

SHOWCASE 2003



THE UNIVERSITY
of
WISCONSIN
MADISON

Excellence in Challenging Times:
Improving Work, Learning, Climate

April 14, 2003
7:45 a.m. – 12:00 noon
Fluno Center

Co-sponsored by
Office of Human Resource Development
and Office of Quality Improvement

With Support from
School of Business and Fluno Center
Division of Information Technology (DoIT)
Office of the Provost
University Communications
WISCAPE

AGENDA

- | | | |
|----------------------|--|-------------------------------------|
| 7:45 | ▪ Registration and Continental Breakfast | 1 st Floor
Lobby |
| 7:45 – 9:15 | ▪ POSTER SESSION
<i>Posters available for viewing throughout the morning</i> | 8 th Floor
Skyroom |
| (8:30) | ▪ Welcome:
Dean Pribbenow, Office of Quality Improvement
Don Schutt, Office of Human Resource Development | 8 th Floor
Skyroom |
| | ▪ Comments:
Darrell Bazzell, Vice Chancellor for Administration
Robin Douthitt, Dean, School of Human Ecology | |
| 9:15 – 10:15 | ▪ KEYNOTE ADDRESSES
Using Planning and Improvement to Navigate in Tight Times
DARRELL BAZZELL
Vice Chancellor for Administration

An Eye on Learning
TED MARCHESE
Senior Consultant, Academic Search Consultation Services
Former Vice-President, AAHE, and Executive Editor of
<i>Change Magazine</i>

Moderator: Maury Cotter, Director, Office of Quality Improvement | 1 st Floor
Auditorium |
| 10:15 – 10:30 | ▪ BREAK | 2 nd Floor |
| 10:30 – 12:00 | ▪ CONCURRENT SESSIONS (see insert for detail)
<i>Offering tools for advancing service excellence and improving work, learning, and climate for students, staff, and faculty</i>
10:30 – 11:10 Concurrent I
11:20 – 12:00 Concurrent II | 2 nd Floor
Rooms |
| 12:00 – 1:00 | ▪ OQI Staff Available for Consultation | Rm 216/218 |

Refreshments are available on the 8th floor during the Poster Session (7:45 – 9:15 a.m.) and throughout the morning in the 2nd floor lobby

KEYNOTES

Darrell Bazzell

Darrell Bazzell has been serving as the Vice Chancellor for Administration at the University of Wisconsin-Madison since January, 2003. In this capacity, he serves as the university's chief budget officer, and is responsible for the overall supervision of the university's administrative functions, including budget, facilities planning, general business services and auxiliary operations. He also serves as a senior advisor to the chancellor and provost on administrative policies and practices.

He was with the Department of Natural Resources since 1993, and as DNR secretary from February 2001 to December 2002. Prior to that, he served as deputy secretary of the department for five years and administrator of its Office of Planning and Analysis for close to three years.

During his 18 years of service to the State of Wisconsin, he also served as deputy administrator for the Department of Agriculture, Trade and Consumer Protection's Agricultural Resource Management Division and director of that agency's Plant Industry Bureau. He was also a policy and budget analyst for the departments of Administration and Health and Social Services.

He has been active in numerous community service and professional organizations. He is the former president of the Wisconsin Association of Black Public Sector Employees, and remains active in leading the group. Among the activities he enjoys in his spare time is being a Big Brother.

Dr. Ted Marchese

Ted Marchese is a New Jersey native with degrees from Rutgers (English), Georgetown (law), and Michigan (Ph.D. in higher education). He worked in Washington, D.C., as a staff aide to U.S. Senator Clifford P. Case (1960-61), on the early Peace Corps staff (1962), and for the American Council on Education's Commission on Academic Affairs (1963-65).

Following doctoral work, Marchese spent 14 years at Barat College in Lake Forest, Illinois, where he taught statistics, social research, and the law of crimes. As an administrator, his assignments included planning, institutional research, government relations, accreditation, and grants management. From 1979-82, he was the College's vice president for administration.

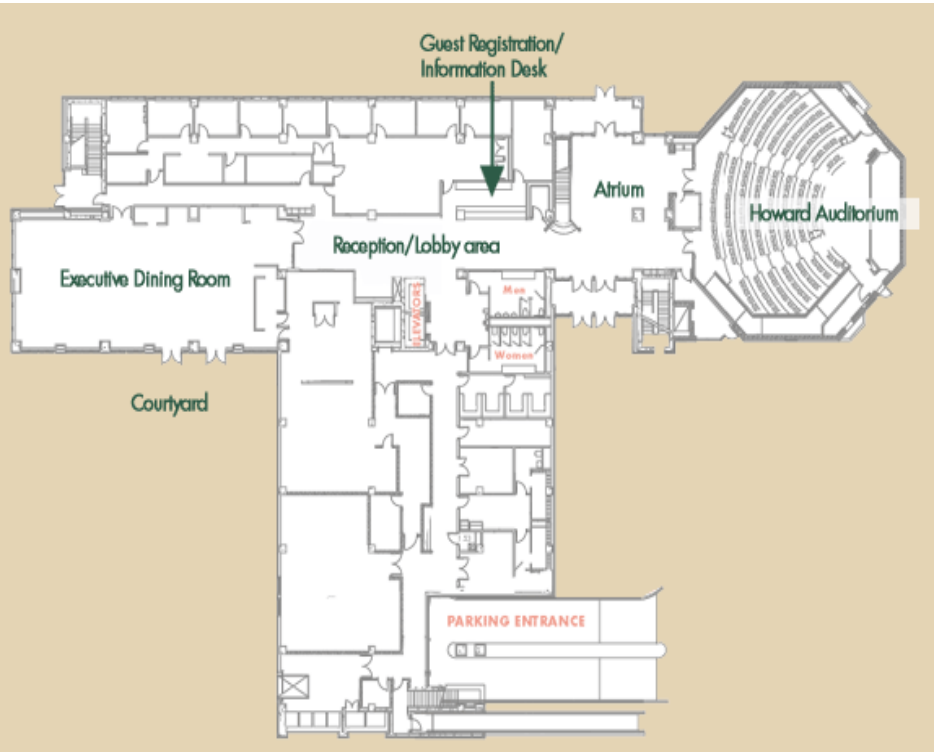
Marchese next served 18 years as vice president of the American Association for Higher Education, with responsibilities for publications and project management. From 1982-98, he edited the *AAHE Bulletin*, an award-winning monthly. From 1984 through 2000, he was executive editor of *Change*, higher education's most widely read magazine. In 1987, he wrote AAHE's best-selling, "The Search Committee Handbook." Among his recent articles are "The New Conversations About Learning: Insights from Neuroscience, Anthropology, Cognitive Science, and Work-Place Studies" (1997) and "Not-So-Distant Competitors: How New Providers Are Remaking the Postsecondary Marketplace" (1998), both at www.aahe.org.

Over the years, Marchese has consulted or spoken at some 300 campuses and keynoted several dozen conferences, including seven abroad. In 1994-95 and 2000-2001, he was a senior lecturer at the Harvard Graduate School of Education. He is a trustee of Eckerd College and of the transnational 21st Century Learning Initiative.

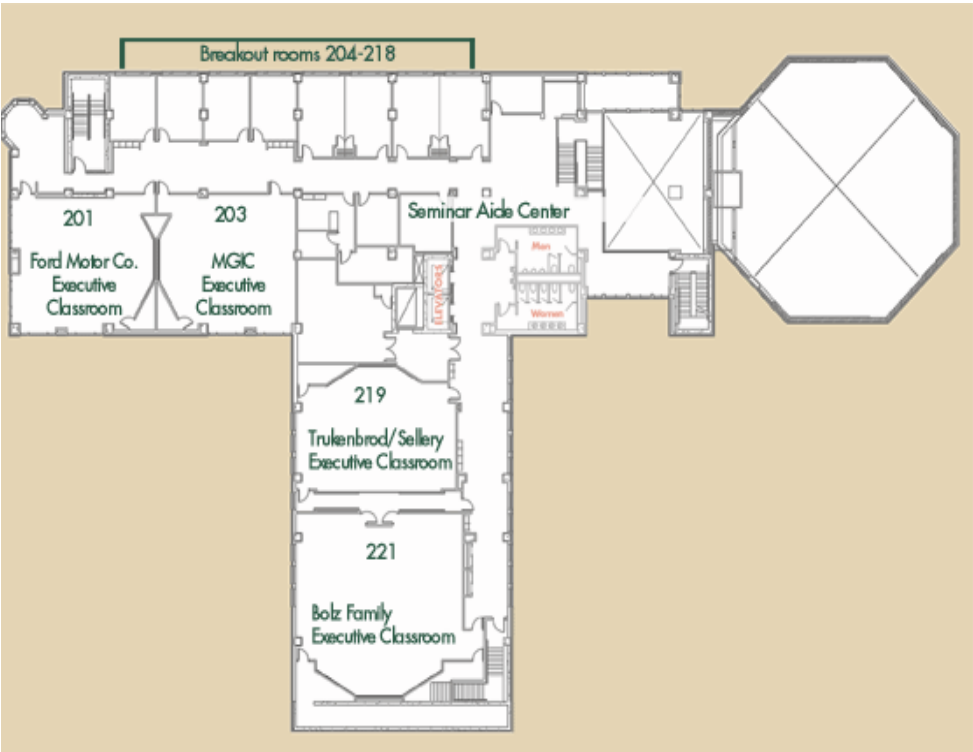
Marchese became a Senior Consultant at the Academic Search Consultation Service on September 1, 2000. Academic Search is the nation's oldest and largest firm devoted to assisting campuses in searches for presidents, chancellors, and chief academic officers.

Fluno Center

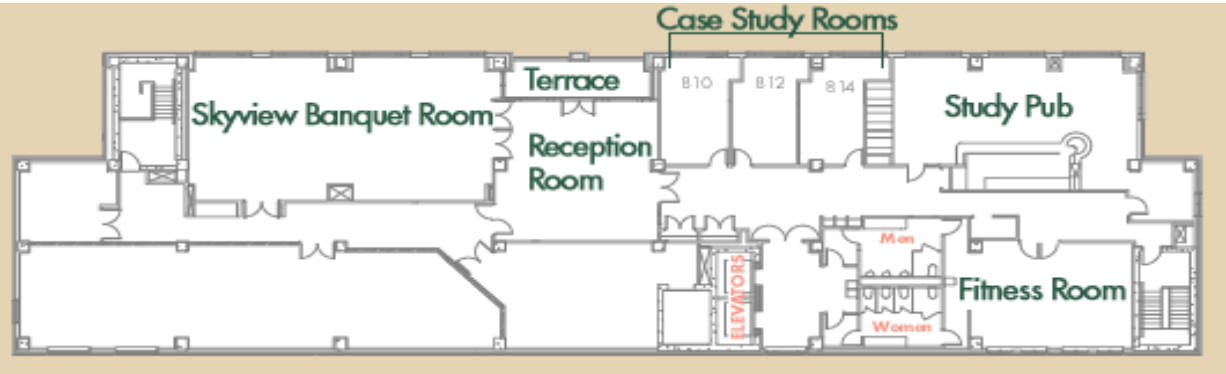
First Floor – Keynote



Second Floor – Concurrent Sessions



Eighth Floor – Poster Display



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1st Floor Lobby

Fluno Center for Executive Education

We will be using our tabletop display, which has photos of and information about the Fluno Center, www.fluno.com

A Progress Report on the Campus Strategic Plan

This poster represents the progress in the past year toward achieving UW-Madison's strategic priorities. The strategic plan, articulated in 2001, identified these five strategic priorities: Promote Research, Advance Learning, Amplify the Wisconsin Idea, Accelerate Internationalization and Nurture Human Resources. All members of the campus community, as well as many partners in the university's extended community, contribute to advancing the strategic plan.

8th Floor Skyroom

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|-----------|---|
| 1. | Model Planning Practices on Campus
Many departments and offices on campus have used model practices in their strategic planning. This poster highlights some of these best practices and the successes that have resulted. Creating shared vision, identifying operating principles, having formal check meetings, identifying point people and other practices will be shared. In these times of budget reductions, planning is more important than ever to ensure that resources go toward the most essential activities. |
| 2. | Assessment of First-Year Interest Groups
The First-Year Interest Groups Program is a new initiative. Assessment has been critical to measuring program success and to identifying areas for improvement. |
| 3. | Proficiency-Focused Instruction And Learning
Improving learning among college majors requires developing explicit proficiencies they must demonstrate at graduation. Proficiencies reflect the ability to combine traditional content knowledge with an array of skills, to add value to the educational experience and to apply this learning in the personal, civic, and work lives of our students. This approach builds on a quality function deployment process, and is applied to the undergraduate economics major and the masters degree in industrial relations. |
| 4. | Orientation and New Student Programs - Developing a Reorganization Plan
The display will describe the process by which a plan was developed to merge the staff and offices of the SOAR Program and the Orientation Programs into a new unit. The transition to the new unit, the Office of Orientation and New Student Programs, is underway this spring. |

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5.	Ensuring all Undergraduates Have an Advisor: Assigning, Communication and Tracking A campus priority is that all students have an assigned advisor. Yet until recently, no common, consistent process existed for entering and maintaining academic advisor data in ISIS. This display highlights the process and outcomes of an improvement project to develop a clear and efficient process for assigning, communicating, and tracking academic advisor data in ISIS, along with the process for implementing these changes campus-wide.
6.	Scheduling Course Sections Linked to Residence Halls Reserving course sections for student cohorts have become an important mechanism to create learning community niches at Madison. This poster represents the work of a broad range of campus stakeholders to identify and improve the process in which programs request and implement reserved course sections with the academic departments involved, and other stakeholders.
7.	International Learning Community (ILC) ILC provides a living-learning environment for international and domestic students which promotes cross-cultural understanding through interaction with peers, faculty and staff from diverse cultures. ILC aims to promote student-faculty collaborative learning and encourage students to think and act like world citizens, while at the university and in the future, and build a spirit of community linking learning, cooperation, citizenship and service.
8.	Going From D to A+: Improving the Law School's Grading System Until recently, the Law School's grading process was done almost entirely "by hand." Utilizing the UW Data Warehouse and some custom web-based applications, the Law School now has an (almost) fully-automated grade processing and reporting system which has improved the grade processing time by several weeks and significantly reduced the potential for error.
9.	Council for Non-represented Classified Staff (CNCS) The mission of the CNCS is to promote networking, communications, understanding and cooperation between non-represented classified staff and faculty, staff, students and University and State administrators. The Council provides an organized way for non-represented staff to participate at the institutional level and serve on appropriate campus-wide committees.
10.	Alternative Loans We have seen a significant increase in recent years, of alternative loan volume. By tapping into current electronic advantages, we can make the process much faster and easier for our students.
11.	Improving Access to Computing Help With a goal of improving general computing help on campus, the DoIT Help Desk has improved its response times, worked closely with campus partners, and developed an online database of answers to questions.

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12.	WiscCal - The UW's Connected Calendar WiscCal is a campus-wide initiative to bring interactive calendaring and scheduling to all faculty, staff, and students at the UW. WiscCal has great potential to positively affect how we all interact.
13.	Technology Accessibility – The Web and beyond What do I need to know about disabilities and technology access in order to be inclusive at UW-Madison? Discover the many resources available to sort through the maze of jargon, policy and assumptions to create an inclusive e-environment.
14.	Facilities Planning and Management: Campus Maps Poster will highlight technology - specifically an improved campus map and accessible websites in the Division using technology to improve access to information - campus mapping.
15.	Celebrating Multiple Intelligences Cognizant of the range of learning styles within the student body, the Student Organization Office (SOO) uses a diversity of approaches in developing leadership skills. SOO offers programs and courses focusing on leadership, organizational management, and skill development opportunities. Several examples of programming will be highlighted, including the Adventure Learning Programs, State of the Chapter Reports within Greek life, and Leadership Programs based on formal needs assessment processes.
16.	Creating a Positive Employee Climate We will displaying examples of creating a positive employee climate within CALS.
17.	Building Community Within Will describe a combination of strategies used to integrate diverse programs within a large organization. Challenges included conquering geographic separation and interdisciplinary differences.
18.	Workforce Learning Communities: Creating Authentically Inclusive Teaching, Learning and Working Environments The UW-Madison continues to elaborate its menu of sustained learning and networking opportunities for ALL members of the campus workforce - faculty, classified staff, academic staff and administrators. The Leadership Institute, the SEED Seminiar, the SEEDED Seminiar and the Excellence Through Diversity Institute all ultimately aim to create vibrant working and learning environments that are conducive to success for ALL.
19.	Respect and Sensitivity at Work On-going workshop to address aspects of climate in the workplace for all FTE and current LTE staff. This is Housing's 3rd update of this initiative since 1990.

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20.	Campus Climate Web Site One concrete project of the Campus Climate Network Group is a new Campus Climate Web Site, located at: www.provost.wisc.edu/climate . The site includes an inventory of climate initiatives; specific tools, ideas, and other resources for improving climate, information about workshops and training opportunities, and definitions of climate.
21.	Madison Appreciative Inquiry Network Appreciative Inquiry (AI) is both a process and a philosophy that helps apply new knowledge and new ideas to what is working best in any human system. Come join a group of Madison area professionals dedicated enhancing its own understanding of AI and to bringing AI to the UW-Madison campus.
22.	Case Studies: Learning From the Experience of Others Individuals and units across campus are engaged in high-quality improvement and planning projects designed to advance strategic priorities and improve service to those they serve. Case studies are a useful format to convey the purpose, process, and outcomes of planning and improvement projects. It is a means for the campus community to learn from the experience of others.
23.	Academic Staff Leadership, Communication, Informed Governance, and Development The DFM Academic Staff Committee was formed in 1993. All academic staff employees are invited to meet monthly. There is a Chair, Secretary, Treasurer, and several subcommittees. The Committee has the goal of increasing collegiality among academic staff and faculty; increasing opportunities for shared governance; building a better sense of community by better integration of academic staff into the department; increasing communication among academic staff; and better identifying and meeting the needs of academic staff.
24.	Nurturing Human Resources in Uncertain Times In collaboration, the Employee Assistance Office, the Office of Human Resources, the Office of Human Resource Development and the Office of Quality Improvement will be providing workshops and other educational opportunities to assist employees and employers with possible outcomes due to the State budget cut. Nurturing Human Resources in Uncertain Times website is available as a guide to reference materials and referral services.
25.	Online Professional Development & Training Various groups on campus are working together to bring online professional development and training opportunities to all UW employees. Browse through some pilot projects and see what's to come.

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26.	My Professional Development Center The University of Wisconsin-Madison has implemented "My Professional Development", a centralized website for professional development. Within UW's portal, faculty and staff customize the kinds of professional development information received. "My Professional Development" mixes on-line learning with face-to-face events. This ensures that these precious resources attract more participants than ever.
27.	Systematic Analysis of Student-Athlete Academic Achievement Examination of the current level [within an historical context] of student-athlete academic, employing both qualitative and quantitative research methodology. The objective of the project is to produce a system of measures that enhance the Division of Intercollegiate Athletics' ability to honor the academic covenant it undertakes with incoming student-athletes.
28.	On Line Analytical Processing Constructs the Details of Student Retention OLAP tools provide analysts easy access to detailed global analyses of student retention and academic success on the UW-Madison Campus. The current online computing environment at UW-Madison now supports tools that can instantly compute retention, graduation, and academic success rates for any group of students. These rates can instantly be broken down by a host of factors such as prior or UW achievement and/or demographic variables allowing "drill-down" to the level of individual students.
29.	Data Access Made Easy via the UW-Madison Query Library You will learn how UW-Madison's web-based Query Library, http://wiscinfo.doit.wisc.edu/querylibrary enables campus staff to easily access information, on their own schedules, without having to write queries. The Library, built on top of the University's data warehouse, contains end-user written and tested queries that broadly meet campus information needs around important business processes.
30.	Business Services HOW TO Pages The Business Services HOW TO Pages explain via flowcharts, numbered/bulleted lists and decision trees how to carry out the major business functions at UW-Madison. These pages are designed to be quick cheat sheets for use by campus departmental administrators. The pages link to more complex material in the Business Services reference material web site.
31.	Change Management In Accounting Services The staff and Management of Accounting Services have begun a collaborative initiative to anticipate and manage changes to our workplace that are being driven by changes to the University's information systems. This poster presents our story so far.

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32.	PARTNERS for SUCCESS An innovative program that addresses issues of isolation for minority graduate and professional students. The program provides informal mentorship through networks created between Continuing and New students while honing academic and professional development skills required to be successful practitioners within their chosen fields of study. The program has completed its pilot phase and has been institutionalized by the Graduate School. A variety of services are offered throughout the year culminating in a Symposium that focuses on professional development.
33.	McNair Scholars Program The McNair Scholars Program provides undergraduate students with enriching experiences that will prepare them for graduate school. The program's goal is to increase the number of traditionally underrepresented students of color and low-income, first generation college students in doctoral degree programs.
34.	Biology Major Establishing cross-connections among units interested in undergraduate biology.
35.	Master of Science in Biotechnology Overview of the development of the Master of Science in Biotechnology, a degree program designed to meet the needs of returning adult learners through groundbreaking content and innovative, responsive student services.
36.	Redesigning Care of Fragility Fracture Patients to Improve Osteoporosis Management A 3 year process improvement project involving 3 PDSA cycles has increased the percent of fracture patients receiving appropriate osteoporosis care from 5% to 85%. The project has included development of a process management software module.
37.	Using the Chronic Care Model to Improve Patient Care Six clinics in the Department of Family Medicine participated in 9 month statewide Collaborative in which the Chronic Care Model was used to improve the care that patients with Diabetes receive.
38.	Badger Watch Badger Watch is a crime prevention program modeled after the nationwide crime prevention program Neighborhood Watch. The ultimate goal is to have police and community working side by side to keep neighborhoods safer and crime free.
39.	Improving School of Nursing Performance Review Processes School of Nursing employees collaborated to change the performance review process to: provide consistency across employment categories; encourage employee participation in developing criteria and procedures; create an electronic form; improve communication between employees and supervisors; and create opportunities to identify professional and career development goals.

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40.	JUST IN TIME: Restructuring and Streamlining Adult and Student Services The Adult and Student Services Unit in the Division of Continuing Studies worked from July 2002 to the present to restructure office responsibilities and positions in light of a position reduction, employee leaves and retirement of a senior staffer. Communication, small working groups and manageable tasks were keys to sorting out a new lobby arrangement, new position descriptions, employee turnover, a new telephone and electronic calendaring system, cross training and professional development.
41.	Model Practices for Hiring Display of web site to improve and support the process of hiring classified and academic staff and faculty at UW-Madison.
42.	Students and Web-based Career Portfolios - Preparing for the Future The Software Training for Students Program has developed training classes to help students learn the technical skills needed to create an e-portfolio, as well as assist in helping students organize educational experiences into a multimedia representation of themselves.