAccess migration project launched January 2022
- Review of users, accounts, and use cases underway
- Free training from Snowflake and LinkedIn Learning preparing users for onboarding
- Five-year project roadmap approved

**Next Steps**

- Data from InfoAccess to be migrated into Badger Analytics through sprints based on logical data groupings
- Partnering with divisional local implementation managers, Badger Analytics users will be onboarded when their needed data is live
- Those interested in learning more about Badger Analytics, technical skills required, or searching for a solution to their data needs should check out our website below
- Ready to begin training to become a Badger Analytics user? Contact info@data.wisc.edu to get started

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Office of Data Management & Analytics Services
UNIVERSITY OF WISCONSIN–MADISON

data.wisc.edu/infoaccess-migration-to-badger-analytics
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.

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

Improvements, cont.

• Phase II for AR and the Lab Improvement Division went live in December of 2021.
  - Sales Orders/Quotes
  - Shipments
  - Warehousing
  - Accounts Receivable
  - Credit and Collections
  - CRM (Basic)

Future Development

• Several other WSLH divisions are scheduled to come into Acumatica in 2022. With the foundation already defined for OTC and AR, on-boarding new divisions will be much more straightforward.

Is It Working?

• Finance said “Every Financial Process In Acumatica Is Better than Great Plains!”
• Purchase Request system in Acumatica generated time savings to pay for the annual license fee for Acumatica.
• Accounts Receivable has true Statements, Invoices, and Dunning Letters for the first time.
• System support has moved from 80/20 (80% Consulting/20% Internal) to 20/80 which generates a tremendous amount of support savings.

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 2021 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.
Managing the Personnel Offboarding Process

Developing a Process to Better Support Departing Employees and Administrative Units Involved in Departures; and to Secure Property and Information.

Project Goals
- Uniform Process across Departments
- Improved Communication across Administrative Units
- Tracking Completion of Offboarding Steps
- Better Employee Experience

Contacts
Sean Bossinger, CIO and Director of Information Technology
Nancy Parkinson, Assistant Dean of Human Resources
UW-Madison School of Veterinary Medicine
vetmed.wisc.edu
608-262-7466
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.
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.

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 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 Partnership (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).

What BENEFITS do communities of practice deliver?

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

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

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

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

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

References


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.

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

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.).
Partnering for Proactive & Preventative Safety

EH&S AND SMPH JOIN FORCES ACROSS CAMPUS

SMPH

School of Medicine and Public Health
Oncology
Ortho & Rehab
Cancer Center
Dermatology
Pathology
Neuroscience
BRMS
WNPRC
Surgical Pathology
Radiology
WIMR Facility Manager
SMPH Operations Manager

REQUEST

- Improve safety culture for SMPH
- Safety training for new employees
- Increase awareness among new employees, graduate program coordinators, and directors about SMPH-specific training and its value to researchers

IMPLEMENT

- Safety training available on Canvas
- SMPH leadership stamp of approval
- Distribute posters upon request

ASSESS

- What are employee responsibilities?
- What are PI responsibilities?
- Areas of confusion for research labs?
- What resources exist in EH&S?
- What are safety concerns?

EVALUATE

- Seek feedback from SMPH Lab Safety Group
- Shift training format to online to meet needs

CREATE

- Assembled collaborative SMPH/EH&S Team
- Developed new orientation training
- Provided safety posters to improve communication
- Created EH&S training summary document

EH&S

Environment, Health & Safety
Fire & Life Safety
Chemical Safety
Biological Safety
Radiation Safety
Animal Research Safety
Hazardous Waste
General Safety
Environmental & Occupational Health
Biosafety Cabinet Safety

OUTCOMES

- Trainings for Staff:
  - Working with Animals
  - Working with Biological Materials
  - Chemical Safety
  - Environmental & Occupational Health
  - Ionizing & Non-Ionizing Radiation

- Created EH&S Contacts Magnet
- Made Animal Carcass Disposal Poster
- Produced OK to Trash Poster
- Improved BSC Safety Poster

Questions? Please get in touch with our team at: EHS@wisc.edu.
Using Technology to Create a More Inclusive Classroom
A Book-Club Approach to Faculty Development

Mel Freitag, PhD, School of Nursing Diversity & Inclusion Officer
George Jura, PhD, School of Nursing Director of Academic Technology

Spring 2022 Book Club - What Inclusive Instructors Do:
Principles and Practices for Excellence in College Teaching
by Addy, Dube, Mitchell, and SoRelle (Stylus, 2021)

Focus on:
1. What and why of inclusive teaching: Definitions
2. Knowledge about being inclusive: Research, Data, and Models/Frameworks
3. Design considerations for creating inclusive courses (face-to-face, blended, and online)
4. Types of course presence: strategies for making students feel welcome
5. Inclusive practices during class (synchronous & asynchronous)
6. Tools to create and support inclusive classrooms
7. Examples from instructors’ own classrooms, labs, and clinicals to directly apply the tools and strategies from shared readings
8. Reflection if/how we can leverage technology to implement some of these strategies

Examples of past book-club selections:


• Teaching Undergraduate Science: A Guide to Overcoming Obstacles to Student Learning by Linda C. Hodges (Stylus 2015) summer boot-camp

• Multimedia Learning by Richard Mayer (Cambridge UP, 2009) summer boot-camp

How is it organized?

All SoN faculty (approximately 100) have been invited to participate, and books were provided (paper or electronic)

Sixteen faculty expressed interest and availability to participate.

Throughout the spring, read specific chapters of the book and meet once every 3-4 weeks for an hour-long Zoom discussion of content and ideas from the focus areas.

The facilitators focus on guiding the open-ended conversation to a few ideas and recommendations that can be readily implemented in practice given the diversity of our student body across all programs, and how to foster safe and brave learning spaces for all.

2022 Improvements:

➢ Virtualization (Zoom) makes the book-club more compatible with faculty obligations and time commitments (for example, clinical practice).

➢ Frequency: two parallel discussion groups & times (Tuesday & Friday) increase availability & allow faculty to switch groups when needed.

➢ Focus: During each meetings we focus on specific actions, improvements, and tools that will help implement approaches that promise to make our courses more inclusive.

➢ Collaboration: Because we are co-facilitators across units, faculty will be able to see more synergy in the content and application.
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
Empowered Students:
Students voiced concern with the initial structure of the SAC. Based upon their feedback two additional student seats were added to the SAC and an all student subcommittee was established.

Facilitated for the Members:
Adapting to the pandemic meant adjusting to an all virtual format. In a virtual setting detailed planning was necessary to ensure a smooth flow, and more importantly, equip members and/or attendees with the knowledge and support to enable collaboration in the virtual space.

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
UW-Madison Office of Sustainability
sac@sustainability.wisc.edu
www.sustainability.wisc.edu

Organized by STARS: The Sustainability Tracking, Assessment & Rating System (STARS) reporting framework provided an industry standard structure to organize the 30 opportunities the SAC evaluated.

Pivoted, a lot: Authentically responding to feedback showed respect to the stakeholders and, even though difficult, produced a better strategy.
Navigating Campus-Wide IT Operations Through A Pandemic

As the pandemic took hold, DoIT approached a pivotal moment in which our infrastructure, operations and expertise allowed us to overcome many challenges to support UW–Madison and sustain its mission.

**Constant flow of communications to many discrete audiences**

**The university transitions to remote classes**
*Over 9,000 courses moved to a virtual format in 2 weeks*

**Transition to remote work, with exception of “Essential Employees”**

**Creation of campus COVID-19 testing operations**

**Classes return to campus, along with many faculty and staff**

**University Mission Sustained!**

---

**Key Departments**
While everyone played a part in keeping campus going through the pandemic, these departments were especially critical for DoIT.

- **DoIT Communications**
  - Acted promptly to coordinate and disseminate information to multiple audiences.
  - Director Mary Evansen

- **DoIT Academic Technology**
  - Quickly readied and supported the move to instruction via online formats, offering accessibility guidance for content creators.
  - Director Andy Goldstein

- **DoIT Human Resources**
  - Facilitated the transition to remote work and back again.
  - Director Jenny Kvitlåd

- **CTO Office**
  - Instrumental in coordination between the university, DoIT and University Health Services.
  - Chief Technology Officer Todd Shechter

- **DoIT Network Services**
  - Rapidly deployed and enhanced wireless networking operations to support COVID-19 testing sites and vaccination clinics.
  - Director Jeanned Skul
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 send a weekly newsletter, maintain a website with resources, campus events & a blog, and partner with other groups.

Join the CSN email list!

Planners’ Picks Newsletter
A collection of resources from CSN planning committee members worth mentioning

Over the past 18 months our weekly email newsletter has grown in popularity with leaders on the UW-Madison campus. With topics on self-care, team development, hybrid and remote work, personal growth and more, there’s something to learn with every installment.

To be added to the CSN email list and start receiving Planners’ Picks, scan the QR Code at right or send a blank email message to campus_supervisors_network+subscribe@g-groups.wisc.edu today!

Upcoming Events
Building Employee Trust During Times of Crisis
How confident are you that your employees would say they trusted you during this recent crisis? How confident are you that they will when the next crisis comes along?

CSN hosted two conversations around this topic along with LTD staff (Jan 11/Mar 9). We now plan on digging deeper into the four growth areas for building trust in teams:

>> Emotional Intelligence
>> Change Management
>> Empathy
>> Coaching

Watch for communications regarding these small group discussions on the elements of building trust!

Student Employment Forum Series
For over two years, CSN has been partnering with staff from the Office of Student Financial Aid to present forums for supervisors of student workers.

Visit our Past Events page to see these and other past topics!
Developing a Mental Health Curriculum for the Posse Program

College students are facing record numbers of depression, anxiety, and isolation. See one program’s newly developed mental health curriculum to start conversations, educate, and foster connection.

Project Goals
Cultivate Mental Health Literacy
Reduce Stigma & Demystify Mental Health
Trauma-Informed Perspective

Contact
Hannah Glenn, B.A.
Department of Counseling Psychology
School of Education
hmglen@wisc.edu

Making Hard Conversations Easier
- Conversation-based seminars, rather than information sharing
- Address homesickness, isolation, academic stress, and depression
- Provide language to begin mental health conversations

The Curriculum
8 Journal Prompts for reflection and a direct-line of communication with mentor
8 Warm-Up Exercises to break the ice when discussing mental health
4 Seminars
• Self-Care and Wellness
• Stress Management + Imposter Syndrome
• Mental Health is Just as Important as Physical Health
• Building Resiliency

Mentor Facilitation Guide
• Processing prompts
• Open-questions

Spring 2022 Implementation
- Posse Mentors will begin using the Mental Health Curriculum in their seminars in the Spring 2022 Semester

Recommendations
- Posse Mentors are encouraged to choose and modify curriculum for their Posse’s current needs
- Posse Program staff complete a Mental Health First Aid in Higher Education course

Access the Curriculum Here

Making Hard Conversations Easier
- Conversation-based seminars, rather than information sharing
- Address homesickness, isolation, academic stress, and depression
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• Processing prompts
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GLOBAL GATEWAY
INITIATIVE

EXPANDING STUDENT ACCESS
TO ACADEMIC PROGRAMS AROUND THE WORLD

The Global Gateway Initiative expands access to study abroad and away programs for UW-Madison undergraduate students with demonstrated financial need. The initiative provides both fully funded faculty-led programs as well as $10,000 fellowships. Preference is given to students with demonstrated financial need (EFC under $12,000).

The Global Gateway Initiative is a partnership between International Academic Programs, the Office of Student Financial Aid, and the Institute for Regional and International Studies.

SUMMER PROGRAMS
- Full scholarships, including tuition, provided to every participant.
- Highly-structured thematic programs led by UW-Madison faculty.
- Designed for first- and second-year students from all majors.

FELLOWSHIPS
- $10,000 award ($5,000 for summer program and $5,000 for academic year program).
- Open to first and second-year students from all majors.

The Global Gateway Initiative in action

During my study abroad experience, I discussed race and racism extensively and I hope to bring parts of those conversations with me to campus to help make it a safer space for all students.

The Wisconsin idea in action

All students participate in pre- and post-program engagements in order to share their experiences and knowledge gained with the UW-Madison community, Wisconsin, and beyond.

“Because of the Global Gateway program in Washington, D.C., I can talk with others about race relations in the US and strengthen my arguments without making disagreements personal. I have made changes within my community that can lead to positive improvements, inclusion, and equity.”

“When I pursued a job in the Office of Inclusion Education, I further embraced myself in the ideologies that exist in our education system. To bring my experiences back to the greater Madison community, I want to highlight this intersection of race and education through campus.”

SUPPORTING DIVERSITY, EQUITY AND INCLUSION

Global Gateway Summer Programs
First Generation College Student: 49%
First Time Abroad: 48%
EFC below $12,000: 83%
Ethnicity:
- Asian: 15%
- Black/African American: 26%
- Hispanic/Latino: 25%
- White: 33%
- Not Specified: 6%

Global Gateway Summer and Fellowship recipients: 174
7 of the 8 Schools and Colleges at UW-Madison are represented by Gateway participants.

STUDYABROAD.WISC.EDU/GATEWAY

The Global Gateway Initiative is a partnership between International Academic Programs, the Office of Student Financial Aid, and the Institute for Regional and International Studies.
Building a Strong Talent Pool at UW–Madison

The UW–Madison Job Rotation Program recruits early career professionals and provides them with a two-year experience that is designed to support their success and prepare them for permanent roles at UW–Madison.

Stakeholder Benefits

- UW–Madison benefits from a talent pool with unique perspectives and the flexibility to fill different roles.
- Hosting units receive support throughout the program. The program takes responsibility for recruiting and hiring candidates, conducting performance reviews, and paying rotator salaries.
- Supervisors in hosting units benefit from program support and can develop their managerial skills.
- Early career professionals explore their career interests, become familiar with multiple areas of the university, develop new skillsets, and grow as professionals.

Next Steps

- Collaborate with additional units across campus. (To date, more than 20 units have participated.)
- Grow cohort size to better support campus needs.
- Explore adding more career tracks.
- Track the long-term career trajectories of program alumni.
- Engage alumni in stewardship of the program.
- Respond to current and future staffing needs of UW, including those created by campuswide initiatives such as ATP.

The Opportunity

- Higher education increasingly requires professionals who are comfortable operating in complex, changing environments.
- Complexity across the institution means that UW needs employees who have familiarity and experience in multiple areas of the university’s operations.
- There is a need for increased representation from underrepresented populations to enhance the talent pool at UW–Madison.

Program Description

- Based on a needs analysis, the program began with tracks for finance and human resources professionals.
- The program uses equitable recruitment and hiring processes to help ensure a diverse pool of candidates.
- Participants are UW employees who rotate through four distinctly different assignments over two years.
- Employees also participate in professional development as a cohort, receive mentoring, and build a network.
- Employees can be waived into a permanent role in their career track at any campus unit following program completion.

“I would recommend participating in the Job Rotation Program. Hosting a job rotation employee has allowed us the capacity to tackle campus initiatives, provide timely support in everyday activities, and enhance internal resources.”

— Site supervisor

“I deeply appreciate the intentional planning and thought that has gone into making sure I have the best experience possible as a rotator.”

— Program participant

Job Rotation Program
University of Wisconsin–Madison
hr.wisc.edu/job-rotation-program
Helping On-Site Employees Feel Comfortable and Appreciated During a Pandemic

Provide PPE & Clean Up:
- Set up a PPE Station on 3rd Floor
- PPE in All Shared Kitchen Spaces
- Declutter and Clean All Shared Kitchen Spaces (A Lot of Work!)

Our Improvements:
- On-site employees know where to find PPE without having to ASK.
- Decluttering and cleaning the kitchens lead to a contest. WID Director, Jo Handelsman, donated prizes to the cleanest kitchens.
- Employees are enjoying the new espresso makers and toaster ovens.

WID Pandemic Project:
Provide Easy Access to PPE and Cleaning Supplies
Clean & Declutter Shared Kitchen Spaces
Find Ways to Communicate Despite Social Distancing
Show Employees Appreciation with Intermittent Snacks

The lab work needs to continue...
The building is empty and there is uncertainty.
Being on-site during a pandemic isn’t easy.

The Results:
- Shared kitchen spaces continue to be well cared for and clean.
- On-site employees and students communicate and express themselves with simple Post-It note exercises, while enjoying a snack.
- Spirits are lifted and employees feel appreciated and valued at WID.

Project Coordinators:
Janine Harrison & Pelin Adanir
Wisconsin Institute for Discovery
Email: jharrison@wisc.edu
Making Our Mark
TRANSPORTATION SERVICES REINVENTS CAMPUS ROADWAY PAINTING

CHALLENGES
- No existing documentation of marking requirements or locations
- No pricing or contracts in place for roadway painting or marking
- No up-to-date maps of current roadway system

Opportunity: Build road painting process from the ground-up

SOLUTIONS
Map out markings
- Conducted field walks of all roadways to mark new sections and measure distances of all markings (see map below)
- Developed a new UW-Madison paint schedule showing locations and types of marks to be painted on roadways (see diagram, center)

Create contracts
- Drafted 20 scope-of-work documents for vendor on contract to determine pricing based on roadway sections mapped in the field
- Drafted contract language and sent out bids to calculate cost per marking or symbol

PAINTING BY THE NUMBERS
Painting schedule
This snippet of a painting schedule shows the location of each mark painted at the Walnut Street/Linden Drive roundabout. Painting schedules are used to develop scope-of-work documents. They are also used to supervise painting operations in the field.

Key:
- 22: 4” line
- 23: 4” double line
- 24: 8” line
- 30: Bike share symbol
- 33: Bike symbol with straight arrow
- 36: 4” dotted line
- 41: ”YIELD” mark

Example of a “Sharrow.” Sharrow indicates where bikes and motor vehicles must share a lane.

TIMELINE
- October 2020: Develop roadway marking plan
- January 2021: Submit contract specifications to go out for bid
- March 2021: Contracts approved
- May 2021: First scope of work sent to contractor. MMA and thermoplastic testing on Walnut Street crosswalks
- June 2021: Highland Avenue roadway marking begins. Lakeshore bicycle path completed
- October 2021: All originally designated roadways completed
- November 2021: Edge lines for full length of Lake Mendota Drive completed

RESULTS
We painted...
- 74,855 linear feet
- 175 bike marks
- 278 lanes of crosswalks

- Added 57 new bike-related symbols to roadways
- Bike lanes painted with bus cut-out locations
- Simplified crosswalk designs to standard (1) and continental (2)
- Green bike box placed at Charter Street & University Avenue
- Painted edge lines along Lake Mendota Drive (3)

NEXT STEPS
- Create annual schedule for summer roadway marking projects based on fading and construction
- Provide specifications and oversight for campus projects where roadways are restored
- Develop tracking and assessment system to evaluate current roadway markings and signs
- Conduct annual roadway counts to help determine deterioration and need for re-marking

Special thanks to: Assistant Vice Chancellor Patrick Kiss, Brad Bauman, Rhonda James, Gabe Mendel, Chuck Stearman, Dar Ward, Rob Kennedy

Questions? Please get in touch with our team at customerservice@fpm.wisc.edu.
THE PROBLEM
» PIs had to seek out the various research support areas individually
» Research support areas did not communicate with each other about the same project

Principal Investigator (PI)

THE PROCESS IMPROVEMENT
» Establish one-point of contact in the form of a Coordination Manager
» Create an intake form to collect similar data about all research projects
» Coordination Manager triages project through process

RESULTS
» Improved communication among research support areas
» Accelerated project activation
» Removed burden from the PI of coordinating all the research support areas that are needed to ensure their project will be successful
» Greater appreciation for all research support areas (branded as one MIRS team)

KEY TAKEAWAYS
» To ensure successful project activation, all relevant research support services need to be informed and engaged early in the activation process

NEXT STEPS
» Continue to evaluate our process to ensure that we are providing PIs with the most efficient route possible to project activation
» Develop metrics for measuring the effectiveness of the MIRS workflow, and use this information to inform decisions regarding managing the size and breadth of the MIRS team

Project Activation

Project Goals
MIRS aims to facilitate and accelerate project activation for Principal Investigators (PIs) that wish to use medical imaging as an outcome measure in their research. PIs no longer need to seek out each of the support areas individually, as this is all coordinated through the Coordination Manager.

MIRS Coordination Manager: Sara John
Email: mirs@rad.wisc.edu
Phone: 608-235-4508
Building a Foundation for an Inclusive Digital Experience

The new Digital Accessibility Policy strives to foster a culture of full inclusion of people with disabilities by ensuring that UW-Madison’s digital resources and information technology are accessible to all, in support of the university’s mission and Institutional Statement on Diversity.

In 2001, UW-Madison technology looked much different...

Web Accessibility Policy out-of-date; circa 2001
No institutional resources or responsible office
Lacking oversight and guidance for how to follow the policy

In accessible design means that current and future viewers will have access, without extra work.
Inaccessible design excludes people.
Accommodations give access to whoever is there at the moment. They often require extra work.

“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinions enrich the university community... The University fulfills its public mission by creating a welcoming and inclusive community for people from every background...” (UW-Madison’s [Institutional Statement on Diversity](#))

Benefits of the new Digital Accessibility Policy

- Lays the groundwork for our community members with disabilities to use UW-Madison digital resources without reliance on others
- Establish accessibility and inclusion as a shared university responsibility
- Work more proactively on accessibility, reduce need for last-minute accommodation
- Improve usability for all members of our university community
- Align UW-Madison with existing UW Regent policy
- Minimize legal risk and loss of reputation

Our challenges and compelling need

Web Accessibility Policy out-of-date; circa 2001
No institutional resources or responsible office
Lacking oversight and guidance for how to follow the policy

In 2001, UW-Madison technology looked much different...

- No Box/Google Drive
- No Canvas
- No Microsoft Office 365
- No Slack
- No Zoom

Image source: University of Minnesota - Accessible U

Jess Jones
Interim Director
Center for User Experience, DoIT

Ruben Mota
ADA Coordinator
Office of Compliance

Sandi Arendalkowski
Digital Accessibility Program Coordinator
Center for User Experience, DoIT

Sara Tate-Pederson
IT Policy Writer & Analyst
Office of Cybersecurity, DoIT
One Size Does NOT Fit All:
Adaptive Approach to Online Faculty Training
(Via a Conditional-Logic Smartsheet Form)

This semester (SP22), we are exploring and piloting the possibility of developing faculty training which leverages the data collected via the Course Kick-Off Checklist to deliver focused faculty training that reduces demands on faculty time, eliminates irrelevant information, and allows instructors to develop a better understanding of technologies and related topics relevant to teaching their specific course(s).

Because Course Kick-Off Checklist provides information about each instructor’s plans to use (or not to use) specific teaching strategies and related technologies that enable these strategies in their course(s), academic technology team is able to recommend an individualized, “as needed” pathway through online faculty training course that addresses relevant areas (and only those areas that ARE relevant).

EXAMPLE OF PAIRING OF VIDEO CKC INFORMATION WITH TRAINING MODULES

CKC Question List

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

- Course Professor Name TF
- Course Number and Section TF
- Import content from previous courses? DDM
- What is your preferred Canvas course publish date? DATE MENU
- Is SoN standard course navigation sequence [listed] OK?
- Do you use Modules or Course Home Page? DDM
- If Home Page: Can we replace with Modules in week 4? DDM
- Are you using GROUPS in your course? DDM
- If yes, do you need help setting them up? DDM
- Are you using EXAMS?
  - If yes, HOW MANY DDM
  - Do you use HonorLock? DDM
  - Do you use case studies on your exam (determines questions randomization)
- Do you plan to use STUDENT-CREATED MULTIMEDIA assignments or discussions? DDM
- Do you use text DISCUSSIONS in your course? DDM
- Are you COMFORTABLE setting up your Canvas GRADEBOOK? DDM
- Do you plan to use a video-conferencing platform(s) DDM
- Do you plan to use video in your course? DDM
  - if yes, what type of videos will you use MULTI-SELECT
  - if yes, Do you need instructions/training how to use Camtasia? DDM
- if yes, Do you have students who need ADA accommodations DDM
- Additional comments / requests TF

For more Info, contact: George Jura, PhD, Director of Academic Technology / School of Nursing | jura@wisc.edu
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.
**BACKGROUND**

**Parent Project**
- Council of Graduate Schools PhD Career Pathways Project
- National coalition of 75 doctoral institutions

**Project Aims**
- Understand relationship between doctoral training and career outcomes
- Strengthen career support, professional development, and mentoring for current PhD students
- Generate data to assess learning outcomes and inform program review

**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?

**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 GS survey collects information from all PhD students on their desired employment sectors and professional skills needs.
- Data shared with campus via interactive dashboards.
- GS leadership reviewing data and plans 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 on Graduate School website.

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**Key Findings**

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

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

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.
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 so 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 inventory availability and delivery of all supplies required to support campus activities.

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 COVID-19 testing sites organized on campus.
- Ongoing support for on-site work and in-person learning with MDS delivering needed supplies 5 days a week:
  - Disposable Procedure Masks
  - Cloth Face Coverings
  - Face Shields
  - 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 – 180,500
- Procedure Masks – 1,957,000
- N95/KN95 Respirators – 278,500 (191,750 distributed in preparation for Spring 2022 semester)
- Face Shields – 45,500
- Nitrile Gloves – 3,750,250
- Gowns – 24,500
- Mask Fitters – 11,775

Over 650 – Individual orders placed with vendors to support campus response since March 2020.

Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Kopp</td>
<td>Assistant Director</td>
<td><a href="mailto:brian.kopp@wisc.edu">brian.kopp@wisc.edu</a></td>
</tr>
<tr>
<td>Kyle Smith</td>
<td>MDS Supervisor</td>
<td><a href="mailto:kyle.smith@wisc.edu">kyle.smith@wisc.edu</a></td>
</tr>
</tbody>
</table>
The Division of Continuing Studies typically conducts a climate survey every 2 years in October. To allow for a redesign of the survey to better fit the characteristics of the division, the survey instrument was re-developed by interested members of DCS staff through a series of collaboration sessions. The re-designed survey tool is the result of this:

**Synchronous Collaboration Sessions:**
- Real-Time
- Virtual
- Verbal & written engagement options
- Small & large group discussions

**Asynchronous Collaboration Sessions**
- Qualtrics
- Individual contributors
- Fully anonymous
- Multiple choice and open ended feedback options

**Collaboration Session #1:**
Determining General Topic Areas

**Collaboration Session #2:**
Determining Question Types & Subtopics

**Collaboration Session #3:**
Determining Individual Questions, Question Groups, and Scales

**Collaboration Session #4:**
Engagement Strategies

**73.9% Response Rate**

**UW-MADISON DIVISION OF CONTINUING STUDIES**
continuingstudies.wisc.edu | sarah.korpi@wisc.edu, autumn.sanchez@wisc.edu
**Validation of UW-Madison Leadership Framework**

The validation process enhances the model's credibility, positions it for widespread application, and advances the discipline of leadership education.

**PROCESS**

- Project Team conferred with External Consultant on validation process
- Selected Expert Reviewers and shared goals and timeline
- Expert Reviewers completed online survey or feedback forms
- Vetting Team reviewed responses and proposed edits to Expert Reviewers

**RESULTS**

<table>
<thead>
<tr>
<th>Stage I: 2019 - 2020</th>
<th>Stage II: 2020 - 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content review of Principles, Values, and Competencies</strong></td>
<td><strong>Content review of Outcomes</strong></td>
</tr>
<tr>
<td>3 Revised Principles</td>
<td>71 Revised Outcomes</td>
</tr>
<tr>
<td>3 Edited Value Descriptions</td>
<td>8 Outcomes Removed</td>
</tr>
<tr>
<td>5 New Competency Descriptions</td>
<td>3 Outcomes Moved</td>
</tr>
<tr>
<td>4 Refined Competency Titles</td>
<td>1 New Principle Added</td>
</tr>
</tbody>
</table>

**Revised Principle Example**

Leadership is an action-oriented endeavor, rather than based on position or level of authority.

**Revised Outcome Example**

<table>
<thead>
<tr>
<th>Reviewer Feedback</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>64. Openly acknowledging group dynamics</td>
<td></td>
</tr>
<tr>
<td>65. Openly acknowledging group dynamics...and consciousness of context (Hakim, 2015). I appreciate how it builds nicely off of K. 64.</td>
<td></td>
</tr>
<tr>
<td>EA: Openly acknowledging group dynamics and uneven power differentials, and working toward building collaboration.</td>
<td></td>
</tr>
<tr>
<td>LS: I think once we clean up the use of the word &quot;group&quot; and &quot;group dynamics.&quot; Suggestion: &quot;Openly acknowledge the group's attitudes and behaviors&quot; Note similarity to 63.</td>
<td>Openly acknowledging the group's attitudes and behaviors to foster collaboration</td>
</tr>
<tr>
<td>To address LS and DP's comments, I incorporated EA and SH's comments to clarify group dynamics and the purpose of acknowledging how a group functions.</td>
<td></td>
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</tbody>
</table>

**NEXT STEPS**

- Unveil enhanced Framework and support implementation
- Develop a culturally responsive ongoing validation cycle
- Explore and integrate developmental complexity into the model
- Connect Framework with Multi-Institutional Study of Leadership (MSL) to support further assessment

**CRITERIA**

- **Clarity:** Coherent and accessible
- **Culturally Responsive:** Celebrates the perspectives/experiences of all people, especially marginalized social identities
- **Portability:** Useful and applicable across a variety of context and settings
THE POWER OF CONNECTION

The Issue

*Increased social isolation is associated with increased health risks*

According to recent national statistics, loneliness levels have reached an all-time high, with sixty-one percent of 20,000 U.S. adults reporting they sometimes or always feel alone. (United States Census Bureau. (n.d.). U.S. and World Population Clock. Retrieved December 2021 from https://www.census.gov/popclock/). These numbers continue to rise as societal issues increase the potential for social isolation.

These numbers are alarming because of the health and mental health risks associated with loneliness. Julianne Holt-Lunstad, Ph.D., a professor of psychology and neuroscience at Brigham Young University, in a recent statistical analysis, found that a lack of social connection heightens health risks as much as smoking 15 cigarettes a day or having alcohol use disorder. Her results also identified the fact that loneliness and social isolation are twice as harmful to physical and mental health as obesity (Perspectives on Psychological Science, Vol. 10, No. 2, 2015).

Our Response-Kinesiology 325

**Create Teams**
- Students become a team by participating in activities within each of the four phases of community building:
  - Forming
  - Storming
  - Norming
  - Performing

**Train Teams**
- Once students are unified as a team, they train to become team builders by developing skills in:
  - Motivation
  - Group Dynamics
  - Communication
  - Leadership
  - Conflict Resolution

**Teams Help Others**
- Newly trained teams from Kinesiology 325 designed, planned, and facilitated activities that challenged the following groups to explore their personal perceptions, trust one another, and grow together:
  - RecWell staff
  - Graduate students
  - Sororities and UW clubs
  - Local schools and sports clubs

The Results-Student Comments

- I believe that I learned a lot and grew as not only a leader and part of a community, but also as a person.
- This class opened my eyes to how, I think, ALL classes should be run. We so desperately need community, especially during these times.
- For the first time in years, I was able to attend a class where I learned valuable information, but my wellbeing and the wellbeing of the community was prioritized.
- I enjoyed having to actively go out into the surrounding community to share what I had learned in class. I am very much a hands-on learner, so by facilitating community building with another group, I deepened my own skill set and got to help create community all at the same time.
# 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 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  

## Reflection: Strategies to Foster Resiliency in Students

### Cultivate self care and compassion practice
- Started each class with new relaxation technique skill, mindfulness, affirmation, aromatherapy, and 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 School of Nursing 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*
UWPD EQUITY DASHBOARD

Like many institutions in the United States, policing has an uneven history. A legacy of harm persists in systems, hearts and minds today. There are reasons why those we serve from marginalized communities experience fear, anxiety and anger when it comes to police.

How it began...

- Following the murder of George Floyd, UWPD launched the Racial Equity Initiative -- our commitment to further action.
- We developed a comprehensive plan for identifying, adopting, and continually assessing needed changes within the department in the short-and-long-term.
- A core part of this plan was to specifically ensure UWPD demonstrated its commitment to racial justice in policing in ways that are meaningful to members of our community, particularly those from marginalized groups.
- The plan engaged our community in four phases: 1) LISTEN 2) REVIEW 3) LEARN 4) REPORT

Taking action...

- The UWPD Equity Dashboard was launched on Dec. 9, 2021. The product of 18 months of collaboration with community members and stakeholders, the dashboard is a unique and powerful tool that promotes transparency and provides a set of co-defined success metrics that speak directly to UWPD's commitment to equity in policing.
- Users can view and filter a wide variety of data points -- calls for service, arrests, citations, use of force, complaint data, and more -- all with a laser focus on equity.
- We hope the dashboard inspires questions, discussions, partnership and critical examination both internally and externally. We commit to ongoing assessment and improvements to ensure the dashboard is a valuable tool that best serves our community.

Involving our community...

- UWPD actively engaged with students, faculty, staff, and other community groups we serve. Multiple in-person forums, virtual sessions, and/or other means of formally collecting feedback were conducted to inform the project.
- UWPD formed a workgroup consisting of key external and internal stakeholders. The group engaged in a comprehensive review of related departmental policies and practices, and worked together to define success metrics aligned with fair and impartial policing standards.
The UW-Madison Graduate School’s

Virtual Open House

3,596
TOTAL REGISTRANTS

4 Offerings: Summer and Fall 2020 and 2021

Programming & Platform

• Interactive student and staff informational panels
• Graduate Program and Student Resource Fair with 90+ presenters
• 11 informational video sessions
• Summer and Fall 2020: wisc.edu sites
• Summer and Fall 2021: Whova platform

Challenge

• Reaching potential applicants at the onset of COVID-19
• Attracting applicants to UW and our graduate programs without in-person methods

Solution

• Creating the UW-Madison Graduate School Virtual Open House
• Connecting students virtually with programs of interest and on-campus resources

Benefits

• Attendees could explore and enroll
• Coordinators had a new way to recruit
• The Graduate School extended this initiative outside of the Summer Research Opportunity Program to any potential applicant

explore.grad.wisc.edu
# UW–Madison Data Governance

Facilitating campus-wide data-driven decision-making

## Policies & Standards

The program determines who has the authority to make decisions regarding access, priorities, and data usage standards, and under what conditions those decisions can be made.

Read UW-Madison’s Institutional Data Policy at policy.wisc.edu/library/UW-523

## Information Quality

Formal and professional data stewardship is an essential part of our data governance program. Those responsible for data stewardship are accountable for the integrity and quality of our data.

Learn more about data stewardship at data.wisc.edu/data-governance/data-stewards/

## Privacy, Compliance, & Security

The program develops the risk management strategies and identifies ways to operationalize those strategies. Additionally, the program aligns with and coordinates with records management custodians to ensure compliance with applicable requirements.

Visit compliance.wisc.edu and library.wisc.edu/archives/records-management/

## Architecture & Integration

Ensuring common data definitions are made available across platforms is essential to enabling informed data-driven decision-making. The program makes decisions on what those definitions are and how the requirements are technically supported.

Find data definitions at search.data.wisc.edu/glossary.php

---

data.wisc.edu/data-governance/  data.wisc.edu/institutional-data-policy/
Background

- The SHOW Cohort includes over 6,000 participants
- The SHOW Cohort represents the state of Wisconsin
- SHOW began in 2008 and has the following samples and survey data for researchers and investigators to use:

<table>
<thead>
<tr>
<th>SHOW BIOREPOSITORY</th>
<th>SURVEY DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biosamples</strong></td>
<td><strong>Individual-level data</strong></td>
</tr>
<tr>
<td>Plasma, Serum, Urine</td>
<td>Health history</td>
</tr>
<tr>
<td>RNA, DNA</td>
<td>Behaviors</td>
</tr>
<tr>
<td><strong>Microbiome Samples</strong></td>
<td><strong>Household-level data</strong></td>
</tr>
<tr>
<td>Stool</td>
<td>Socioeconomic status</td>
</tr>
<tr>
<td>Environmental Swabs</td>
<td>Environment</td>
</tr>
<tr>
<td><strong>Objective Physical Measures</strong></td>
<td><strong>Housing characteristics</strong></td>
</tr>
<tr>
<td>Accelerometry (Physical Activity)</td>
<td></td>
</tr>
<tr>
<td>Lung Function</td>
<td><strong>Community-level data</strong></td>
</tr>
<tr>
<td>Blood Pressure</td>
<td>Socioeconomic determinants</td>
</tr>
<tr>
<td>Height and Weight</td>
<td>Built environment</td>
</tr>
<tr>
<td>Hip, Waist and Arm Circumference</td>
<td></td>
</tr>
</tbody>
</table>

Why Use SHOW?

- Adaptive infrastructure can reach across the state or target specific communities
- Unique biorepository of general population human biosamples, linked with extensive survey data and objective physical measurements
- Services support a wide variety of project types and sizes
- SHOW services can support you at any point in the research process

Scientific Achievements

Dr. LoConte and collaborators conducted a mail-based survey to past cancer survivors in the SHOW cohort (N=306). The findings from this study have informed Wisconsin’s Comprehensive Cancer Control Plan for 2020-2030 on survivor health priorities. The study has also contributed to publications on the financial toxicity of cancer and on alcohol use during chemotherapy.

Dr. Lamming examined branched chain amino acids in 788 human plasma samples from the SHOW biorepository. He linked the amino acid analysis to existing nutrition, BMI and biosample data on the SHOW participants. This study found a similar relationship between isoleucine intake and metabolic health in both the mouse model and in the SHOW cohort.

Dr. Cadmus-Bertram was able to utilize the SHOW statewide infrastructure to conduct cost-effective focus groups in several rural communities around the state, design a questionnaire to identify barriers to physical activity and then launch a quantitative survey of over 350 rural women in under a year.

Acknowledgements

SHOW is funded by the Wisconsin Partnership Program within the UW School of Medicine and Public Health. Special thanks to our participants and partners across the state. SHOW is led by Director Kristen Malecki, PhD, MPH.
Fine-Tuning the Employee Experience

THROUGH TRAINING & DEVELOPMENT AND ONBOARDING RESOURCES

INCREASING VISIBILITY TO TRAINING & DEVELOPMENT
- Select Department and Job Title
- Sort by Required or Optional
- Filter by Category
- Explore requirements for professional growth

ENGAGING WITH NEW EMPLOYEES
- Employees receive a series of Checkpoint emails
- Emails outline relevant information at critical times in their first year of employment

CONNECTING WITH ALL EMPLOYEES
- Regular reminders of the types of training available through the Position Specific Training Tool
- Reminders sent in the Employee newsletter and Training newsletter

OPTIONAL LEARNING SORTED BY CRITERIA FOR SUCCESS
- Professional Expertise
- Productivity & Accountability
- Communication & Working Relationships
- Leadership
- Safety
- Fiscal Management

FOCUSED
ACCESSIBLE
DYNAMIC

Facilities Planning & Management employs 1,300 employees with 368 job titles from Architect, Accountant, Chemical Safety Specialist, Maintenance Mechanic to Custodian and many more. Each position has unique training requirements and professional development opportunities.

THREE CLICKS OR LESS
The mantra steering our efforts to improve the user experience on our site was three clicks or less.

NEVER DONE
FP&M actively pursues feedback on how tools and resources are working — including focus groups of supervisors and employees.

Questions? Please get in touch with our team at: training@fpm.wisc.edu.
Ripple Effect Mapping

Ripple Effect Mapping was used to learn about the many benefits of community gardens and how those benefits are related to one another. Focus groups of community garden participants with diverse backgrounds participated in an interactive exercise that group mapped answers to the following questions.

- Community Garden Programming (What you do, what was it?)
- What changes (outcomes) have occurred and in what context? How did those changes occur (mechanisms)?
- What impact has Community Garden programming had on the individuals, families, organizations and communities?

Participants Identified

- Outcomes & Impacts
- Physical and Mental Health Benefits
  - Eat heathier, exercise, stress reduction, cope with challenges, and connect with family and others
- Strengthening Social Networks
  - Build community, learn from others, and make local connections with economic and social benefits beyond the garden
- Pathway to Agricultural Entrepreneurship
  - Sales of produce, employment and business connections, and place to start
- Understand and Appreciating Culture and Traditions
  - Meet and learn from people of other cultures and ability to carry on ethnic and family traditions
- Fostering Organization Partnerships
  - Community involvement and provide local organizations with flowers and produce
- Appreciating and Understanding Ecology
  - Observe the natural environment and gain an understanding of nature
- Cost Savings and Personal Economic Benefit
  - Subsidize household food budget, especially those of low to moderate income
- Extension Resources and Management of the Gardens Matter
  - Management provided by Extension make these outcomes possible

Contacts:
- Josset Gauley, Evaluation & Program Specialist
  - (608) 265-4975 / josset.gauley@wisc.edu
- Leslie Quevedo, Community Youth Development Coordinator
  - (414) 615-0523 / leslie.quevedo@wisc.edu
- Aubrey Fliss, Community Gardens Coordinator
  - (920) 391-4660 / afliss@wisc.edu
- Patrick Nehring, Community Development Educator/Professor
  - (920) 764-1915 / patrick.nehring@wisc.edu

Wisconsin

- Youth in Extension’s 4-H Club Program are enrolled in gardening projects
- Attended Extension’s Statewide Community Garden Conference

Milwaukee County

- Households participate in Extension’s gardens
- Gardeners donated vegetables

Brown County

- Gardeners participated in Extension’s gardens
- Pounds of produce donated to food pantries
- 50% of household’s produce came from their garden

Participant Identified Outcomes & Impacts

- Physical and Mental Health Benefits
- Strengthening Social Networks
- Pathway to Agricultural Entrepreneurship
- Understand and Appreciating Culture and Traditions
- Fostering Organization Partnerships
- Appreciating and Understanding Ecology
- Cost Savings and Personal Economic Benefit
- Extension Resources and Management of the Gardens Matter
# Sustainability & Inclusive Design

## Creating an Inclusive Learning Environment: Sustainability Design Practices for Learning, Equity and Wellbeing

<table>
<thead>
<tr>
<th>Facilities Model</th>
<th>Medical Model</th>
<th>Social Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations are negotiated based on individual eligibility</td>
<td>Eligibility process</td>
<td>Everyone is included</td>
</tr>
<tr>
<td>Design meets campus standards</td>
<td>Activities &amp; environments are retrofitted</td>
<td>Inclusive design reduces retrofitting and informs campus standards</td>
</tr>
<tr>
<td>Consult with client or designated representative for individual ‘fix’</td>
<td>Segregated or parallel services &amp; experiences</td>
<td>Inclusive strategies minimize segregation and mitigate harm</td>
</tr>
<tr>
<td>Meets building code requirements</td>
<td>Minimal legal requirement</td>
<td>Best practices for inclusive design</td>
</tr>
<tr>
<td>Meets ADA requirements</td>
<td>Students, staff, faculty ask to be included</td>
<td>Students, staff, faculty are included by design</td>
</tr>
</tbody>
</table>

Adapted from Lissner & Meyer, 2019; Nergard 2021

## Project Goals
- Optimize the entire campus for learning
- Use research on learning, equity and wellbeing to inform design
- Prioritize human metrics and map them to facilities metrics
- Apply what we know to how we design and manage our built and natural environments
- Develop assessment tools and frequencies

## Contact
Dr. Missy Nergard, Director of Sustainability, UW-Madison  
missy.nergard@wisc.edu  
www.sustainability.wisc.edu

## Reconciling the Metrics
- Metrics for facilities performance do not readily map to the metrics for learning, wellbeing or equity
- Conflicts arise when facilities metrics are prioritized over human metrics, diminishing the effectiveness of the learning environment and inadvertently causing harm to learners and instructors

## Adopting a Novel Approach to Sustainable Campus Design
### 12 Design Principles (implemented in 2020)
- Design for Learning
- Design for Research
- Design for Equitable Communities
- Design for Wellbeing
- Design for Discovery
- Design for Change
- Design for Integration
- Design for Ecosystems
- Design for Resources
- Design for Economy
- Design for Energy
- Design for Water
Improving Med Student Communication through Collaboration

How do we engage with students effectively and consistently during a global pandemic?

**Project Goals**

- Increase student satisfaction in leadership communications.
- Inform students of actions of SMPH and student leadership.
- Develop feedback record for formal Course Improvement.

**Contacts**

Joe Orman, Phase 2 Coordinator, Medical Education Office
orman@wisc.edu

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**Information Need**

- **Who:** Year 2 and 3 Medical Students (Phase 2), taken off clinical rotations for 3 months due to COVID-19.
- **Challenge:** Students felt disconnected from colleagues, leadership, and online coursework, hindering participation and increasing anxiety.
- **Challenge 2:** Student and SMPH leaders expressed difficulties in analyzing/responding to feedback and questions in a centralized fashion.
- **Initial Shortcomings:** Decentralized feedback and course improvement process; many channels of information in form of listserves, Canvas, and admin emails.

**Process Improved/Changes Made**

- Developed a centralized Phase 2 and 3 Feedback Form co-owned by student and SMPH leaders.
- Condensed communication channels to a singular Canvas course with expected weekly emails on COVID-19 updates.
- Developed and maintained a consistent schedule of town halls and FAQ emails based on feedback.

**Next Steps/Results**

- Received 111 responses over 9-month period.
- Utilized feedback for courses and Phase a whole in Course Improvement Process.
- Statistically significant improvement in student evaluation of experiences.

**Future Development**

- Continued refinement of centralized feedback process.
- Increased student involvement in feedback process by partnering with student leadership.
- Documentation of improved feedback processes as part of LCME accreditation.

---

**Phase 2 Curriculum and Interim Course Questions**

- Other: 9
- Absences: 16
- Upcoming Clinical Experiences: 16
- Testing and Technical Services: 20
- Grading and Assessments: 27
- P2 Interim Course: 27
- P2 Overall: 16
- P3 Inquiries: 12

---

**ForWord Phase 2 evaluation questions from the service and block evaluations**

<table>
<thead>
<tr>
<th>Question</th>
<th>2019 12-20 Mean</th>
<th>SD</th>
<th>2020 12-20 Covid</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The learning environment was respectful</td>
<td>6.4</td>
<td>1.0</td>
<td>6.5</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>4. The teaching was helpful and relevant for a medical student at any level</td>
<td>6.2</td>
<td>1.1</td>
<td>6.3</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>10. The small groups for this block were effective</td>
<td>5.6</td>
<td>1.6</td>
<td>5.7</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>12. The various experiences and rotations in this block were well integrated and coordinated</td>
<td>5.9</td>
<td>1.3</td>
<td>5.8</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>13. Overall, this was a good learning experience</td>
<td>6.1</td>
<td>1.2</td>
<td>6.4</td>
<td>1.3</td>
<td></td>
</tr>
</tbody>
</table>

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**ForWord**

- School of Medicine and Public Health
- UNIVERSITY OF WISCONSIN-MADISON
Course Success Self-Review
Improve 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 course. Supporting students requires thorough communication about how their course is set up, what they have to do, how the course is run administratively, and what resources and services are available to help them succeed.

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

Selected as Exemplar by EDUCAUSE
Chosen as an exemplar project in the Professional Development for Hybrid Teaching category in the 2022 EDUCAUSE Horizon Report. Published April 2022.

Instructor-Student Interaction
Student-Student Interaction

Course Planning
Assessment & Feedback
Supporting Students
Materials & Media

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

...and developed targeted and actionable resources to improve course design and teaching.

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

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

Access full suite of recommendations
Discover new ideas
2700+ unique viewers Since Jan. 2021

Center for Teaching, Learning & Mentoring
Division for Teaching & Learning
University of Wisconsin-Madison

Project Leads and Authors
Dan Pell and Karen Skibba

Co-Authors
Julie Collins and Lisa Jong

Website Lead and UX/UI Developer
Dolores Sirek
ECMO Cannulation Training And System Evaluation Utilizing A Novel Simulator

Erick Przybylski, MSMS, CHSE, CHSOS,
Mengizem Tizale, BS, Daniel McCarthy, MD, MBA, MEM

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

Project Goals

- Create A Standardized Curriculum For The Credentialing Of Cannulating Providers
- Provide A System Analysis Related To Emergent Cannulation In Various Locations At University Hospital
- Expand Training To Include Regional, National And International Partners

Process Improved

- A focused needs assessment quickly identified the need for an ECMO task trainer as well as high-fidelity simulator to best evaluate and improve upon the various aspects of this resource intensive procedure.
- A novel simulator was created that met both of these needs, and a US Patent application was submitted in the fall of 2019.

Currently No Commercially Available Task Trainer For This Procedure

- A focused needs assessment quickly identified the need for an ECMO task trainer as well as high-fidelity simulator to best evaluate and improve upon the various aspects of this resource intensive procedure.
- A novel simulator was created that met both of these needs, and a US Patent application was submitted in the fall of 2019.

Results

- Joint research agreement with the University of Iowa Hospital and Clinics
- Collaboration with the Extracorporeal Life Support Organization (ELSO)
- Potential licensing and manufacturing agreements.
- Patent application accepted by the USPTO in December of 2021

Future Development

- Research is being designed to assess the cannulation curriculum that has been created, as well as the device.
- 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
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.

Results

We surpassed our goal of increasing WA enrollment by 20% by the end of 2021, achieving a 64% increase.

Employees enrolled in WA represent 30 different divisions.

Next Steps

- The campus rollout will continue with a goal of further increasing WhatsApp enrollments.

Learn more at cls.wisc.edu/whatsapp
Graduate Student Tracking System (GSTS)
A new advising tool from the Graduate School

The Graduate School is rolling out this new tool to every graduate program. GSTS helps coordinators, faculty, and students track student progress to degree through automated checking of program requirements. The GSTS report:

- Makes program requirements more accessible and transparent for students (similar tool to undergrad DARS)
- Creates a one-stop shop for tracking progress to degree
- Allows advisors to focus on the advising relationship and students’ research and/or professional development
- Uses delivered functionality of Peoplesoft SIS (already included with what campus owns!)

Problem: GSTS data overwritten or corrupted in SIS when migrating from Development environment to Production.
Solution: Configure in Production environment. We use disclaimers to explain to users who find the in-progress reports what they are looking at.

Problem: Graduate education is nuanced, more than just prescribed coursework. Needed a way to customize GSTS reports with other milestones (e.g., qualifying exams) and course exceptions.
Solution: Use SIS Milestones for non-course-based requirements and develop a SIS bolt-on for the exceptions tool. Both have been very well-received by users.

Problem: Enormous wasted time finding meeting rooms and trying to get A/V to hook up; lack of accessibility for everyone to see screen.
Solution: Remote meetings revolutionized our onboarding process. We are faster, nimbler, more accessible, and more productive with our allotted time with programs.

Current Status
- 400+ individual graduate program majors and named options at UW
- 100% currently in the GSTS onboarding process
- 60% fully set up
- On track to finish setting up the remaining 40% by Summer 2023

*Surprise Benefits
- GSTS meetings help programs understand their own requirements in greater detail.
- Program faculty appreciate the “curricular consulting” and individualized attention.

Future Plans
- Onboard Graduate/Professional Certificates and Doctoral Minors
- Expand capabilities of the exceptions tool to include batch exceptions and transfer credit
- Mass-assigning milestones
- GSTS curricular analysis, including course exceptions

Contact Us!
gsts.grad.wisc.edu  gsts_project_team@lists.wisc.edu
• 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 OYPC 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.

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:
Keri Robbins  MS Ed.
keri.robbins@wisc.edu
Compliance Specialist
Office of Youth Protection & Compliance (OYPC)
www.youthsafety.wisc.edu/compliance

Lindsey Peterson  MS, 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
The Wisconsin Idea in Action: 
Teacher Pledge Addresses Teacher Shortage

“[Teacher Pledge] has allowed me to focus so much more on what’s really important ... which is growing into the best Spanish teacher I can possibly be.”
— Mason Gauthier, world language education student

“The substitute-teacher shortage forced this New Jersey school district to give middle- and high-school students an entire month of half-days

“[Teacher Pledge] has allowed me to focus so much more on what’s really important ... which is growing into the best Spanish teacher I can possibly be.”
— Mason Gauthier, world language education student

“The substitute-teacher shortage forced this New Jersey school district to give middle- and high-school students an entire month of half-days

The teacher shortage is a national crisis, and Wisconsin is no exception. Some of our teacher education students on why they took the Teacher Pledge:

What is the Teacher Pledge?
• A first-of-its-kind loan forgiveness program for UW–Madison teacher education students
• Funded by $18M in generous donations from School of Education friends and alumni
• Available through Summer 2026

The School of Education pledges ...
• No interest loans — up-to-the-cost of in-state tuition plus testing and licensure fees
• No payments — full forgiveness in exchange for teaching commitment

Teacher education students pledge ...
• Teach at least 75% full-time at any Wisconsin school for three-to-four years after graduation

Where in Wisconsin?
Teacher Pledges are teaching at:
• Milwaukee Public Schools
• Hayward Community School District
• Kenosha Unified School District
• Cambria-Friesland School District
• Madison Metropolitan School District
...and many more!

For more information
Carly Marco,
Teacher Pledge Program Manager,
cmarco@wisc.edu

School of Education
UNIVERSITY OF WISCONSIN-MADISON
Public Engagement through Virtual Reality

PBS Wisconsin and the Wisconsin Institute for Discovery Virtual Environments Lab explored emerging technologies to create a collection of virtual reality and 360 immersive experiences about the SS Wisconsin, a steamer ship that sank in Lake Michigan in 1929. This work broadens audience reach, expands educational resources, and increases community engagement with the Wisconsin public.

**Photogrammetry**
- Lake Michigan dive to conduct underwater photogrammetry scan of the SS Wisconsin
- Digital scan data of the SS Wisconsin
- Reconstructed 3D model of the SS Wisconsin

**Research & Development Process**
- Extensive research was conducted using blueprints, investigative reports, newspaper articles, survivor accounts, and photographs.
- Final render of 3D model

**Final Experience**
- Interactive tour of the SS Wisconsin on the night of its sinking
- Interactive tour of the SS Wisconsin shipwreck
- PBS Wisconsin mailed cardboard VR headsets across Wisconsin as a thank you gift to donors
- Leveraging emerging technologies such as VR helps broaden audience reach and increase community engagement

PBS Wisconsin: Philip Ashby
Amber Samdahl

Virtual Environments Lab: Kevin Pont
Bryce Sprecher

[Link to immersive experience: pbswisconsin.org/shipwrecks/#immersive-experience]
The CIMER Assessment Platform: A tool for streamlined data collection
Kim Spencer, Assistant Director of Research and Evaluation; Emma Dums, Research Project Assistant; Julie Hau, Researcher
Center for the Improvement of Mentored Experiences in Research and 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>![Checkmark]</td>
<td>![Checkmark]</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>![Checkmark]</td>
<td>![Checkmark]</td>
</tr>
<tr>
<td>Controlled Team Access to Data</td>
<td>Teams using the Platform determine which members on their project have access to identifiable data. Survey administration roles may be divided across team members.</td>
<td>![Checkmark]</td>
<td></td>
</tr>
<tr>
<td>Paired Survey Data</td>
<td>Survey users can be surveyed individually or 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>![Checkmark]</td>
<td></td>
</tr>
<tr>
<td>Curated Question Groups</td>
<td>Validated survey measures supported by research can be added to surveys. Teams may submit their own survey measures or choose existing measures from the CIMER Measurement Library for their project.</td>
<td>![Checkmark]</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>![Checkmark]</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 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.
THE UW-MADISON COVID-19 ASSISTANCE LINE

In Spring 2021, this brand new phone line was born out of necessity during a moment in the pandemic when weekly updates, developing information, and ongoing support were critical.

Staff Quotes
"I appreciated the huge role we played on campus during the pandemic in keeping people informed and answering questions about the new testing system. It was super rewarding to be on the front lines of COVID vaccine questions once those were made available to everyone." - Caroline

"We are learning as we go along with the campus community, but people call us to get an answer we sometimes don’t have yet. Luckily, most callers are understanding once we tell them we are student workers who do anything and everything we can to get them the correct information, or find the right campus department to help." - Jane

CHALLENGES
- Campus Announcements: Adapting quality and timeliness to new information, policies, & scheduling
- Communication: Call center staff could only communicate virtually
- Repetition: Maintaining empathy while responding to similar questions & concerns
- Contact Logging: For complex questions, some called were "looped" between several departments
- Challenging Calls: Some callers expressed intense frustration; staff needed to de-escalate to determine what their question was & how to help
- Time Sensitive: Some time-sensitive questions came in after typical business hours

Pivot Strategies
- Staff Support: Call center staff meetings offered mental health training & prioritized staff wellbeing
- Virtual Communication: Utilization of Microsoft Teams channels & chats to stay in communication
- Recognition: Staff were given GIFs, encouraging team announcements & points of pride
- Meeting Frequency: Increased to bi-weekly call center team meetings to share updates & check-in
- Escalation & Referrals: Development of a triage document & referral charts equipped call center staff with clear guidance that could be easily updated
- Language Line: Added an option for staff to utilize interpretation services
- Data Collection: Increased standard of information logged about each contact

RESULTS
- Contact Logging: Streamlined process to collect call information & escalate effectively
- Campus Partnerships: Staff knew who to contact & continue to collaborate with partners who supported our work
- Information Sharing: Expanded use of Microsoft Teams to share quick updates & information
- Staff Knowledge: Using Assistance Line experience to answer ongoing questions about COVID-19
- Resilience: The 27 staff call center staff members played a critical role in the COVID-19 response & felt their work was rewarding
- Staff Retention: 100% of eligible student staff returned to work with CAVR in summer 2021

CALL SPECIFICS
Of the 5,328 COVID Assistance Line calls CAVR answered:
- Average wait in queue: 4 seconds
- Longest wait in queue: 7 minutes
- Average call: 3 minutes
- Maximum call: 27 minutes
- Peak times of day:
  - 11am-12pm
  - 2-3pm
  - 3-4pm
- Call themes:
  - Campus announcements
  - Safe & Bder, app testing
  - Student testing

Staff Quotes
"Things are always changing. As a student, I know how fast this feels. I’m here to help people understand the policies and procedures in a way they can understand." - Greta

"I found it really rewarding to learn how to calm people down and make them feel safe and heard. Having the information to help people was really empowering and made me feel like I was truly making a difference, even in a virtual space." - Sarah
**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 and Thursdays, 2:30-4:30 p.m.
→ **By appointment** — contact us!

**COMMUNITIES**

We support communities of practice:

**UW-Madison’s Carpentries Community** meets monthly to plan workshops and discuss teaching practices.

The **Machine Learning Community** unites researchers and data scientists interested in machine learning, and hosts a monthly event of short presentations, ML+X.

**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
- Machine Learning

**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
Flexibility: A Tale of Two Programs
Meeting Our Adult Learners Where They Are

Using responsive innovation to attract and support students in two new professional MS degrees in Pharmaceutical Sciences

**Applied Drug Development (ADD)**
Launched Fall 2020

- **Starting Point, Fall ’20**
  - Hybrid program of some online, some in-person courses
  - Accelerated pace

- **Ideal for Students:**
  - With few schedule constraints
  - Who live in Madison
  - Without F-1 visa requirements

- **Challenging for Students:**
  - With work and family obligations
  - Who live outside Madison
  - Wishing to study on F-1 visa

- **Solutions Implemented**
  - In-person, synchronous courses: now have online, asynchronous analogs
  - Online courses: now have hybrid sections with in-person, synchronous learning sessions

- **Benefits Realized**
  - Increased enrollment of international students
  - Higher student satisfaction due to choice of online, in-person, or hybrid courses
  - Increased enrollment of remote students

**Psychoactive Pharmaceutical Investigation (PPI)**
Launched Fall 2021

- **Starting Point, Fall ‘21**
  - Fully online program
  - Few resources for refreshing scientific learning skills

- **Ideal for Students:**
  - With online learning experience
  - With recent scientific courses or applied science work skills

- **Challenging for Students:**
  - Who are not familiar with online learning technology
  - Whose science skills are rusty
  - Who crave real-time community and interpersonal connection

- **Solutions Implemented / Coming Soon**
  - Custom on-demand science reference modules available in Canvas
  - Science skills prep/leveling course
  - Personalized, high-touch advising
  - Improved orientation tools in Canvas
  - Increased number of synchronous meeting and asynchronous Canvas-based community-building opportunities

- **Benefits: To Be Determined!**

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*Supported and produced by our colleagues at PDC/DCS

Core Program Team: Dr. Eric Buxton, Dr. Cody Wenthur, Lindy Stoll, Stephanie Scholze, Heather Danielson
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.

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.”
HYBRID MEETING ROOMS
Video Conferencing Solution for the UW-Madison Campus

The goal of this project was to develop a standard campus-wide solution to bridge the gap between onsite employees attending meetings in existing rooms on campus and employees attending remotely so that everyone, regardless of location or circumstance, would feel included in activities by using video, voice, and content collaboration.

To date, 17 hybrid meeting rooms have been completed on campus with an additional 60 rooms in queue for installation in 2022.

Touch screen controller allows in-person participants to easily connect to meetings using MS-Teams, Zoom, Webex, and Google Meet.

STANDARDIZED EQUIPMENT
• Cisco video conferencing device
• Integrated 4k camera, microphones, and speakers
• Wired and wireless screen sharing
• Additional table or ceiling-mounted microphones and speakers

Remote work agreements have been approved for 35% of academic staff and 23% of classified staff.

Request a Custom Hybrid Meeting Room Installation
https://go.wisc.edu/ljtw9u

Brad Graham, brad.graham@wisc.edu
Thad Molling, thad.molling@wisc.edu
Shawn Thiele, shawn.thiele@wisc.edu
William Tishler, william.tishler@wisc.edu

UW–Madison Information Technology
Connecting & Supporting Our Digital Campus
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!

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
What We Do

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

The Challenges

- A decentralized campus makes it difficult to:
  - Communicate policies and processes to all relevant stakeholders
  - Ensure all necessary parties are aware of the terms of an agreement
  - Make note of the wide range of international activity on campus

- Decentralization and outmoded methods complicate tracking the lifetime and outcomes of a collaboration
  - Are multiple campus units engaging with the same international partner without knowing it?
  - What happened after an international delegation’s visit?
  - Did an exploratory memorandum of understanding eventually lead to published research? How?

- UW currently lacks a central location to store and publish all this information

Streamlining International Relations at UW-Madison

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

Project Goals:

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

Consider these questions:

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

International Agreement Process

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

Contact

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

The Outcomes

- Database: a repository for all international activity, from visits to events to agreements.
  - Tracks anticipated and actual outcomes
  - Incorporates process automation for agreement development and visit follow-ups to maintain momentum
  - Connects proposed visits with past and present agreements for highly effective itineraries

- Online Forms: easily accessible forms for agreement proposals and visit requests that feed directly into our database

- Website: a suite of webpages that will include:
  - Access points for campus units looking for data on international engagement
  - Policy and process overviews for requesting a visit, hosting international visitors, and proposing an international agreement

- Access to Live Data: a public access point that displays all active and expired international agreements. Ideal for:
  - Anyone looking to create a new international agreement
  - Units reporting on their activities over time
  - External institutions interested in learning about UW activity
Healthy Academics Toolkit
uhswisc.edu/healthy-academics

Equip faculty, instructional staff, TAs, and advisors with knowledge, skills, and resources to create academic environments where students can thrive; and build campus capacity to support student mental health and well-being.

Innovate

- Interactive data visualizations to highlight the experiences students report having on our campus — sortable by demographics — to underscore the need for health-supporting practices in classrooms and other academic settings.
- Data visualizations are populated by UW–Madison National College Health Assessment data and the Healthy Minds surveys that give educators an understanding of student health issues that can be addressed in academic settings, and also highlight identity-based health inequities that are experienced by marginalized students on our campus.
- By using data to understand the types of risk and protective factors that can either hinder or support student well-being, instructional staff and advisors are able to better establish health-promoting norms, utilize effective pedagogical practices, and ensure utilization of campus resources in support of student flourishing.
- Data visualizations link to specific evidence-based strategies and campus resources for educators to use to reduce risk and promote protective factors.
- Individualized consultations are available for colleges, schools, departments, and faculty or instructional staff that would like to learn more about how to better influence and support undergraduate or graduate student health and well-being.

Improve

- Faculty, instructors, administrators, and students participated in focus groups that inform the continuous improvement of this Toolkit.
- The data visualization is regularly updated with the most recent campus-level data.

Implement

- Disseminated campus-wide, available to instructors (inclusive of all faculty, academic staff, TAs, etc.), advisors, research mentors, and instructional designers with no previous training.
- Facilitated individualized workshops for specific audiences since January 2020.
- The only costs include existing staff time dedicated to the development and continuous improvement of this Initiative and Toolkit. There are no costs to utilize the Toolkit or receive consultation.
- UW–Madison has benefitted from the mentorship of our U.S. and Canadian colleagues at institutions doing similar work, and those involved with this Initiative aim to collaborate with other institutions interested in achieving similar outcomes.

Summary

- Developed by the student and staff Healthy Academics Initiative team through University Health Services Prevention & Campus Health Initiatives at the University of Wisconsin–Madison
- Data-driven, web-based innovation that incorporates both a campus-wide data visualization and evidence-based strategies and campus resources.
- Guided by a collective impact approach, the goal is to build a culture of caring across campus in support of student health and well-being in academic environments.

Strategies & Resources

- Communicate with students
- Connect students to campus resources
- Faculty/staff suicide prevention training
- Flexible course design and instruction
- Inclusive teaching practices
- Instructor/TA support
- Physical environments
- Referral and reporting process
- Syllabi statements
- Trauma-informed teaching practices

Impact

A. Creation of a central digital resource (the Healthy Academics Toolkit) for well-being resources and tools for educators, as well as a greater awareness of current student mental health and well-being needs and challenges across campus (as measured by the number of requested consultations and workshops).
B. Formation of Joint academic and Student Affairs Teaching for Well-Being Taskforce aimed at advancing this work with both practitioners and administrative leadership across campus.
C. The Healthy Academics team is currently preparing for an instructor survey to evaluate the impact of the Healthy Academics Initiative during the 2022–23 academic year.

Contact
Claire Barrett, PhD
Healthy Academics Manager
claire.barrett@wisc.edu
Collaborating to advance Wisconsin's dairy community

Wisconsin is America's Dairyland

Funding and focus

How did we get here?

Preliminary FY 22 outcomes

- 88 publications either accepted or submitted (59 from UW–Madison, CALS)
- 117 presentations given, 64 by UW–Madison, CALS researchers
- 142 undergraduate students have engaged in Hub–funded research, 44 in UW–Madison, CALS
- $36,000 in economic activity to the state of Wisconsin
- Approaching 'steady state' of structure and operating principles across three campuses for funding grants and faculty through existing departments

FY 21 outcomes

- Original legislation introduced by Sen. Marklein and Rep. Tranel
- The Wisconsin Board of Regents approves Hub spending plan
- JFC releases funding
- First funding decisions made
- FY 21 year begins
- More than 100 funding awards in 4 priority areas at 3 institutions
- Approaching 'steady state' of structure and operating principles across three campuses for funding grants and faculty through existing departments

more information:
dairyinnovationhub.wisc.edu
608.265.4009
THE PROJECT

- To ensure important summer enrollment information was not being missed, the Summer Term Office developed new communication tactics to include TikTok.
- Students were experiencing email fatigue during the COVID-19 pandemic as the TikTok app was seeing unprecedented growth in popularity with Gen Z.
- Being the first on campus to use TikTok, the Summer Term Office experimented with a new style of information-sharing by creating two uniquely eye-catching ads that directed students to summer.wisc.edu.

THE DETAILS

- The Summer Term Office, the Integrated Marketon and Communications team (IMC) in the Division of Continuing Studies, and a film production partner, Kingdom Filmworks, created two TikTok ads.

Timeline 2021
February: Conceptualized storyboard, branding, and message
Early March: Filming began
Late March: Videos completed

TikTok Ad Run Time
2021: April 5 – May 31
2022: Jan 31 – May 31

Target Student Audience
Current Students
Geographically targeted Madison, adults 18-24, enrolled college students

Visiting Student Audience
Geographically target Wisconsin, adults 18-25

Lessons learned
- Capture user’s attention right away because it is easy to scroll past
- Make content that is evergreen and can be used for multiple years to save on cost
- Focus on one easy to digest message
- Design around built in TikTok elements

Outcomes
- The audience on TikTok aligned with our target market
- Generated 8.68 million impressions
- Total reach of 1 million (people/unique users)
- Will continue to use as an awareness tactic

WHAT IS TIKTOK?

- TikTok is a popular social media app that allows users to create, watch, and share short videos.
- Videos are mostly created on a cellphone, allowing both amateur and professional creators to share on the app.
- Video creators can add music, sound effects, filters and stickers to their videos.

WHAT ARE TIKTOK ADS?

- Video advertisements are available on the app and run as 5-60 second full-screen videos in the user’s “For You Page”.
- Each ad includes a video, a display image, brand name and text.
- Users may scroll past the ad at any point, but they are designed to look and feel the same as other videos on the app.

WHY NOW?

- Video creation and in turn, video communication, is on the rise.
- In 2020 during the COVID-19 pandemic in the U.S., there was a 180% increase in TikTok usage among the 15-25 years old demographic.
- In 2020, it was reported that young adults spent an average of 80 minutes a day on TikTok (as compared to less than 60 minutes a day on Facebook).
- Video (youtube) was Summer Term’s highest performing tactic in 2021.

Sources for TikTok Fast Facts:
https://leadsbridge.com/blog/tiktok-advertising/
http://www.Investopedia.com/what-is-tiktok-4588933
Find Your Graduates: Resources for Graduate Outcomes Data

Departments and programs have several resources for understanding what their graduates do after they leave UW-Madison.

Want to learn more?
https://apir.wisc.edu/institution/graduate-outcomes/

Contacts
Sara Lazenby, Academic Planning and Institutional Research
https://apir.wisc.edu
sara.lazenby@wisc.edu

First Destination Survey
Survey administered via Handshake to all undergraduates at graduation

- Results available via Tableau
- Provides information on employment and continuing education of bachelor’s graduates

Best for: understanding what bachelor’s degree recipient plans are at the time of graduation

Post-Secondary Educational Outcomes (PSEO)
A partnership with the U.S. Census Bureau that uses unemployment insurance records to estimate earnings for graduates at 1, 5, and 10 years after graduation

- Results available via Tableau and PSEO website
- Provides reliable data on earnings with almost 70% coverage of our graduates
- Program-level data is grouped via a taxonomy for Classification of Instructional Programs (CIP) codes

Best for: understanding earnings growth over time for graduates at all degree levels

Steppingblocks
Vendor product utilizing machine learning and web-scraping technology to find employment information of graduates via public sources

- Results available via a web portal
- Provides data on employment, location, skills, and other variables

Best for: understanding aggregate outcomes for your major and finding graduate contact information

Other Resources
Useful data available from other offices

- Graduate School data such as PhD career outcomes from Academic Analytics, Doctoral Exit Survey, and Master’s Exit Survey
- National Alumni Career Mobility Survey (UW-System Project)
- WFAA Alumni Data for official counts of alumni
Recognizing and honoring unpaid student labor

Students are often asked to take on significant roles for the university without pay. Academia often treats unpaid student labor as essential to its functions. Faculty who provided unpaid labor when they were students may expect the same out of their trainees instead of working to change an unjust system. Furthermore, students from marginalized communities are disproportionately asked and expected to perform uncompensated labor.

Graduate Student Service Scholarship

In recognition of the amazing unpaid service that graduate students provide to the university, the Graduate School used a small endowment fund to create a new scholarship program, providing up to ten awards each year. We are also planning an awards ceremony, outreach.

Benefits

- $1,000 scholarship
- Photos and descriptions of service on a permanent website
- Highlighted in outreach materials
- A key award to highlight on CVs and cover letters

Learn more at https://grad.wisc.edu/diversity/graduate-student-service-scholarships/

Take away questions

- What unpaid labor do students in your department or division provide?
- How does this unpaid labor impact your department or division’s ability to not only fulfill your core functions but improve, innovate, and thrive?
- Are there funding sources you can use to compensate unpaid labor?

Non-financial ways to recognize and honor unpaid student service

- Name an outstanding student of the semester and post their picture and a description of their service publicly and in newsletters, etc.
- Center outstanding service in letters of recommendation
- Provide funding to student orgs
- Write personalized thank you letters
- Advocate for making certain types of service paid through either an hourly salary or one-time scholarships in the future
- Provide expanded mentorship and talk with students about how they can frame their unpaid labor in future job interviews, cover letters, CVs, and personal statements
- The most important thing is that students feel appreciated and recognized, so ask students how they would like to be recognized!

Examples of unpaid labor provided often provided by graduate students

- Serving on departmental DEI committees
- Helping recruit other students
- Serving on hiring committees
- Revising handbooks
- Organizing department activities
- Facilitating professional development
- Leading TA/PA/RA trainings
- Sitting on student panels
- Conducting outreach for the department
- Mentoring incoming or junior students
- Helping plan and implement orientation and graduation activities
- Reviewing curricula
- Organizing service activities

Claudia Trama (Educational Policy Studies) is an advocate for marginalized students on the School of Education’s DEI committee, the Dean’s student council, WCET’s DEI Change Team, and WCET’s Strategic Planning Initiative.

Taka Cohen (Clinical Psychology) co-founded the Chronic Health Alliance (CHAAMP) to pair undergraduates with disabilities, and/or chronic health issues with graduate students who have experienced similar challenges.

Patrick Tran (Chemistry and Marine Sciences) co-chaired her department’s DEI committee and organized a cross departmental research group to facilitate collaboration on Lake Mendota research.
### OUT OF MY MIND: BUILDING SYSTEMS TO TAKE CONTROL AND GET MORE DONE

**Anna Thiel, Executive Assistant & Operations Officer**  
**Office of Strategic Consulting**  
email: anna.thiel@wisc.edu

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**THE CHALLENGE(S)**

The Office of Strategic Consulting, formed out of the merger of two independent offices in 2018, has been in a constant state of growth and rapid change to meet the needs of campus clients. The Covid-19 pandemic introduced new challenges including navigating remote collaboration, new inputs, plus a total dissolution of the structure necessary for managing ADHD.

**MAIN CHALLENGES:**

- Staff size grew from 13 to ~40 (8 recruitments since August 2021)
- Demand increased for student assistant support in Project Management unit
- Input channels increased due to telecommuting and remote work
- Work/Home lines blurred
- Increased need for collaboration with additional administrative staff
- Three directors overseeing multiple operational units with unique workflows and needs

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**WHAT IS SYSTEMS THINKING?**

Systems thinking is a way of making sense of the complexity of the world by looking at it in terms of wholes and relationships rather than by splitting it down into its parts. It has been used as a way of exploring and developing effective action in complex contexts.

**HOW DOES SYSTEMS THINKING APPLY TO PERSONAL PRODUCTIVITY?**

Few people don’t work in isolation. We work in complex organizations defined by interdependencies among people — and it’s often these interdependencies that have the greatest effect on personal productivity. Systems thinking allows people to identify these interdependencies and build habits and structures to effectively navigate the unique qualities of the organizations and systems that converge in their professional and personal lives.

---

**SYSTEMS THINKING**

**WHAT IS SYSTEMS THINKING?**

A way to assess how student work is assigned and completed.

**THE CHALLENGE(S)**

- Process for capturing to-dos from multiple inputs
- Improve decision making (the “no”) and reduce decision fatigue
- Reduce time spent looking for information, related documents, or previous work
- A way to assess how student work is assigned and completed.

**SYSTEM NEEDS**

- Process for capturing to-dos from multiple inputs
- Improve decision making (the “no”) and reduce decision fatigue
- Reduce time spent looking for information, related documents or previous work
- A way to assess how student work is assigned and completed.

**TASK-MANAGEMENT NEEDS**

- Keep goals front and center
- Relate tasks to larger goals and priorities
- Manage visible task load and reduce overwhelm
- Need to track recurring tasks
- Need to be aware of action items for self, executive leadership, and students
- Need to identify patterns and record notes (e.g., bottlenecks)

**UNIQUE NEEDS**

- Dashboard(s)
- Provide structure for managing challenges of ADHD
- Not conflict with existing systems or workflow
- Applicable to home and work tasks, and personal and professional goals
- Address challenges from poor visualization skills
- A second brain

**TOOL NEEDS**

- One Tool
- Disconnected from work email (work/life balance)
- Relatively simple feature set
- Minimal automation
- Adaptable to existing processes / thinking patterns
- Accessible via Web or iOS
- Collaborative workspace
- Willing to invest time in learning the right tool

---

**NEEDS ASSESSMENT**

**CURRENT STATE**

**FUTURE STATE**

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**OUTLOOK**

**ADDITIONAL RESOURCES**

Creating an Effective Instructional Media Studio

**Challenges**
- **Equipment complexity**
  Camera, lighting, and hardware configurations are often confusing
- **Workflow complexity**
  Complex workflows inhibit efficiency
- **Uninviting and awkward space**
  Small production spaces quickly become full and ineffective
- **Managing demand**
  A single studio resource suffers from high demand
- **Diverse user base**
  Production demands involve a wide range of experience and needs
- **Maintenance and upgrades**
  Studio requires resetting after use and technology upgrades

**Solutions**
- Standardize media production solutions and workflows
- Create branding assets to foster consistency and improve course content
- Arrange room for easy access to production options
- Employ a convenient, trackable scheduling system
- Develop and maintain "just-in-time" toolkit support pages
- Establish a user-focused feedback cycle

**Production Options**
- **A**
  Self-contained light board maximizes instructor presence and enables DIY production
- **B**
  Screen capture and webcam for spotlighting the instructor and content
- **C**
  Green screen for drawing attention to certain media, subjects, or annotations
- **D**
  Tablet annotation allows for mark-up in any program

**User Support Cycle**
- Orientation/Consultation
- Schedule Studio
- Session Check-in
- User Survey
- Improvements
- Maintenance
- Upgrade and Maintenance Cycle

**Lessons Learned**
- Frequent user surveys help define maintenance and upgrade needs
- Early consultations increase studio efficiency and user satisfaction
- Pedagogy first, production second
- Traditional classroom technology is often favored
- Studio design should center on DIY production
The Policy Library and Policy Development at UW-Madison

Overview:
- Charge was to establish a searchable, all-encompassing Policy Library at UW-Madison
- Executive Sponsors: Provost and Vice Chancellor for Legal Affairs
- Launched: February 2019
- Went public: February 2021

Improvements:
- Easier access to policies
- Located University policies in a central location
- Created policy development resources for the University, including best practices, standardized templates, and style guides
- Established a Policy Coordinator role to maintain the library, assist with policy development, and train on good management practices

Guidelines for Policy Development:
Created policy development guidelines to assist with review, approval, and publication of new or revised policies

Contact
Office of Strategic Consulting
Policy Library Coordinator
policylibrarycoordinator@wisc.edu

Future Activities:
- Add School, College and Division policies to the Policy Library at the direction of their leadership
- The Policy Coordinator will assist the University with policy development and management practices
- Improve user experience with the library

794 University policies are in the library

The library includes policies from across the university:
- Academic Affairs
  - Athletics
- Diversity and Inclusion
- Finance and Administration
- Legal Affairs/Compliance
- Research and Graduate Education
- Student Affairs
- University Relations
  - Faculty
  - Academic Staff
- Associated Students of Madison

The Office of Strategic Consulting was directed to establish a Policy Library to make finding university policies easier, establish a “single source of truth” - one unique location for curating, searching and accessing university policies, and to ensure it is compatible with UW-Madison’s policy development process.
SWAP’S SURPLUS EXCHANGE: REUSE, REIMAGINED

Surplus With A Purpose (SWAP) created the Surplus Exchange to help facilitate the reuse of surplus property on campus. The highest-quality surplus is made available to UW departments through an exclusive online inventory and can be acquired for a small service fee.

What’s on the Exchange? Furniture, lab equipment and supplies, office supplies, shop equipment, electronics, household goods and more.

Opportunity
SWAP repurposes over 50,000 items each year but less than 3% goes back to campus for reuse.

Why?
• SWAP too far from campus
• Competition with public
• Unclear process

Change
The Surplus Exchange lists the best surplus property on an online inventory viewable only by UW employees.

Program features include:
• Exclusive inventory
• Flat service fee per item
• Online request form
• Dock delivery for most items

How Does It Work?
1. Click the Surplus Exchange link on the SWAP website: www.swap.wisc.edu
2. Find items needed for programmatic use
3. Submit online request form
4. Wait for approval email
5. Pick-up or wait for delivery

FY21/22 Results
• Over 1200 items reclaimed
• Estimated $573,500 in savings
• 287% increase in campus reuse through SWAP

Program Goals:
Reduce costs by deferring new purchases
Reduce our environmental footprint
Facilitate sharing of resources on campus
Reducing Opioid Use in Geriatric Hip Fractures

Madeline R. Arzbecker, BS; Bradley A. Foulke, MD; Gabrielle R. Kuhn, BS; Kristina P. Johnson, MPA, ATC; Scott J. Hetzel, MS; Deborah Brauer, MS, JD; Seth K. Williams, MD; Paul S. Whiting, MD

A Multidisciplinary Approach to Opioid Reduction

- Order sets
  - Consistency with dose, range and frequency
  - Addition of PRN Tylenol as an overnight option

- How we talk about pain with patients
  - Pain vs. comfort
  - Consistent messages from all providers at all levels and phases of care

- New pain assessment tool
  - Changing to a functional pain assessment tool
  - “Comfort Menu” listing non-pharmacologic interventions

Support for this project was provided in part by the Herman and Gwendolyn Shapiro Foundation.

Opioid Use Decreased

- A multidisciplinary approach to opioid reduction for geriatric hip fracture patients decreased postoperative opioid use (on post-op days 1-4) without increasing subjective pain scores (*p<0.05)

Orthopedic Surgeons Prescribe the 3rd Highest Amount of Opioids

- Orthopedic surgery induces significant pain because of the magnitude of surgery.
- Historically, pain was seen as a 5th vital sign and there was an expectation to completely eliminate pain.
- Opioids were historically considered the gold standard for pain management.
- There is currently no clear consensus on post-operative opioid use among orthopedic surgeons.

The Opioid Epidemic Continues to Grow

- 500,000 people in the US have died from opioid overdose in the past 20 years. An average of 130 Americans continue to die each day from opioids.
- Prescriptions make up 35% of all overdoses, and postoperative prescriptions are often patients’ first exposure to opioids.
- Initial opioid prescribing patterns are a driving force for long-term use.

Future Directions

- Expand study beyond hip fractures
- Continue to monitor opioid prescriptions in 2021 & 2022
- Implement multidisciplinary plan throughout UW Hospital inpatient units

Figure 1: From year prior to implementation (2018) to year after implementation (2020), inpatient opioid use during the first 4 post-op days decreased.

Figure 2: No significant difference was observed in subjective pain scores during the first 4 post-op days (comparing 2018 to 2020).