The poster exhibits are categorized by the Campus Strategic Priorities to show alignment with the Campus Strategic Framework.
Campus Strategic Priorities

• Provide an exemplary undergraduate education

• Reinvigorate the Wisconsin Idea and renew our commitment to our public mission

• Invest in scholarly domains in which we have existing or potential strength and impact

• Recruit and retain the best faculty and staff, and reward merit

• Enhance diversity in order to ensure excellence in education and research

• Be responsible stewards of our resources

**Please Note: The poster order also corresponds to the program**
Aligning Priorities in School/College/Units Strategic Plans

- Administration
- Agricultural and Life Sciences
- Arts Institute
- Business
- Business Services
- Continuing Studies
- Corporate Relations
- Dean of Students
- Diversity & Climate
- Education
- Engineering
- Enrollment Management
- Facilities, Planning and Management
- Graduate School
- Health Services
- Human Ecology
- Information Technology
- Intercollegiate Athletics
- Law School
- Letters & Science
- Library System
- Medicine & Public Health
- Nelson Institute for Environmental Studies
- Nursing
- Pharmacy
- Police Department
- Quality Improvement
- Recreational Sports
- Teaching & Learning
- University Research Park
- University of Wisconsin System
- Veterinary Medicine

Implementing the Campus Strategic Framework

Cross-Campus Initiatives to Advance Our Strategic Priorities 2009 - 2011

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>System</th>
<th>Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Experience</td>
<td>High-impact courses that foster development and accountability, commitments to L2D2, VOA, with ECWIS.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Community engagement</td>
<td>On Big Bay</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>UW educational reform and development</td>
<td>Interim president and university-il</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>UW Research funding</td>
<td>Raise funds and allocate to opportunity for low-income students.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>UW Faculty and professional development</td>
<td>Hire and develop faculty to offer courses, exams, and experiences to students.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Technology, enhanced learning</td>
<td>Assess TIC program. Consider opportunities for internal and external.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Recruit, retain, graduate</td>
<td>Advance our systems for recruiting, retaining, and graduating students.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Wisconsin idea</td>
<td>Build our artistic, creative, and cultural.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Research infrastructure</td>
<td>Enhance our structure to strengthen research leadership, policy, and processing.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Graduate education</td>
<td>Improve graduate education and advance graduate education opportunities and services.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Manpower and integrate life sciences</td>
<td>Enhance the integration of the life sciences with a focus on disciplines recruiting tomorrow’s health professionals.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Recruitment and Retention</td>
<td>Enhance our structure to strengthen research leadership, policy, and processing.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Tenure conversation</td>
<td>Enhance our structure to strengthen research leadership, policy, and processing.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Diversity</td>
<td>Enhance our structure to strengthen research leadership, policy, and processing.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Coordinated and aligned diversity</td>
<td>Enhance our structure to strengthen research leadership, policy, and processing.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Close achievement gap</td>
<td>Enhance our structure to strengthen research leadership, policy, and processing.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Faculty mobility</td>
<td>Enhance our structure to strengthen research leadership, policy, and processing.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
<tr>
<td>Resources/Sponsorship</td>
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<td>Chancellor</td>
<td>Prior</td>
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<tr>
<td>Appetitive Process/Rejection</td>
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<td>Chancellor</td>
<td>Prior</td>
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<tr>
<td>Infrastructure for technology</td>
<td>Enhance our structure to strengthen research leadership, policy, and processing.</td>
<td>Chancellor</td>
<td>Prior</td>
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<tr>
<td>Sustainability</td>
<td>Enhance our structure to strengthen research leadership, policy, and processing.</td>
<td>Chancellor</td>
<td>Prior</td>
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<tr>
<td>Digital measures</td>
<td>Enhance our structure to strengthen research leadership, policy, and processing.</td>
<td>Chancellor</td>
<td>Prior</td>
</tr>
</tbody>
</table>

Example: Digital Measures

To drill down: www.chancellor.wisc.edu/strategicplan

Contact

UW-Madison Office of Quality Improvement
www.quality.wisc.edu
608-262-6843
Undergraduate Education
6 Departments Join in the Conversation

Challenges
- Balancing various support mechanisms – phone, walk-in, instant messaging, in-person and emails
- Increasing visibility of support
- Providing support for the digital generation
- Making it easier to locate support on campus
- Providing instant access to support in one location

Keys to Success
- Developed relationships and trust among diverse group of support providers
- Collaboration among departments
- Multiple developers
- Consensus on features
- Shared resources and goal
- “If we build it they will come”

Campus Chat Connections is available in the Services tab of My UW. No special software is needed — just click the link and chat.

Features
- Standardized look with flexible integration
- Multiple services in one module
- Icons reflect availability of service
- Personalized icons, name and tag line for each service provider
- URL for additional information on service

Campus Chats Since August

What They’re Saying
- “Since launching Campus Chat Connections, our Ask Bucky chat numbers have been skyrocketing!”
- “Thanks for the help! You saved me a long distance call!”
- “Campus Chat is a cool way to feature a variety of live services for students in one, convenient location”
CALS Bachelor of Science Degree Proposal

Streamline degree requirements for CALS undergrads from four degree options to one degree

Project Goals

1) Simplify the current degree program to reduce confusion among students, advisors and employers
2) Allow faculty increased flexibility in setting criteria for majors
3) Position CALS to better partner with other colleges for double majors or transfer students

Need/Problem/Opportunity Statement

Increase flexibility to facilitate student transfers, participate in internships and study abroad, and tie their coursework to practical experiences
Add 1-cr seminar requirement for first-year students to improve student performance and retention
Eliminate specific Economics requirement to allow multiple economics or business options
Increase biological science requirement from 3 to 5 credits to ensure biological science literacy, but allow departmental biological science requirements to count towards college requirements

Process Improved/Changes Made

Replaced B.S. Natural Resources, B.S. Agricultural Sciences B.S. International Agriculture and Natural Resources, and B.S. Natural Resources with single CALS B.S. degree
Reduced number of required credits to graduate from 124 to 120
Added requirement 1-credit first-year seminar
Added additional 3 credits of science breadth credits
Substituted Math 112 requirement with 3 credits of Quant Reasoning – A
Replaced 3 credit Physical Science requirement with 3 credits of any Biological, Physical, or Natural Science

Next Steps/Results

- March 2 CALS Curriculum Committee vote: Approved
- March 2 CALS Student Council vote: Approved
- March 23 CALS All-Faculty Meeting vote: Approved
- April 15 proposal discussed by UAPC (pending)

Future Development

- Pending campus approval, the next year will be dedicated to a review of requirements for each CALS major
- Going forward, the Curriculum Committee will continue to debate and determine lists of courses that meet CALS requirements in order to best meet student needs and manage possible bottleneck problems
- Faculty have expressed an interest in allowing proxy votes for future all-faculty meetings to better accommodate active professional travel schedules

Contact

CALS Curriculum Committee
curriculum@cals.wisc.edu
Improving Assessment of Co-curricular Educational Activities

Using planning, technology, partnerships and training to improve the student experience

Offices of the Dean of Students

Project Goals

• Improve our understanding of how out-of-class experiences contribute to student learning
• Establish a divisional culture of assessment
• Enable staff to perform high quality assessment
• Connect strategic plans to assessment efforts
• Collect evidence of advancing institutional, divisional, and departmental goals

Contact
Argyle Wade, Associate Dean of Students
awade@odos.wisc.edu
608-263-5700

Problems

• Difficulty in connecting individual assessment projects to departmental, divisional and campus goals
• Insufficient resources to train and support staff seeking to assess student learning
• Staff members with different levels of comfort, knowledge and engagement with assessment
• Assessment data collected in many different ways hindering high-level and longitudinal analysis

Processes Improved

• Partnered with College of Letters and Science to provide resources and assess around common LEAP outcomes
• Contracted for:
  • Web and mobile device based technology for data collection, reporting and analysis
  • Assessment resources such as webinars, workshops, and access to surveys shared by other institutions
  • Expert consultation from assessment professionals
• Created a crosswalk that linked departmental, divisional and campus goals
• Established a divisional plan linking assessment to department’s annual budget allocations

Results

• In FY09 there were 55 surveys conducted with 13,718 responses
• Thus far in FY10 there have been 52 projects with 7,024 responses
• Staff are empowered because common obstacles to assessment such as lack of time, resources, and expertise have been removed
• All assessments are centralized in one place enhancing ability to analyze data across different surveys, departments, and divisions
• Each department is creating an on-going assessment plan that will evaluate all major goals over a 3-4 year time period
• In its second year, this approach received recognition with a University Assessment Fund grant

Future Opportunities

• Other campus units are invited to use this common assessment platform in order to broaden the institution’s understanding of what students are learning
• Examine ways to integrate data from the in-class experience with the out-of-class experience
• Increase the number direct measures of student learning and LEAP outcomes based assessment
• Incorporate results of other institutional assessments into the platform to allow for deeper cross analysis
The Challenge

- Too much advising time was spent trying to decipher the DARs report.
- Advisors didn’t have time to get to address real issues with their students.
- Students were taking longer than necessary to graduate in part because insufficient seats in high-demand courses.
- Students didn’t have a good way of planning out which classes to take each semester for their entire academic career.

The Results

- Undergraduate students and their advisors now have an easy-to-understand, visual representation of DARs information.
- Student satisfaction with advising has doubled (based on exit survey on Advising Day).
- Students are able to plan their entire undergraduate career more effectively and, hence, fulfill degree requirements more quickly.
- Departments can lessen enrollment bottlenecks because they have a better forecast of upcoming needs.
- To be used in conjunction with DARs and one-on-one advising.
The Challenge

- Many courses did not have a waiting list because of the time and effort required to manage a waiting list. Because of this, departments didn’t always know which courses should have had more sections.
- Students were waiting in line in the department office to drop slips of paper into a basket. They had little confidence in the system which prompted them to call/email department staff to ensure receipt of their requests.
- Department staff were spending hours recording student requests and responding to student inquiries about the waiting lists.

The Changes

- Implemented an easy-to-use web-based solution that allows students to indicate their course/section selections on-line, from anywhere.
- Any authorized staff member can use the system with ease. All information needed to make decisions is readily available, including actual enrollment information pulled from InfoAccess Data Warehouse.
- Email notifications are automatically sent to students.

Time spent managing wait lists cut dramatically.
Department staff maintain control over prioritization.
Email notifications sent to students automatically.
Students can sign up from anywhere.

Contacts
Gene Masters or Becky Torrisi
masters@engr.wisc.edu  torrisi@engr.wisc.edu
265-5937  262-8502

The Results

- Students are able to get on a waiting list quickly and with confidence from anywhere with an internet connection.
- The system includes a memo field so students can provide information about extenuating circumstances.
- Students can review their selections and any time and can change their waiting list choices at any time prior to being authorized.
- Department staff get up-to-the-minute information on student wait list selections, and can view by course or by student.
- Staff can use whatever criteria they deem appropriate for prioritizing authorizations.
- OWLS can be made available to any department on campus.

Thank you! You have no idea how much this wait list has transformed our work flow.

Arnie Duchek
ISyE/BME/ME
GO BIG READ:
Common Book, Uncommon Engagement

PARTNERS

The Go Big Read Steering Committee:
- Office of the Chancellor
- Office of the Provost
- Center for the First-Year Experience
- UW-Madison Libraries
- University Housing
- Offices of the Dean of Students
- Wisconsin Alumni Association
- Division of Enrollment Management
- College of Letters and Science
- University Communications
- Wisconsin Union

2009-2010 Author Visit:
- Center for the Humanities
- UW-Madison Libraries
- Morgridge Institute for Research
- Nelson Institute Center for Culture, History, and Environment
- College of Agricultural and Life Sciences
- Wisconsin Initiative for Science Literacy
- Bradshaw-Knight Foundation
- REAP Food Group
- Wisconsin Union Directorate
- Distinguished Lecture Series
- UW Athletics
- University Housing
- Friends of UW-Madison Libraries
- Wisconsin Alumni Research Foundation

MISSION

Go Big Read — UW-Madison’s new common-reading program — has thousands of people reading, talking and sharing their reactions and opinions. That’s the idea: to engage students, faculty, staff and the entire community in a vibrant, academically driven experience. This open-ended, lively discussion is a platform for the exploration of important issues, from a range of perspectives.

OUTCOMES

- Engage the campus community and beyond in an academically focused reading experience
- Generate vigorous discussions and exchanges of diverse ideas
- Promote connections among students, faculty, staff, alumni, and the wider community
- Tap into and promote the intellectual resources of the campus
- Promote educational initiatives and learning outcomes
- Bridge learning experiences inside and outside the classroom
THE INSTITUTE FOR SOCIAL JUSTICE AND TRANSFORMATIVE LEADERSHIP:
Building a social justice leadership program

The Institute for Social Justice and Transformative Leadership (ISJTL) is a new initiative of the Multicultural Student Center (MSC) that provides and supports campus-wide opportunities for deep reflection and action (praxis) around issues of social justice for multicultural students and their allies.

GOALS OF THE ISJTL

- To foster cross-community ally-ship
- To celebrate and reclaim the profound legacy of student movements and building students’ capacity as effective activists and organizers in their contemporary context
- To support students in being institutional change agents and transformative leaders in working towards a just society

Our core curriculum focuses on: Understanding Privilege and Oppression, Ally-ship, Community Organizing, and Transformative Leadership for Movement Building

LESSONS LEARNED

✓ Take an action-oriented approach to social justice education; “PRAXIS = REFLECTION + ACTION,” but often the “doing” part is missing.
✓ Build authentic relationships with students that center their voices but also their accountability.
✓ Create opportunities for students to connect across organizations, issues, and identities.
✓ Redefine success in social justice work to understand that it requires a deep willingness to do uncomfortable work and to embrace conflict.

IN THEIR OWN WORDS...

“I [appreciated] the detail of what is needed to look at situations and change power dynamics.” (Student participant in Safe Space 101)

“I [appreciated] the many different views of the individuals. The formatting of the workshop was conducive to good dialogue/ideas.” (Student participant in Facilitation 101)

“It was (unfortunately and happily) unique programming at the University.” (Student participant in Organizing 101; Note: the most consistent piece of feedback that we get is that students want the programs that we offer to be longer and/or more frequent.)

Contact: Cynthia Lin, Social Justice Education Specialist
Multicultural Student Center (Offices of the Dean of Students)
cslin@odos.wisc.edu | 608.262.9669 | msc.wisc.edu/socialjustice

NEXT STEPS AND FUTURE DIRECTIONS

Over summer and fall in 2010 and with the addition of another full-time social justice staff person in the MSC (an existing but unfilled position), these are our next steps for growing the ISJTL:

- Expansion of the depth and breadth of social justice training opportunities
- Credit-bearing curricular components. For example, we are partnering with Chicano/a and Latino/a Studies to offer a Community-based Research Course in Social Justice Issues.
- Creating a parallel program to serve faculty, staff, and graduate students
- Exploring the creation of a Social Justice Fellowship program to bring to campus a Visiting Social Justice Scholar / Trainer / Practitioner.
Proactively Advising Academically At Risk Undergraduates

**Problem:** The College of Letters & Science did not have a strategy for advising undergraduates who are in jeopardy of being dropped from UW-Madison due to academic performance.

**Project Goals**

1. Engage advisors who could proactively offer advising services to increase possibility of academic success.
2. Create an accessible data tool which assisted advisors in identifying GPA trends and academic problem areas.

**Contact**
Christina Klawitter, Ph.D.
Assistant Dean L&S Undergraduate Academic Services
cpklawitter@wisc.edu, 608-262-0738

**Action Initiated**
Produced a report, now available in Query Library, detailing students’ academic standing, courses, and GPA trends.

UAS advisors invited students to come in for individual advising appointments which covered course planning and academic resources.

**Results**

100 students were contacted and 1/3 of them sought advising in UAS:
- More than half had not previously sought advising in UAS.
- Two thirds of those advised changed their schedules.

**Future Steps**
Extend reach of query and intervention strategy outside UAS and beyond L&S.

Add features to query: offer email template to aid in communication, develop capacity to deliver reports to advisors inside MyUW.

Expand efforts to UAS advisees and explore trends in probation status.
Prior to Scholarships@UW-Madison...

No single resource for scholarship information from all undergraduate schools & colleges.

Every undergraduate school & college had its own scholarship application.

Most undergraduate scholarship applications were paper-based.

Scholarships@UW-Madison provides a single place for students to find and apply for scholarships on campus.

PROJECT GOALS

Provide a central location for undergraduate scholarship information.

Simplify the scholarship process on the UW-Madison Campus.

Help schools & colleges administer and award scholarships.

Now...

Nearly all undergraduate scholarships are centralized on a single website.

Applications for undergraduate school- and college-wide scholarships are (or will be) available online.

Various additional scholarships can be applied for electronically online.

The Future...

Participation with all undergraduate schools & colleges by the end of 2010.

Expansion to departments.

Expansion to non-school & -college scholarships (eg: McBurney Center).

Additional features to aid scholarship administration.

Sponsors

Joanne Berg, Associate Vice Chancellor for Enrollment Management

Susan Fischer, Director of Student Financial Aid

Diane Mann, Director of Application Development & Integration – DoIT

Contact: Jim Buske, Office of Student Financial Aid, 608-263-1364
james.buske@finaid.wisc.edu
Technology Enhanced Learning (TEL)

TEL is an initiative to enhance teaching and learning throughout the university through various uses of technology.

**Project Goals**

Develop teaching and learning collaborations.
Creating ways to seamlessly integrate technology into our students educational experience.
Closing the achievement gap at the course level.

**Contact**

Aaron Brower
Vice Provost for Teaching and Learning
608-262-5246

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**2008-09 TEL Projects**

Schools and colleges collaborated on projects to generate resources and infrastructure that support UW-Madison’s abilities to create and teach effectively.

- **Engineering** – Collaborating with Education on eCOW2.0, a course management system that provides enhanced functionality and flexibility for STEM courses.
- **Veterinary Medicine** – In a two-part project, SoHE and VetMed are collaborating to create a repository that makes it easy for instructors to find and use course material that others have created.
- **School of Human Ecology** – In the second part of this project, SoHE and VetMed are generating infrastructure for the repository, as well as training and marketing modules to help a wide range of instructors.
- **Biology 151/152** – CALS and Biology 151/152 are collaborating to create an automated system of “low stakes” and “higher order” quizzes and will help students find study groups and personalize introductory courses.
- **School of Medicine** – Collaborating with Nursing and Pharmacy to develop “virtual patient” case studies that allow students from all three schools to practice working together on cases that need doctors, nurses and pharmacists.

**2009-10 TEL Projects**

Schools and colleges collaborated on projects to address the achievement gap in large gateway or introductory courses between targeted minority and non-minority students.

- **Department of Mathematics** – Collaborating with Engineering to integrate WeBWorK, its current homework delivery system, with eCOW2 and designing instructional materials for Math 112 to improve student’s algebra skills and concept learning.
- **Psychology 202/ Atmospheric and Oceanic Sciences 100/101** – Instructors are working together to redesign their courses using teaching best practices, webcasting, and social networking to improve student engagement and learning and also to reform the large lecture courses using innovations such as learning in context to present lecture material.
- **Chemistry 104/109** – Reforming course using learning-in-context for lecture material, technology for on-line homework and lecture prep quizzing, and new group-based learning activities in discussions and labs.
- **Engineering, Introductory Biology, and CALS** – eCOW2.0 (Continuation from 2008-09).
- **School of Pharmacy, Nursing, and SMPH** – “Virtual Patient” case studies (Continuation from 2008-09).

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**Photos courtesy of University Communications**
MIU Round 1 Funded Proposals
• Campus wide Adviser Notes System
• Improve Intro Biology sequences
• Online International Student e-Tutorial
• Doubling number of First-Year Interest Groups (FIGs)
• Expansion of Chemistry and Physics Learning Centers
• Globalizing Undergraduate Education in CALS (courses and international internships)
• Faculty lines in College of Letters and Sciences and School of Business to open bottleneck courses
• New institutional researcher position to support campus-level data analysis, accountability, and report development related to MIU
• Improve Intro Biology sequences

Phase II Proposals
• 114 proposals have been submitted for review

Goals:
1. Preserve affordability of a UW-Madison education, primarily through expansion of need-based aid.
2. Generate faculty and instructional support, including hiring, to offer the courses, majors and experiences students need.
3. Expand best practices and innovation in teaching and learning, curricular design, and student services in order to enhance student outcomes

For More Info
www.madisoninitiative.wisc.edu

FAQS

• How will this initiative help students and boost quality?
  Madison Initiative funding will restore faculty positions and instructional support that have been eliminated during the past four biennia in core areas in which undergraduate students take the majority of their credit hours. Restoring the positions and providing needed instructional support will reduce or eliminate course bottlenecks in key departments with large undergraduate enrollments and majors, such as biology, chemistry and economics.

• How will this plan affect students?
  All students will benefit from:
  • Easier access to high-demand courses and majors
  • More courses taught by tenure-track and tenured faculty
  • More opportunities for interaction with faculty
  • Enhanced student services, including academic and career advising, peer mentoring and student counseling
  • Curricular and pedagogical innovations, including technology-assisted learning
  • Greater economic diversity in the student body
  • Enhancements in the long-term value of their degrees

Photos courtesy of University Communications
Essential Learning Outcomes:
Wisconsin Experience Initiative

The Wisconsin Experience – idea that we create an intentional learning environment, inside and outside the classroom, enabling students to make the world a better place

UW-Madison produces graduates who are creative problem solvers, able to integrate empirical analysis and passion, seek out and create new knowledge and technologies, adapt to new situations, and engage as world citizens

Contact
Aaron Brower
Vice Provost for Teaching and Learning
608-262-5246
Near Real-time Class and Class Roster Data

This project was initiated to address demand for class and class roster data that was needed to serve an ever expanding list of mission related services.

Project Goals:
- Deliver class and class roster data without negatively impacting the performance of ISIS.
- Deliver the data in an efficient and secure manner.
- Create an online authorization system to request data (http://crisauthorization.wisc.edu/)

Contacts
Office of the Registrar – Enrollment Services
classrosterservice@em.wisc.edu
608-262-6956

Issues:
- Many campus departments want access to institutional class and class roster data for use in their applications.
- A number of applications have direct access to the student administration system and we needed to figure out how we could continue to allow departments’ use of the class and class roster data while maintaining good performance of the student administration system.
- Requests for class and class roster data usually require custom solution development efforts by the Registrar’s Office.
- Service Oriented Architecture (SOA) has been a strategic direction for UW-Madison but little progress had been made to actually use it.

Solution:
- Created an Operational Data Store (ODS) that is separate from the student administration system.
- Populated the ODS with data refreshed from the student administration system several times a day and modified the data in the ODS to be more ‘friendly’ to applications’ usage.
- Created a process so that the ODS data is available even while it is being refreshed.
- Wrote web services to read the data and output logical chunks, such as, data about a class, or data about students.
- Used an Enterprise Service Bus (ESB) to: route requests to appropriate application servers; allow client applications to communicate with web services; and handle all authentication and most authorization to services.

Results:
- The data refresh process from the student administration system takes very little time and has a minimal impact.
- Created reusable web service code by returning logical chunks of data.
- The new ODS has a structure that can handle many different uses of class and class roster data.
- Moodle instances (an open source Course Management System) are currently using the ODS web services to get class and class roster data.
- The Course Guide is using class data from the ODS and web services for certain sections of the application.
- A process in the ODS creates a file that makes textbook data available to bookstores.
- We now have a production Service Oriented Architecture process that is reusable, scalable and secure.

Future Developments:
- Would like to have ‘real-time’ updates of data from the student administration system to the ODS as changes occur.
- Create a governance team to manage data requests and changes to the ODS and the web services.
- Expand the current authorization process to include a workflow process for appropriate sign-offs.
Orientation Review Process

Orientation familiarizes new students with the campus and the resources it provides.

Orientation programming for new freshman and transfer undergraduate students at UW-Madison has followed a similar model since the introduction of Touch-tone registration in 1989.

Changes in the last 21 years:
Student characteristics * Family dynamics * Technology * UW-Madison has more comprehensive First-Year Experience

Because of these changes the Center for the First-Year Experience (CFYE) engaged in a year long process to create a new version for Orientation to the UW-Madison

UW-Madison’s Current Orientation Programs

Newly admitted undergraduate and their families are strongly encouraged to attend Student Orientation, Advising, and Registration (SOAR) prior to a student’s first semester on campus.

During SOAR, students and their families are introduced to the academic and campus life through concurrent programs:

**Students:**
- Free placement tests in English, math, and foreign language
- Meet and socialize with other new students
- Engaged in facilitated small group discussions about academic matters and campus life
- Work in small groups with faculty, staff, and student advisors to explore academic interests
- Select first-semester courses and credit plans

**Guests (parents and other family members):**
- Orientation is tailored with specific sections
- Get questions answered about housing, finances, campus resources and safety
- Learn how to support a college aged child
- Tour the UW-Madison campus

Review Process Model

**Timeline**
- August 2009 - January 2010
- February - March 2010
- April - May 2010
- May - July 2010

**Key Findings**

When should Orientation Events Begin?

Orientation events can be in late August to ensure 50% of students

- New Orientation Model approved by the Provost

Orientation Review Big Ideas

**Philosophical Ideas:**
- Focus Summer programming on Academic Advising: move social and campus life programming to Fall
- Develop more online components for students’ pre-orientation

**Logistical Ideas:**
- Create a structured Fall / First-Week program based on the Wisconsin Experience
- Focus Summer Guest (Parent) program on parenting and transition issues
- Strengthen Campus Partnerships to reduce redundancy of programs

**Start Summer sessions later in June and continue through August with 2 or 3 week-long breaks**
- Change length of Summer sessions
- Two day with advising elements on both day
- One Day program focused entirely on advising and enrollment
- Distance Advising and Enrollment
- Increase number of sessions, so the ratio of students to advisors is smaller
Using Student Feedback to Improve the MPH Program

Barbara Duerst, RN, MS; Heather Cote, BS; Patrick Remington, MD, MPH, Tom Oliver, PHD

**Introduction**

UW Madison’s Master of Public Health (MPH) Program, with guidance from the Office of Quality Improvement (OQI), developed a process to collect feedback about the MPH Program’s administrative activities and procedures in the fall of 2006.

Data has been collected annually for the past five years through:

- An on-line survey tool
- Two face to face listening sessions

The information provides data to assist the MPH Program staff in making improvements in the program’s administrative processes.

**Survey & Listening Sessions**

**On-line Survey**

MPH Students receive a link to an on-line survey each spring. A list of approximately 20 key processes that affect students is provided.

Students indicate their level of agreement or disagreement with each statement.

Results are calculated and those processes with the highest level of disagreement are highlighted for discussion at listening sessions.

**Listening Sessions**

The MPH Program hosts two listening sessions (scheduled to accommodate full and part-time students).

Students provide ideas for how to improve certain program areas.

The listening sessions are facilitated by trained OQI staff members.

Refreshments are provided.

**Results**

- OQI shares results with the MPH Program
- MPH Program shares results with MPH Advisory Committees
- Committees discuss results and share recommendations
- Faculty/Staff implement recommended changes in following academic year

**Implications**

Simple to implement and continue on an annual basis, this process provides a framework for making continual improvements to the program.

The process provides:

- Opportunities for discussion about issues and concerns
- Identification of mutually beneficial solutions
- Shared vision for improvement and growth

**Successes:**

Many MPH Administrative Processes have been improved:

- Communication between Program and Students
- Field Work Preparation
- Faculty Advising
- Registering for Courses

For more information about this project, contact the UW-Madison, Master of Public Health Program at 608-263-4889 or mph@mallplus.wisc.edu
In 4 college women experiences sexual assault

Why Students Don’t Seek Help
What they tell us...

**Academics**
Concern that instructors will not believe them

**Resources**
Don’t know what help is available and where to go

**Law Enforcement**
Worried they’ll get in trouble for underage drinking

**Blame**
Scared that friends will think it was their fault

**Misconception**
Unclear that what happened to them is sexual assault, domestic violence, or stalking

“I guess my fear of what he might do was more of a concern than my homework. I think I cared (about my education), but I took the attitude that I had a lot more to worry about.”

**Privacy**
Don’t want parents to find out what happened to them

**Publicity**
Afraid their story will end up in the media

**Stigma**
Not wanting to be labeled as a victim

**Safety**
Fear of retribution by the offender

Students are more likely to tell an instructor or an advisor than a campus disciplinary authority

**EVOC**
end violence on campus

We all have a role to play in making it easier for students to get help.

- 25% of college women experience sexual assault
- 90% of sexual assault victims know the perpetrator
- Only 5% of victims report the assault to law enforcement
- 32% of students report dating violence by a previous partner

Victims who don’t tell anyone what happened are more likely to
- blame themselves
- experience ongoing post-traumatic symptoms
- withdraw from college

Telling someone, or asking for help, is not the same as reporting to campus authorities or law enforcement.

*The most important thing UW–Madison can do to prevent sexual assault is to make sure students know what to do if their friend was assaulted.*

--- 78% of students surveyed

If a Student Tells You...

**How you can respond**

““There were a couple times that I really, really wanted to go to my teaching assistants and say that I know I’m not doing stellar work, but explain why. I was just kind of afraid. I thought maybe they’d think I was making excuses.”

**Listen with Empathy**
This is the most important thing you can do.

“I’m sorry that happened to you.”

“Thank you for telling me.”

**Support and Respect Her Decisions**
Don’t assume you know what is best for her.

“What kind of help do you need?”

“When you are ready, there is help available.”

**Know About Available Resources**
You don’t have to be an expert to know whom to call.

Keep a resource card or brochure handy so you can help a student know more about her options.

---

**EVOC Principles**

**EVOC Equality**
Promote sexual assault, dating violence, and stalking prevention education to students. Implement online sexual assault prevention course for more than 7000 first-year and transfer students.

**EVOC Knowledge**
Offer professional development for law enforcement and judicial affairs officers. Work in partnership with victim service providers to develop and offer training for UWPD and Dean of Students Judicial Affairs personnel.

**EVOC Change**
Collaborate with 20 campus and community partners to advocate for social change and policy reform.

---

**Community Partners**

- Dane County District Attorney
- Domestic Abuse Intervention Services
- Madison Police Department
- Mariner Hospital Sexual Assault Nurse Examiner (SAME) Program
- Rape Crisis Center
- Dane County Victim/Witness Unit
- Domestic Violence Program
- Wisconsin Coalition Against Domestic Violence
- Wisconsin Coalition Against Sexual Assault

---

**Campus Partners**

- UW Hospitals and Clinics
- Office for Equity and Diversity
- PAVE: Preventing Awareness, Violence, Education
- Provost
- Office of the Dean of Students, including the Center for First-Year Experience and Student Assistance & Judicial Affairs
- University Health Services
- University Housing
- UW Athletics
- UW Police Department

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www.uhs.wisc.edu

University Health Services at UW–Madison

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- Self assessments
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- More than 800 majors and degrees
- Over 3,400 schools, colleges and universities
- Resume and Job Interview learning tools
- Resume Maker and Cover Letter Writer
- Wisconsin Employer Information
- Links to job openings
- Budget Builder
- In English and Spanish
- Internationally recognized

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University of Wisconsin-Madison

ceu.wisc.edu wiscareers.wisc.edu 800.442.4642
Wisconsin Idea
Dial Up Art
a program of the
Wisconsin Union Directorate Art Committee

Dial Up Art, an example of innovative and collaborative leadership at its finest, has been student driven since its inception. The Wisconsin Union Galleries are the first gallery location in Wisconsin to offer such a program, which allows patrons to take an audio tour of current exhibitions via their cellular phone.

Project Goal: Provide Engaging
Art Gallery Exhibition Tours
Docent tours of our gallery spaces were labor intensive to develop and schedule, often reaching an audience of less than ten people who could attend at any scheduled time slot. Podcast walking tours, while an improvement, still required patrons to download the tour ahead of their visit.
A VIRTUAL NECESSITY
Using Digital Media to Turn Crisis into Opportunity

 IMPROVEMENTS

- Ground-up website redesign
- Image-rich & colorful
- Multifaceted, expanding content
- Continuously updated & upgraded
- Hub for coordinated communications
- User-friendly navigation
- Short & intuitive domain name
- Extensive keyword tags for search engines
- Digital media demonstrations to students
- Targeted cross-promotion among digital & print media
- Redesigned print newsletter
- Branding through fresh graphic identity

 Old Website Design

 Statistics
1-10 visits per month

 Helen Louise Allen Textile Collection

 Our Challenge

Faced with the loss of our exhibition space and teaching collection during a four-year transition to a new building, the School of Human Ecology's textile collection turned to digital media to keep us visible and viable. An eight-month-long ground-up redesign of our old bare-bones website has produced a rich, multifaceted portal through which we offer events information, global access to our newly public object database, virtual exhibitions, articles, student projects, technical tips, videos, and resource links in addition to e-list, membership, and donor outreach. Digital media have transformed us from obscure to important almost overnight, and synergies are creating unprecedented opportunities.

 Current Website Statistics

 Approx. 1300 visits per month
 from 110 countries/territories

- Reconnected with campus & community stakeholders
- Established credible national & international presence
- Public participation increased by 50+ %
- Financial support increased by 300+%

 SYNERGIES

- A longtime donor funds a new internship, which is immediately filled by a senior scholar in India impressed by our website; her former student, now living in Madison, visits our site and volunteers her services.
- Due in part to our outstanding website, we're awarded major funding for a multi-disciplinary project featuring a high-profile speaker—whom we were able to recruit on the strength of our website.

 WHAT'S NEXT

- Continue to expand & improve website
- Upgrade image database
- Create virtual exhibitions & articles
- Film educational videos
- Record oral histories
- Publicize student projects
- Become #1 for textiles in ARTstor's database
- Maintain public-relations momentum
- Secure long-term funding for digital-media development

 Maya Lea, Senior Academic Curator, Helen Louise Allen Textile Collection, lca2@wisc.edu
 Isadora Leidenfrost, Project Assistant, Helen Louise Allen Textile Collection, leidenfrost@wisc.edu
UW-Madison Global Health Initiative

A model for seeking campus-wide, interdisciplinary engagement to address complex global health problems.

The Challenge

- How to develop a campus-wide, interdisciplinary initiative that builds on current strengths while fostering the creation of new knowledge through collaborative research, service, and education.

The Process

Motivation

- Inspired by the 2009 Reaccreditation Project and the Office of the Provost which posed the challenge of solving large scale global impact problems.

Leadership

- Co-Chairs and a multidisciplinary core team of faculty were identified and charged with the problem.

Engagement

- A full day retreat was conducted to engage students, faculty, and staff in rethinking global health problems as systemic and multidisciplinary.

Execution

- Future state: Interdisciplinary projects and cross-campus collaboration.

On behalf of the Provost, the charge is to elaborate and further explore what a campus-wide global health initiative might embody. It should fully embrace the Wisconsin Idea, build on current efforts, be interdisciplinary in nature, and include all aspects of the University mission: education, research, and service.

Draft Vision:

To advance equitable and sustainable health and human flourishing in Wisconsin and the world.

Draft Mission:

Foster interdisciplinary collaborations that advance global health research, education, and respectful community engagement.

Next Steps:

Developing Vision, Mission & Pilot Project Ideas

- Assemble a current inventory of global health-related projects across campus.

- Identify current strengths; select and launch pilot projects.

Global Public Health Spending—Territory size shows the proportion of worldwide spending on public health services that is spent there. This spending is measured in purchasing power parity.

Office of the Provost—University of Wisconsin Global Health Initiative

Jeremi Suri and Jeanette Roberts, Co-Chairs

Jacob Moskol, Coordinator

jamoskol@wisc.edu
Building a Foundation for an Effective Sustainability Effort at UW-Madison

A model for engaging the campus community—students, faculty, staff, and administration—in developing a cross-campus initiative

Our charge is to, in part, develop a vision for UW-Madison’s sustainability efforts that brings coordination and alignment across education, research, service, operations, and policy to address best institutional practices and advance major research initiatives.

The Question

- How can an initiative to integrate sustainability efforts across teaching, research, operations, and policy effectively engage the broad campus community?

The Process

- We first developed a Task Force of key stakeholders from each area of integration: educators, researchers, facilities management and planning, campus administration
- We developed a timeline to help achieve our goals
- The Task Force created an inventory of current projects that are well-suited for cross-campus alignment
- We are now beginning the campus-wide engagement process

Next Steps: Engaging the Campus Community

- Develop working groups, chaired by Task Force members, to tackle specific topic areas (food, health, energy, etc.)
- Host campus retreat to engage the campus-community in crafting our vision for sustainability at UW-Madison
- Develop electronic media sources to provide transparency for our process, successes, challenges, and best practices

Successful campus-wide initiatives require broad support from all areas of the campus community (operations, research, teaching, policy)

Moving complex problems forward requires a committed core group of stakeholders to identify target areas, scope, and a vision

Topical working groups, public forums, and electronic media each serve distinct functions in both engaging and building upon the efforts of the campus community
Mission: Increase access to healthcare and promote health for Wisconsin's medically underserved populations by:
- Promoting health careers in rural and urban medicine.
- Developing a pipeline of medical education training programs.
- Integrating clinical medicine and public health.
- Preparing physician-advocates.

Background: The Wisconsin Council on Medical Education and Workforce identified a shortage of physicians in rural Wisconsin and the Health Professional Shortage Areas of Milwaukee, with demand expected to exceed supply for the next 20 years. Eighty-three percent (90,775) of Wisconsin counties are designated as totally or partially underserved. Seventy-seven percent (77%) of the underserved counties are rural. In Milwaukee, access barriers include income, insurance status and ethnicity. HRSA has designated 133 Health Professional Shortage Areas (HPSAs) in the city. Additionally, the Health of Wisconsin Report Card documents lower health outcomes (length of life and quality of life) and greater health disparities for those living in rural counties and the city of Milwaukee.

Methods: The University of Wisconsin School of Medicine and Public Health (SMPH) and its statewide partners are developing a trio of programs to prepare its students and future students to help address Wisconsin's health care needs. The RUSH program (Rural and Urban Scholars in Community Health) reaches out to pre-medical students while the WARM (Wisconsin Academy for Rural Medicine) and TRiM (Training in Urban Medicine and Public Health) programs engage medical students who are committed to careers in rural or urban underserved communities. All of the programs use a targeted admissions process to select students who are most likely to practice in rural or urban areas.

WARM (2004) aims to improve the supply of physicians and the health of rural Wisconsin. WARM will increase the size of the medical school class by 25 students using a targeted admissions process designed to select students most likely to develop rural medical practices in a variety of specialty areas. Preventive WARM—service learning, prepare students and the longitudinal educational curriculum provides two years of clinical training in rural Wisconsin. Third and fourth year WARM students train in rural training sites sponsored by the Marshfield Clinic, Gunderson Lutheran (LaCrosse), and Aurora BayCare (Green Bay). Regional clinical facilities and faculty from some of Wisconsin’s major health care systems anchor the program, while rural community clinics, physicians, public health professionals and community leaders, in collaboration with these centers, oversee additional training. WARM students work with a community organization to develop and implement community health improvement projects. The first WARM students started in March/April, 2009. A total of 50 students have been admitted to the program and 55 more will join this fall. The length of the rural clinical experience, the breadth of the proposed WARM program—from UME to CME—and the fact that no other rural program nationally has embraced laying the foundation for work in multiple specialty areas makes WARM unique and innovative.

TRiM (2008) aims to improve the supply of physicians and the health of urban Wisconsin. TRiM is a 15-month, experience beginning in January of the third year for medical students with strong interests in working with urban, disadvantaged populations. TRiM connects Milwaukee-clinical rotations with service learning opportunities through partnerships with community and public health organizations. Students complete third-year Obstetrics/Gynecology, Primary Care, and Internal Medicine rotations in Milwaukee, as well as a 2-week Community and Public Health (Rehabilitation Experience Externship) (CHPRE). Each student is assigned to work with a community organization to complete a community health improvement project. TRiM groups meet weekly to discuss progress and to develop next steps. Each group has the opportunity to develop a project that builds skills and knowledge about community health improvement and to identify new ways to engage in public health careers.

RUSH (2009) is designed to attract students who plan to attend the UW SMPH and intend to practice rural or urban medically underserved areas of Wisconsin. RUSH aims to recruit students from diverse and disadvantaged backgrounds and to provide them with success in medical school and in practice. The program’s mission is to provide the training needed to prepare students for admission to and success in medical school. The program is composed of five parts: the UME program curriculum, the BME program curriculum, and a year-long community health service project. The program is designed to provide community health service experience to students in the early years of medical training. The program began in the fall of 2009. Students are required to complete the program in May 2009. Seven of the accepted applicants have rural health interests and four have urban health interests. All fulfilling science course prerequisites, meet minimum GPA standards, and completed at least one year of undergraduate study.

For more information, please visit:
- WARM Website: http://www.med.wisc.edu/WARM
- TRiM Website: http://www.med.wisc.edu/TRiM
- RUSH Website: http://www.med.wisc.edu/RUSH

For more information, please visit:
- WARM Website: http://www.med.wisc.edu/WARM
- TRiM Website: http://www.med.wisc.edu/TRiM
- RUSH Website: http://www.med.wisc.edu/RUSH
The Opportunity

- We must engage students, alumni, donors and friends to ensure long-term success of the institution. They are our ambassadors and supporters.
- L&S has 180,000 living alumni. Where do we find them? How can we do it efficiently with limited time, staff and resources?
- We go online. They’re already there. We find them, talk to them, re-connect with them – we become a part of their conversation.

The Result

- We drive people where we want them with more web traffic via Twitter.
- Daily, personal interaction online with our followers.
- Broad communications with the world. Twitter is a huge sounding board for news, awards, honors and rankings.
- Integration of online tools. Twitter drives content from our blog, to Facebook and to other viral social media.
- We are nearing 1,000 followers – people we may never had been able to connect and engage.

Twitter: 140 Characters of Engagement

Using Twitter to build a robust communications plan and grow relationships with engaged stakeholders

Project Goals

Connect and engage with students, alumni & friends
Be a part of the conversation
Integrate social media into communications
Share our points of pride, good news and success - brag!

Lay of the Land

- Twitter is a cross between instant messaging and blogging – a platform for short, micro-updates (140 characters).
- Twitter is a free tool – a pipeline and cattle herder.
- There are 50 million Tweets per day and Twitter just eclipsed its 10 billionth Tweet.
- Someone is talking about you online.

Future Development

- Encourage faculty and staff to join.
- Increase student followers and find ways to engage with them on campus.
- Can we use Twitter as a tool to encourage giving?
- More collaboration with UW Twitterers for campus events and outreach opportunities.

Megan Costello
UW-Madison College of Letters & Science
http://blogs.ls.wisc.edu/lsnews
http://www.twitter.com/lsnews
http://www.facebook.com/UWMadisonLS
608-890-0740

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http://blogs.ls.wisc.edu/lsnews
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608-890-0740
Research/Scholarly Domains
Find Help Through New Research Tools

1. Scan Research Journals
   - Organize your favorite research journals and databases and get to articles more quickly.
   - For example, this tool is helpful for organizing the binary journal you frequently access while you're working on your research.

2. Look up Research Facilities and Tools
   - Research Facilities and Tools
   - Wisconsin Clinical Biomaterials Facility
   - Information:
     - Location: 1306 Highland Avenue, Madison, WI
     - Facility consists of 6000
     - Contact & Location:
       - Business Development Manager
       - Telephone: 608-262-6910
       - Website:
   - Find the facilities and tools on campus with the equipment, services, materials, and other resources you need for your research.

3. Search for Experts
   - Search for UW Experts
   - Use these campus search engines to locate research experts and experts by keyword or name:
     - Wisconsin Discovery Portal
     - The College of Engineering
     - The School of Business
     - Experts Guide for News Media
     - UW-Madison Campus Directory
   - Find out who is an expert in a specific research area.
   - If you're looking for a result on an expert on campus, for example, you can locate one with this application.

Additional Resources:
- University of Wisconsin-Madison Libraries
- 608-262-2600
- Madison, WI 53706
- Libraries at the University of Wisconsin-Madison
Streamlining the Reporting of Stimulus Research Funding

Goals
- Automated system to create files for upload into FederalReporting.gov website.
- Minimize intrusion into Principal Investigators research time.
- Maintain compliance with Federal reporting requirements.

Benefits
- PIs can enter information on web site and submit to RSP.
- Automated reporting results when PI data is combined with financial information.
- PDF reports available to PIs after federal submission is completed.

Reporting Data Source

Stimulus Reporting
- American Recovery and Reinvestment Act of 2009 (ARRA) was signed into law on February 17, 2009.
- Required unprecedented levels of reporting.
- Focus on jobs created/retained and transparency of dollars spent.
- UW responsible for 100 separate data elements to be reported within 10 days of the quarter end.

Stimulus Statistics
- 284 ARRA awards
- 175 from National Institutes of Health
- 66 from National Science Foundation
- 30 Sub-Recipient awards
- 100% reporting compliance

Principal Investigator Involvement
- Principal Investigators (PI) are only required to provide four data elements.
- Automated email system used to inform PIs when reporting is due.
- Web site entry form established for each award.
- PI involvement has been minimized leaving them able to focus on pivotal research projects.

4,400 proposals/year
$1.13 billion in new awards FY09
2,200 sponsors
#3 in Research Expenditures in U.S.
Town Center: A Vision for the Future
Explore. Engage. Discover

Three Entities Under One Roof

- **Morgridge Institute for Research**
  - Private board of trustees
  - Non-profit medical research organization
  - Executive Director Sang Kim
  - Theme of “Discovery to Delivery”
  - Focus on discoveries with potential to deliver

- **Town Center**
  - Advisory Board comprised of campus and community leaders
  - Coordinated by WARF Director of Programming Laura Heisler

- **Wisconsin Institute for Discovery**
  - Part of UW-Madison under Graduate School
  - Interim Director John Wiley
  - Five research themes selected from campus competition

**Town Center Mission:**
To provide a place to gather, share ideas, and celebrate science, creativity and exploration

**Town Center Strategic Priorities:**
- Extend the impact of WID and the Morgridge Institute beyond the facility
- Provide a venue for WARF to expand its technology transfer, outreach and campus relations functions
- Ensure that the Town Center becomes a vibrant gathering place
- Provide campus and community-wide engagement with the Institutes
- Develop a sustainable and lean approach to programming through partnerships with campus and beyond
- Model interdisciplinary programming, community interface and public/private partnership

**Contact**
Laura Heisler, Director of Programming
608-261-1022
laura@warf.org
Recruit and Retain Diversity
Collaborating to Improve Services for Employees with Disabilities

UW Disability Issues Group (UW-DIG)

Goals
An employee with a disability or serious medical condition has the best possible experience while receiving disability benefits and services at UW-Madison.

UW-DIG partners collaborate to improve communication and services.

Everyone involved is aware and knowledgeable about disability-related employment processes.

Educational resources for DDRs, managers & supervisors, employees, and others are readily available and accessible.

Improvements
Employee and representatives from partner offices meet jointly to discuss options.

Communications with employee reflect how disability-related benefits & leave options overlap.

UW-DIG flowcharts disability-related benefits and leave options, documents how they overlap, makes changes to streamline/improve campus processes.

Workshops presented to DDRs:
“Finding Our Way Through Overlapping Disability Issues” (May ’08, Nov ’08, Apr ’10)

Examples of requests:
- Employee calls EBS because he or she is about to have surgery
- WC sends letter to DDR re: employee returning to work with restrictions
- Employee calls EBS saying she or he has been diagnosed with cancer
- Employee completes accommodation request form
- Employee submits medical documentation to supervisor restricting work to part-time
- Employee applies for Income Continuation Benefit
- Department calls EBS and states an employee has a significant health issue

Examples of communication:
- DDR meets with employee to clarify needs
- DDR and representatives from EBS, AP/CHE, meet with employee to discuss overlapping benefits and options
- EBS consults with DDR to determine work status and other issues
- DDR consults with Disability Coordinator/Employee as needed

Team develops integrated solution involving...

Workers’ Compensation (WC)
Income Continuation Insurance (ICI)
Long-term Disability Insurance (LTD)
WRS disability retirement (40.63)
Duty Disability (40.65)
Family & Medical Leave Act (FMLA) [and, in Wisconsin, WFMLA]
Catastrophic Leave
Reasonable Accommodation

Paid leave classified employees:

Paid leave unclassified employees:
www.ohr.wisc.edu/polproced/CPPP/allep_chapter16-60.pdf

Unpaid leave for represented classified employees:
www.ohr.wisc.edu/polproced/CPPP/allep_chapter16-60.pdf

Unpaid leave for non-represented classified employees:
www.ohr.wisc.edu/polproced/CPPP/allep_chapter16-60.pdf

Unpaid leave for unclassified employees (faculty & academic staff):
www.ohr.wisc.edu/polproced/CPPP/allep_chapter16-60.pdf

UW-DIG Partners
Office of Human Resources: Benefits Services, Academic Personnel Office, Classified Human Resources
Office for Equity & Diversity: Divisional Disability Representatives (DDRs)
Administrative Legal Services • Facilities Planning & Management: Safety, Risk Management • Employee Assistance Office

Campus Connections
Accessibility & Usability Task Force
DDR Program
Human Resources Working Group

Future Developments
Create more informational materials for DDRs, managers & supervisors, and employees.

Share materials by building an online presence and presenting workshops.

Advocate for additional resources to manage FMLA and other leave options.

Explore opportunities to connect with process improvement experts on campus (APR, OQI).

Through education and inclusion, reduce myths and stereotypes about individuals with disabilities.

UW Disability Issues Group (UW-DIG)
© University of Wisconsin-Madison
Faculty and Staff Benefits Enrollment Via HRS Self-Service

Implement self-service within the HRS PeopleSoft project, enabling enrollment with web-driven processes.

Project Goals
Reduce Paper - Reduce Carbon Footprint
Reduce Redundant Data Entry
Improve Information Delivery
Empower Employees
Improve Efficiency

Next Steps/Results
- Transition the UW towards a paper-free benefits environment.
- Improve the annual Staff Benefits Statement through HRS self-service and Earnings Statements.
- One-stop-shop for HRS self-service and benefits information through the UW portal.
- OHR able to devote effort away from administrative tasks to more value-added functions.

Future Development
- HRS and the Office of Human Resources will partner with the UW-Madison Divisions and Departments to provide communications, training and support for implementing benefits self-service.
- Other HRS modules, including HR, Payroll, Time and Labor, and Absence Management will expand the application of self-service at UW-Madison.

Need/Problem/Opportunity Statement
During the HRS implementation, UW System will roll out the PeopleSoft self-service function to all UW faculty and staff. Self-service will enable UW employees to perform business operations more efficiently. It enhances business processes by transforming manual, paper-based processes into automated online functions.

Process Improved/Changes Made
By using self-service, employees can manage their benefits information by performing the following activities online:
- View personal UW Benefit Plans any time/anywhere: Employees can view and verify benefit information in real time, including plan and dependant enrollment information.
- New hires can make initial enrollment elections via self-service.
- For the 2011 Open Enrollment and Dual Choice enrollment periods, UW employees can complete their benefits elections online using self-service.

Annual UW-Madison Benefits Statistics
- 5,000+ benefits-eligible employees hired
- 1,200+ Dual Choice health applications

Contacts
Amanda Berry, UW HRS Project
amanda.berry@hrs.wisc.edu, 608-262-8470
Gareth Green, UW-Madison Office of Human Resources

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- View personal UW Benefit Plans any time/anywhere: Employees can view and verify benefit information in real time, including plan and dependant enrollment information.
- New hires can make initial enrollment elections via self-service.
- For the 2011 Open Enrollment and Dual Choice enrollment periods, UW employees can complete their benefits elections online using self-service.

Annual UW-Madison Benefits Statistics
- 5,000+ benefits-eligible employees hired
- 1,200+ Dual Choice health applications

Contacts
Amanda Berry, UW HRS Project
amanda.berry@hrs.wisc.edu, 608-262-8470
Gareth Green, UW-Madison Office of Human Resources
At the UW Athletic Department,

Coaches Ask Questions….And we find answers

Problem
- Large department:
  - 23 sports
  - 74 coaches
  - 355 employees

- Collegiate athletics is an ever growing & changing industry

- Common questions & concerns were generated among staff members

Action Taken
- Identified internal and campus resources

- Invited coaches & employees to discuss current issues & concerns

Results
- Staff are connected with departmental & campus services & professionals

- Cross connect employees with one another

- Keep coaches & staff up to date with the fast paced sports industry

Success
“Lessons Learned began as a way to help the coaches of the women’s sports share ideas and learn from their colleague’s experiences. It went over so well that now it includes the coaches of all of the UW sports and it’s a great way for us to exchange our knowledge. The speakers will either be coaches or experts in other fields who will help us improve our programs for all involved. It’s a great way for us to connect and take advantage of the resources around us.”

-Pete Waite, Women’s Volleyball

“Meeting as a coaching group on monthly basis allows us the opportunity to share ideas and learn about topics that regularly impact each of our programs. Whether we pick up something new from the speaker or simply exchange pieces of wisdom among our colleagues, Lessons Learned has become a valuable forum for professional development.”

-Tracey DeKeyser, Women’s Hockey

Contact:
Megan Lee & Kaity Stilling
Sport Administration - Division of Intercollegiate Athletics
mss@athletics.wisc.edu or kfs@athletics.wisc.edu
Website: www.uwbadgers.com

Etiquette
Coaching Trends in Women’s Athletics & Life Balance
International Students
Facebook/Twitter
Counseling/Mental Health
Sports Psychology
Recruiting/Sustaining High Level Teams
Hiring Coaches
Diversity
ScoutWare
First-Year Experience
“What freshman are really like”
Connecting with Today’s Student
Coaching with Today’s Student
Stewards of Our Resources
THE CHALLENGE
- Winter of ’07-’08 shattered the state record for snowfall in a single year
- FP&M received many complaints regarding snow removal on campus
- 16 winter-weather related liability claims were filed with Risk Management

THE RESPONSE
- Actively sought feedback
- Created email specifically for snow issues
- Hosted public meeting to discuss snow removal
- Did due diligence on all suggestions and requests
- Communicated clearly, completely
- Challenges faced
- Resources available
- Options being considered
- Pros and cons of solutions
- Created partnerships
- Within FP&M
- Within UW-Madison
- Sought input from stakeholders
- Benchmarked against snowbelt universities
  - # of accidents
  - # of complaints
  - Specialized equipment/materials
  - Employees (FTE & LTE)
  - Emergency plans
- Garnered support from above
- Shared research
- Outlined needs
- Strong case resulted in allocation of necessary resources

Embracing Customer Feedback
Snow Clearing Process Improvement

How embracing criticism creates an opportunity to connect with customers, review processes and improve results.

SNOW REMOVAL: BY THE NUMBERS
- 50 miles of sidewalks
- 12 miles of roads
- 138 buildings
- 13,000+ parking stalls
- 60+ bus stops

<table>
<thead>
<tr>
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</table>

*Includes skid steers, Tool Cats, Polar Tracs

THE IMPROVEMENTS
- Communication plan with UW Transportation Services, University Communications
- Parking rules to facilitate snow clearing
- Collaboration across campus
- Adequate equipment, materials, labor
- Employee training
- Snow Action Day Plan
- Signage/accident avoidance
- Green Shovels

EVIDENCE OF SUCCESS
- Praise from stakeholders
  “When our employees arrive at work during or after a storm they likely have had to shovel out their car and plow their drive way, leave home early, fight winter roads and driving habits, and trek through snow to our building. I am confident that this past winter, the final hundred feet of their commute was reliably the best part of it.”
  - Brian Thompson, Assistant Director for Administration, Chazen Museum of Art

  “I have not received any complaints since [FP&M] added extra people to clear snow during storms. Every time I have seen the crews, they have been working diligently at our building, I appreciate the effort put in by FP&M for the improvements they have made.”
  - Glenn A. Laak, Buildings/Grounds Superintendent, Genetics/Biotechnology Center

- Fewer liability claims made
  - ’07-08: 16
  - ’08-09: 6
  - ’09-10: 5
- Fewer lot full reports
  - ’07-08: 742
  - ’08-09: 143
  - ’09-10: 276

Facilities Planning & Management
Grounds * UW Transportation Services
WE CONSERVE
Food Composting Program

Goals & Strategy
1. To instill the spirit of environmental stewardship in the community's consciousness
2. To reduce campus energy consumption and environmental footprint by 20 percent by year 2010

Areas of Concentration
Awareness and Education ~ Energy Efficient Buildings ~ Usage Reduction & Recycling
Clean Power Generation ~ Smart Transportation ~ Water Conservation

Once composted
the soil will be used
across campus and
community

Pick up twice a
week from
campus partner
locations

Biodegradable
items are
introduced
and turned
into row under
a DNR permit

Feedstock is
delivered to West
Madison
Agricultural
Research Station

Photos credits:
Wolfgang Hoffmann / UW-Madison
College of Agricultural and Life Sciences

Contact
James Harrod
jamesh@fpm.wisc.edu
608-890-2980

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Enhancing Your Alumni Communications Strategy

Developing high-impact communications. Project and marketing managers, writers and graphic designers collaborate as a team to create print and electronic materials including brochures, direct mail pieces, newsletters and magazines, in addition to targeted e-mails, e-newsletters and Web pages.

Creating unforgettable events. Event planning and marketing includes site scheduling, ticket acquisition, lodging and transportation arrangements, food and catering coordination, program materials, entertainment logistics and online registration.

Marketing your events. Communication pieces can include save-the-date postcards, invitations, reply cards, confirmation letters, event signage, e-mail blasts and event tickets — all designed to assist you in more actively engaging your alumni.

Reaching alumni at the right times and places.

The Wisconsin Alumni Association (WAA) works with schools, colleges and departments to create or enhance their communications strategies with alumni. We can help you formulate a communications plan to:

**Build awareness.** Be visible to your alumni where they already are.

**Be relevant.** Create content that educates alumni and students, improves public perception and generates buzz about your college, school or department.

**Increase involvement and engagement.** Promote your programs and events, and observe the interests and needs of alumni and friends to develop new offerings.

Understanding your audience. Market research includes branding and awareness measurements, surveys, event evaluation and focus group sessions. Information about alumni as well as non-alumni, members, donors and friends can be captured and stored in the alumni database, free and available to you via the Alumni Records Request Form.

Branding your school. Communications are clearly and consistently branded with logos, icons and colors that reflect the university and your school, college or department.

Listening and responding to alumni. Social media offers the unique aspect of encouraging active conversations about alumni interests. You should create content that is appropriate for targeted audiences and then listen to reactions from fans and followers.
Using Social Media to Reach Target Audiences

Opportunity. WAA recognized that social media was an effective and inexpensive way of communicating with UW-Madison students, recent grads, young alumni and mid-career alumni — in places they already were. First, we created a Facebook page, then a Twitter account and a LinkedIn presence.

Audiences. Accounts are targeted to students (Homecoming, WASB, Hookup, All-Campus Party), career seekers (Badger Career Network), alumni chapters, and also the main Bucky Badger accounts for all alumni.

Strategy. While it would be easy to throw everything onto social media, WAA carefully considers the audience and frequency of messaging. Although it is appropriate to have as many as 10–15 tweets per day, Facebook fans prefer only 5–7 messages per week and no more than 1-2 per day. An editorial calendar has allowed staff to prioritize messages to avoid overwhelming the audience.

Branding across platforms. Bucky Badger was a natural choice to create an instantly recognizable and playful presence in social media. A profile picture of Bucky unifies our Facebook and Twitter pages and a red border on every page helps users recognize they’re connecting with WAA and UW grads.

Strengthen relationships with alumni and students in places they already are.

Build awareness. Create content that educates alumni and students, improves public perception and generates buzz about WAA and the UW.

Increase involvement and engagement. Promote WAA programs, events and services, and observe the interests and needs of alumni and friends to develop new offerings.

Facilitate access to uwalumni.com. Encourage visits to WAA’s Web site through links and conversations, increase Web traffic and track usage of visitors.

Growth 2009 to date

Innovations. WAA trains interns to run many of WAA’s Facebook and Twitter pages, reducing costs in staff time. Interns promote their accounts via Web sites, e-mails and print advertising. They also pass out business cards to students encouraging them to fan, follow or join us online.

Campus outreach. WAA hosts a monthly “tweet up” with campus Twitterers: a chance to talk about the latest innovations in social media, offer advice for newcomers and strategize ways to work together to market campus-wide events.

Results. Growth in WAA’s social media sites has skyrocketed since launching in 2008.

In 2009...
- Facebook fans grew from 4,696 to 18,962
- Twitter followers climbed from 176 to 2,814
- LinkedIn membership rose from 5,320 to 11,778

To date...
- Facebook: 28,765 fans
- Twitter: 3,396 followers
- LinkedIn: 12,425 members
- Flickr: 832 photos, 46,000 views
Where we are in the process

Phase 5: Initiatives started
- Launched HubZero, Mobility, Imaging and Virtualization projects
- Drafted plans for Data Centers, Identity and Access Management, Networking, Security, and Data Storage
- Published Deans Report on Teaching and Learning
- Aligned Campus IT Plan charters with priorities from Campus Plan Framework and Madison Initiative for Undergraduates
- Ranked charters by readiness criteria. Published to web.

Charting Progress in the IT Strategic Plan

How does the campus create a plan that involves and benefits everyone? That was the challenge as the CIO set out to craft a strategic plan for information technology at Madison. The process began in the summer of 2008 with the first of five phases: gather input. Since then, ideas have been shared, categorized, refined, and prioritized. Implementation has begun in a number of areas—marking the fifth and final phase.

StrategyQuest

The IT planning game

DoIT developed a game to prepare and motivate those involved in IT planning. StrategyQuest uses all the elements found in the real process:
- campus roles
- real scenarios
- unexpected changes
- priorities

Contact DoIT Academic Technology for a copy and a quick lesson to try it out!
262-5667 or academictech@doit.wisc.edu
Want to start a SOFTWARE project?

Why?

- Would you build or rent a house without a blueprint? Remarkably, campus often buys or builds expensive software systems without fully knowing the requirements.
- Good requirements save time, money, and frustration. Projects are delivered on-time, on-budget, and on-function.
- Business analysis adds value. Procure or develop a system with confidence.
- What if YOUR team knew how to elicit, document, validate, and communicate requirements?

DoIT offers:

- Support
- Guidance
- Collaboration
- Leadership

What are YOUR Requirements?

The premiums organizations pay for AVERAGE or POOR requirements

Great Requirements
Great Results

Scholarships@UW-Madison (DEM)
Merged diverse viewpoints into a single vision for student application process; accelerated development and testing effort to meet short deadline.

Supply Management (UWSA)
Consolidated unclear issue lists into a single document containing specific, clear, and complete requirements; several valued, high-priority projects began right away.

Transcript Request (DEM)
Rescued an at-risk project, connecting stakeholders with project team throughout development and testing phases.

Interested?
Contact Joe Goss
Senior Business Analyst
DoIT – 265-0653

Learn how to define high quality business, functional, and system requirements.
Biochemistry Purchasing System (BPS)

Our Challenge

- Paper order form process
  - 600 students, faculty and staff:
  - 6500+ orders annually
  - 18,000+ packages annually
  - No order tracking
  - No delivery check-in
  - Inefficient approval process
  - Procard process was not integrated
  - Reporting was difficult
  - Lots of paper!

Our Solution

- Web based Purchase Order Database System
  - Approval routing (email notification)
  - Order tracking logs
  - Invoice & Packing slip capture
  - Custom reporting
  - Funding by PI
  - No client side software

Our Success

- Roll out starting February 2009
  - 10,798 orders placed
  - $7.1 million in orders
  - Invoices and packing slips captured
  - Procard recon integration
  - MDS and Blanket orders recorded
  - Received goods check-in
  - Approval flow
  - Management of the entire purchasing process
IMPROVING THE PURCHASING PROCESS IN THE GREAT LAKES BIOENERGY RESEARCH CENTER

THE NEW PURCHASING SYSTEM (AESTIVA)

ORDERING

ORDER APPROVAL

VIEWING ORDERS

• Web-based
• Orders can be placed or approved from anywhere in the world
• Purchasers know the status of their orders at all time
• On-line training available 24 x 7
• Drop down menus of vendor information eliminates input errors
• Time lag for receiving orders greatly reduced
• No orders reported lost!

WHAT WERE THE CRITERIA FOR AN IMPROVED SYSTEM?
• Web-based
• Easy to use
• Trackable- so people could see the status of their orders

HOW WAS AESTIVA SELECTED?
• By looking around campus for what was working well!
• The Center for Eukaryotic Structural Genomics (CESG) provided a demonstration for the GLBRC

BEST PRACTICES
• We did not start from scratch—we collaborated with Biochemistry, loading their database of vendors, addresses, information into our system.
• Training is available 24 x 7 via web modules created in Wink.
• The new system saves paper.

FEEDBACK ON NEW SYSTEM

POSTCARD
[Image with text]

POSTCARD
[Image with text]

POSTCARD
[Image with text]

POSTCARD
[Image with text]

POSTCARD
[Image with text]

NEXT STEPS
• Using Aestiva for travel authorization which is currently an Email process.
Releasing new software can be risky...

Use SALT * to find potential problems before they occur!

SALT covers:
- Test Management
- Regression / Functional Testing
- Load Testing
- Security Testing
- Accessibility Testing
- Data Sanitization

Support:
- Testing Software
- Consultation
- Help documentation
- Training

Software development best practices uses the Deming Cycle

SALT can help you HERE

*Software and Load Testing (SALT) is a service to improve the quality of your software applications

- Identify defects, bottlenecks and other potential problems
- Increase reliability, performance and security
- Gain a better understanding of system readiness

Testing saves you money!

The Cost to Fix a Bug

- Production: $100
- Testing: $500
- Development: $2,000

SALT is available to all UW-System projects

Involve SALT early and keep your project on schedule!

Contact us:
salt_team@lists.wisc.edu
608-261-1422

https://www.dot.wisc.edu/applications/salt/
Explore the World of e-Reimbursement

Testimonials

“This is a huge improvement. I had my reimbursement in a week. In the past I’ve sometimes had to wait for months.”

“This system is so much easier and more accurate to use than the TER system. Speed is very nice, and having electronic record of everything is necessary!”

“I am very happy with the system. The first time (without direct training) was just a little challenging to do, but after that it has been quite a delight.”

“I love the idea of being able to submit the report from the ‘road’ and I love the idea of direct deposit- kudos.”

Implementation Progress

Account codes, locations, and rate limits built into the application

Alert icons call your attention to expense reports with exception comments

Access reports and Employee Expense History to view approved expense reports

Contacts/Resources

Website: [http://www.bussvc.wisc.edu/acct/TRWeb/index.html](http://www.bussvc.wisc.edu/acct/TRWeb/index.html)

Online help: Click on “Help” to access the online help tool “UPK”
Call for help: DoIT HelpDesk (6008) 264-HELP (Option #2)
What is the KnowledgeBase?
The KnowledgeBase is a system for documenting and maintaining information for your staff and customers:

- Employee policies
- Administrative procedures
- Technical information
- Customer information

What are the benefits?
The KnowledgeBase can help you to:

- Communicate information to customers
- Consolidate scattered content
- Reduce training time for new staff
- Reduce redundancy by using shared content
- Prevent knowledge loss due to turnover

“Great search tools. I wish all universities would use your site as a model.”

“In the surveys taken so far, the KnowledgeBase rocks! They love it! They depend on it!”

How does it work?
The KnowledgeBase is a web-based tool for managing your knowledge.

- Each partner site has the ability to control access to their content.
- Document authors are automatically notified of old documentation, helping to keep content fresh.
- Readers can submit vital feedback on your documentation.

Preserve
Document the knowledge essential to your operations.

Share
Each partner site can share documentation with other partner sites.

Collaborate
Work with authors, partners, and your customers to improve your documentation.

Improve
Once you have captured your knowledge, you can begin to improve your processes.

Number of Pages Viewed
The KnowledgeBase exceeded 10 million pages viewed in 2009 due to campus collaboration

Number of Partner Sites
The KnowledgeBase continues to increase in popularity, providing ample opportunity for collaboration and resource sharing
Pre-posting Allocation Tool

Meet PAT

A tool to change or split the funding for internal procurements before posting to the Shared Financial System

Project Goals

Create a repository to allow UW-Madison billing units to post their transactions for reallocation before they are loaded to SFS and WISDM.

Eliminate the need to do Non-Salary Cost Transfers (NCSTs) for a large group of campus transactions.

Alleviate workload in grants administration for NCSTs referencing a project/grant.

With PAT you can split funding by any percentage or amount

Process Improved

Reduce the need to do corrective non-salary cost transfers (NSCTs) for transactions by reallocating and changing funding before posting to SFS.

Allow a transaction to easily be split to multiple funding sources just like using a procurement card.

Help reduce the number of MDS accounts that a department needs to manage.

Real-time funding validation for changes.

Help reduce the need to submit funding changes via the MD number change forms.

Update the way MDS transactions are posted to, and viewable in WISDM.

Results

MDS sends an average of 22,000 invoices per month to PAT that are available for customer reallocation

In the first 7 months of PAT usage, NSCTs have dropped by 6.73% on campus

In the first 7 months of PAT usage, our top Division averaged 384 invoice reallocations per month

Training sessions have been provided and have reached multiple departments on campus.

Enhancements suggested by campus are in development

With PAT you can opt to reallocate one or more invoices at a time

Future Developments

Expand PAT usage to more campus billing units. DoIT is scheduled to be the next billing unit to make transactions available for reallocation in PAT.

Work with the Administrative Process Redesign (APR) Teams to make PAT more readily available on campus.

Develop a shared governance model for PAT ownership and enhancements.

Implement campus user requested enhancements related to PAT functionality and reporting.
What Makes Fully Prepared to Lead Unique?

- Fully Prepared to Lead provides individuals with the skills and tools they need to be effective in leadership roles.
- Fully Prepared to Lead participation is not limited to those in formal supervisory or management roles; it is open to all who desire to enhance their leadership skills.
- Fully Prepared to Lead recognizes that people who do not formally supervise or manage people can be leaders in their organization.

Key Reasons YOU Should Participate

- Comprehensive
- Competency-Based
- Learner-Focused
- Flexible
- Varied Instructional Methods Including: Classroom, Self Study, Coaching Sessions and Independent Learning Projects
- Certificate of Completion
- Respectful and Inclusive

FULLY PREPARED TO LEAD
A Comprehensive, Competency-Based Leadership Development Program Designed for EVERYONE

Leadership is mobilizing self and others toward a common goal for the betterment of society.

Launched in Summer 2009, Fully Prepared to Lead is a free development program for UW-Madison employees. The flexible program allows participants to work towards a certificate or choose modules to meet current professional development needs.

INFORMATION

www.ohrd.wisc.edu      Jim Gray      jgray@ohrd.wisc.edu      608-890-2393

OFFICE OF
HUMAN RESOURCE
DEVELOPMENT
University of Wisconsin-Madison
www.ohrd.wisc.edu

Fully Prepared to Lead Learning Modules

- Leadership Awareness*
- Professional Development Planning for Leaders*
- Your Brand as a Leader
- Your Interpersonal Style
- Building & Managing Work Relationships
- Managing Interpersonal Conflicts & Tensions
- Professional Communication
- Knowledge of UW-Madison**
- Organizational Collaboration**
- Project Management for Leaders
- Focus on Results – Capstone Project**
- Team Facilitation
- Coaching and Developing Others
- Team Management
- Introduction to Team Development
- Understanding Mission, Vision, & Strategy
- Understanding Planned Organization Change
- Leading Planned Change
- Transition Management
- Capstone Session**

*Required modules for certificate participants.
**Enrollment restricted to certificate participants.
Employee Engagement: Improving Workplace Decisions & Dynamics

Mission Statement
These campus principles of engagement are an inclusive approach to ensure the most effective and creative decisions are made for positive change at UW-Madison.

“New Definition” for Engagement
Redefining engagement as “a heightened emotional connection that an employee feels for his or her organization, that influences him or her to exert greater discretionary effort to his or her work” provides the framework in which engagement activity operates.

Everyday Activities Leading to Greater Engagement
- Communication forums to provide regular feedback to all people
- Monthly updates on organizational goals and directions
- Regular employee opinion and satisfaction surveys
- Idea collection programs to stimulate new idea generation
- Social activities, such as family gatherings and barbecues.
- Fair evaluation of performance
- Empowerment through effective delegation
- Quality assurance committee

Project Goal
Create interactions that evolve into trusting, loyal, and mutual commitments leading to full engagement of employees in the workplace.

Contacts
Mark Walters & Mary Czynszak-Lyne
mwalters@ohr.wisc.edu, mczynsza@wisc.edu

Labor Management Advisory Committee

The Campus Engagement Work Group developed a Final Report in October 2009.

The following are excerpts from the report.

1. Intentionally define and involve – both early and throughout – those employees affected by the change in the process.
2. Communicate early and throughout the process in a way that people can clearly and completely understand the goals, the progress, and how the decisions will be made.
3. Create an environment where employees feel safe to participate.
4. Provide the necessary resources (e.g. staff time, expertise, training, etc.) for successful engagement activities.
5. Commit to honoring the full spectrum of perspectives.
6. Listen and continue to incorporate feedback. As a result of engagement, expect that the process may be modified or changed.

Campus Engagement Work Group
- Randy Brink, Wisconsin State Employees Union – Local 171
- Margaret Brandenburg, Council for Non-Represented Classified Staff
- Aaron Crandall, Wisconsin Professional Employees Council
- Mary Czynszak-Lyne, Wisconsin State Employees Union – Local 2412
- Karen Gunderson, Wisconsin Professional Employees Council
- Alice Gustafson, Administrative Process Redesign
- Mark Guthier, Wisconsin Union
- Mary Hoddy, Wisconsin Union
- Maggie Merdler, Wisconsin State Employees Union
- Gary Mitchell, Wisconsin State Employees Union
- Matthew Roach, Wisconsin Science Professionals
- Don Schutt, Office of Human Resource Development
- Kathy Stella, Classified Human Resources
- Mark Walters, Classified Resources
- Photos courtesy of University Communications

Principles for Employee Engagement

The following principles were developed and intended to engage labor and management as colleagues around issues related to changes in the workplace.

1. Intentionally define and involve – both early and throughout – those employees affected by the change in the process.
2. Communicate early and throughout the process in a way that people can clearly and completely understand the goals, the progress, and how the decisions will be made.
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mwalters@ohr.wisc.edu, mczynsza@wisc.edu
Redesign Teams at Work ...

In Progress:

**PI Financials** - providing UW-Madison researchers with an easy-to-use tool for managing the financial aspects of their research programs.

**Cost Transfers** - reducing the number of cost transfers and the processing time of cost transfers.

**Cost Sharing & Commitments** - creating an approval process for cost sharing to support the newly drafted cost sharing policy.

**Award Closeout** - developing a process that allows for prompt closeout of projects that have been completed.

Real Outcomes:

**Improved Process for Ending IT Access** - in February 2010, over 2/3 of terminated employees had their IT access removed on the same day HR representatives were notified by the new TEAR system.

**HR Appointment Creation** - recommended an improved appointment creation process at UW-Madison in anticipation of the new HRS system.

**Developing Grant Sub-Agreements** - reduced the average process time from 378 days to 56 days for developing UW-initiated sub-agreements.

**Award Set-Up** - reduced average award set-up time from 113 days to 20 days.

What’s Next ...

**Focus on Redesign Work:**

**Departmental Cashiering** - to redesign a process to handle the receipt of monies and bank deposits in a timely, accurate and well-controlled manner.

**Internal Billing** - to standardize and reduce the billing cycle time of the internal billing process on campus.

**VCA Projects** - the Vice Chancellor for Administration area is using the Lean Six Sigma methodology for internal process improvement efforts.

Resources for Redesign:

**Four Six Sigma Black Belts** assist redesign teams to improve campus-wide processes.

**Assistant Project Leader** helps redesign teams implement their solutions.

**Communications Coordinator** leads the communications efforts and assists redesign teams with their communication plans.

**Change Management Support** is provided to redesign teams by Jim Gray from the Office of Human Resource Development (OHRD).

**Team Leaders** devote over 20% of their time to guiding redesign team members to produce real outcomes.

A Key Initiative of the Campus Strategic Framework, 2009 - 2014

[www.wisc.edu/apr](http://www.wisc.edu/apr)

Alice Gustafson – Project Leader

agustafson@vc.wisc.edu
YES! There IS a Better Way to Monitor Furlough Usage!

Project Goals
Provide a tool to monitor furlough use and remaining balances

Results
- Roll-out occurred during Winter 2010.
- HR/Payroll Staff can export query results to easily sort and distribute electronically to Administrators and Supervisors.
- Supervisors can monitor and schedule furlough use in compliance with the UW System Furlough Plan.
- Administrators can monitor compliance with UW System Furlough Plan and ensure that the budget reduction measures were met.
- HR/Payroll Offices can monitor overall furlough use and correct any over or under use of furlough.

Now and in the Future
- Query has given payroll and HR staff an at-a-glance tool.
- Comply with federal and state laws and collective bargaining agreements.
- Provide flexibility to accommodate different operational needs and limit the need for increased overtime.

Need
“The State of Wisconsin needs to close a $6.6 billion deficit and given that salaries and benefits of state employees account for over 50% of the operating budget, furloughs and other personnel actions became a necessity.”

- Implementing the State’s furlough plan for UW System presents a significant administrative challenge.
- Administrators and Supervisors are responsible for monitoring the furlough usage and reducing the LTE hours worked over the course of the fiscal year. However, information regarding furlough balances was not readily available.

Hyperion Query Library Utilized
- Three queries were developed that provided necessary details regarding the employee’s furlough earned, used, and current balance.
- A team of users worked together to develop and test the queries.
- Balance includes all appointments for an employee. Sums Fiscal Year’s Furlough Hours Taken.
- Sums Current and Prior FY Pay/Hours for LTE’s.
New Query Library Coming Soon
More Intuitive Interface for Reports
Familiar Windows ‘Look and Feel’

Hyperion Upgrade to Oracle Interactive Reporting

The Query Library Enables Campus Staff Access to Information:
- Student
- Curricular
- Human Resource
- Payroll
- Benefits

HomePage Where You Can:

See Recently Opened Docs
Collect Your Favorites
See All Queries at One Time without Scrolling
Easier Folder Navigation
Multiple Tabs, Queries Open at One Time

Four Hour Timeout
Ability to Log Off

See All Reports . . . At Once

Contacts
Mary Kirk, Kathy Luker, Colleen Morschhauser, Bill Olson
UW-Madison Office of Quality Improvement
Division of Information Technology
The Process
Paper invoices are received from vendors in order to process payments. Previously after payment processing, paper copies of the invoices were made and then sent to departments for their review. All the paper invoices were stored in the Business Services file room and the State Record Center for 7 years.

Project Goals
• Minimize storage of paper invoices.
• Eliminate paper copies by eliminating the need to make departmental paper copies of invoices.
• Increase ease of document retrieval & reduce response time.
• Improve current AP process through decreased cycle time and processing costs
• Reduce turnaround time on positive approval invoices
• Provide quick and easy electronic access to AP invoices for campus.
• Gather information about the most efficient ways to handle imaged documents so that other processes can be improved by using this technology.

Results
• Will eliminate over 1.4 million pages of payment documentation over the course of a year.
• Set uniform standards for forms, processing and document retrieval across campus.
• Reduced time from submission to payment issuance on positive approval invoices.
• Eliminate approximately 36,000 pages of invoice copies sent to campus departments in the first month.
• Reduce response times and delays in incomplete documentation, funding, and error and dispute resolutions.
• Reduce time and effort to retrieve payment documentation.
• Reduce copy, storage and retrieval costs.

Where do we go from here?
• Develop mechanisms to sustain and standardize the gains.
• Pilot Improvement and Phase II Training.
• Rollout campus-wide Training to end users.
• New processes.
• Added functionality.
• Reduce processing time.
• Increase productivity.
• Allow for future expansion.

Electronic Documents
Accounts Payable Imaging
Electronic document available for campus to view, search, review, update.
**JET**

**JOURNAL ENTRY TOOL**

*Reducing Paper and Increasing Efficiency*

**PROJECT GOALS**

- Move from the Legacy Accounting System
- Reduce Manual Routings
- Increase Accounting Entry Efficiency
- Decentralize Journal Entry Functionality

**JET BENEFITS**

- Validates Journal Entries Before Entry
- Ensures Balanced Journal Entries
- Added Security for Users
- Easy to Use

*PEOPLE LOVE IT!!!*

Contact Information:

Susie Maloney, Accounting Services, **smaloney@bussvc.wisc.edu**
Tim LaBonne, DoIT, **tlabonne@wisc.edu**

**FUN JET FACTS!**

- Total number of journals entered: 38,300
- Total transactions: 2,754,406
- Total users: 276

The U.S. Department of Labor/Office of Federal Contract Compliance programs is charged with conducting AA/EEO audits of receipts of federal contract from granting agencies such as NIH, NSF, USDOE, NASA, USDA.

A full OFCCP Compliance Review proceeds in up to three sequential stages, the initial Desk Audit, the On-Site Review and the Off-Site Review.

The initial Desk Audit will require submission of the federal Affirmative Action Plan and additional data specified in the “Itemized Listing” attached to the “Notice of Desk Audit Letter.”

This may or may not be followed by an On-Site Review, which entails further document review, including a review of I-9 files for compliance, employee interviews and a facilities tour.

This review may last a day to weeks, depending on what the auditors find. During the Off-Site analysis phase of the audit, OFCCP analyzes all data collected during the On-Site Review and proposes an audit resolution to the contractor.

This phase may last for months before closure of the audit.

An OFCCP “Notice of Audit” or “Notice of Desk Audit” is normally addressed to the Chancellor. When you receive this notice from the U.S. Department of Labor, please contact Susan Nelson, Office for Equity and Diversity, 179A Bascom Hall, 263-2376, immediately. Preparing a complete and timely response to OFCCP is the best way to avoid or minimize the scope of an OFCCP On-Site Review.

- Basic Affirmative Action Plan (AAP) Contents specified by OFCCP
- Narrative for Women and Minorities
- Narrative for Persons with Disabilities and Veterans
- Workforce Analysis
- Job Group Analysis
- Availability Analysis
- Comparison of Incumbency to Availability
- Placement Goals

Advice for Deans/Directors and HR Staff

- Reports on personal actions are complete and accurate
- Are you registering job openings with state agencies?
- Read the regulations. 41 CFR Chapter 60-2
- Inquire about your auditor’s time frame for reports and decisions.
- Document all conversations with reviewers.
Partnerships

- EMS® software offers a full suite of room scheduling, meeting and event management, academic scheduling, shared workspace management and master calendaring solutions.
- The software helps campus organizations manage event planning functions, such as room assignment, food and beverage service, billing, inventory management and parking logistics.
- Implemented at the Wisconsin School of Business in July 2008, in conjunction with Grainger expansion.
- Wisconsin Athletics, an original partner, has been using EMS to coordinate all functions in all of their facilities including the Kohl Center, Camp Randall, and University Ridge.
- School of Education plans to utilize EMS with the opening of their renovated facility and to coordinate scheduling of other Education buildings.
- School of Medicine and Public Health joined the partnership in November 2009.
- The Wisconsin Union joined the partnership in February 2010.
- More than 1,000 colleges, universities and other education entities use one of the EMS line of products to book rooms and resources for meetings and events, track and maximize room utilization, and publish interactive web calendars.

Event Management Software

Maximizing space usage utilizing EMS, a shared event management software.

This partnership includes the Wisconsin School of Business, School of Education, School of Medicine and Public Health, UW Athletics, and the Wisconsin Union and has allowed for an open exchange of best practices on maximizing space usage.

Features

- Reservation Functions
- Audio-Visual equipment inventory and staff scheduling
- Catering Services – including full menus, guidelines and restrictions
- Reporting Functions – usage information, inventory tracking, scheduling
- Academic Import – ability to import course details from other systems
- Interactive web component – allows users the ability to request and edit rooms and services any time of day
- Calendar Function – visual depiction of what spaces are available for use
- Billing – ability to generate, adjust and collect invoices
- Groups/Contacts – Maintains database of all eligible users and allows secure access via NetID login
- Facilities – Monitors capacities and configurations of campus rooms and other special use space

Contacts

Julie Tran, jtran@bus.wisc.edu, Assistant Director for Academic Support Services, Wisconsin School of Business
Lindsey Honeyager, honeyager@bus.wisc.edu, Director of Building & Conference Services, Wisconsin School of Business

For more information, please visit www.dea.com
Is Your Web Site a Pain?

EASY FOR YOU

- Create, edit and publish content on a web site . . . faster.
- Manage who creates, edits and publishes content to facilitate better content security.
- Reduce the need for training, while enabling more people to publish.
- Design a common and consistent information architecture.
- Improve the search process through content template structures.

CMS OFFERS

- Updated content is automatically changed in all sites sharing that information.
- Auto menu updates when content edited.
- List population via dates or keywords from other documents on the site.
- Publish content at a specific date and time.
- Improved searching.
- Personalized visitor screen views.
- Additional resources:
  - Calendars
  - Blogs
  - Wikis
  - Discussion Forums
  - Voting Modules

GETTING STARTED

- Finalize your site design and functionality.
- Schedule a meeting with the WiscWeb Team to review and develop your site.
- Get training for your administrators and end users.
- Migrate your content into your WiscWeb CMS site.
- Publish your site to a test area for review.
- Publish to your production site.

Contact Cathy Riley at 608-265-9680 or cathy.riley@sakt.wisc.edu with questions.
SERVICES PROVIDED

- Translation and interpretation services into Spanish, Hmong and Tibetan to facilitate communication in the workplace.

- On-the-job training to enhance workplace understanding for English language learning employees.

- Support and resources for managers and supervisors to assist with interactions in multilingual work environments where communication barriers may exist.

- Educational opportunities for English-speaking employees and employees with limited English proficiency through the Workplace Learning Program.

WHO MAY ACCESS OUR SERVICES

- Applicants and potential employees.

- UW-Madison Departments requesting their communication in different languages.

- Employees seeking workplace learning opportunities.

- Employees who may need translation or interpretation services.

CULTURAL LINGUISTIC SERVICES

Enhancing Communication, Cultural Understanding and Learning

in Multilingual Work Environments

STAFF

Carmen Romero González  •  Yangbum Gyal  •  Kelly Luskey
Javier Neira  •  Jzong Thao  •  PaNhia Thao

CONTACT US

21 N. Park Street, Suite 5101
Madison, Wisconsin 53715
(608) 265-2257

WORKPLACE LEARNING

The Workplace Learning Program includes four areas of education.

- Workplace English Language Learning Classes for employees in custodial, food services and animal research technician positions who have limited English proficiency.

The Expanded Learning Opportunities below are available for English-speaking employees and employees with limited English proficiency:

- Employee Learning Center
At the Employee Learning Center, individuals identify educational goals and develop skills to enhance opportunities for their advancement in the workplace.

- Workplace Trainings
Workplace trainings include:
  - Basic computer classes
  - Work-life skills workshops
  - Working effectively with an interpreter
  - Using English language teaching strategies for effective communication

- The Volunteer Tutoring Program
allows employees to identify individual learning needs with the help of tutors who provide instruction and assistance.

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Mark your calendars for Showcase 2011, March 23 at Memorial Union!