Note: The poster order in this presentation corresponds to the program listing.
OUR VISION

We asked: What is its role to information and services provided to various UW Madison constituencies?

1. Visioning with faculty, staff and students
2. Brainstormed about the portal future
3. Mapped out “wants” and a “wish list”
4. Organized “wants” into concepts
5. Developed guidelines for decisions
6. Formalized principles for My UW-Madison growth and development

The visioning process gave us feedback for improving the portal as well as formulating a new governance structure. Our plans are to implement an Executive Committee and Advisory Team this summer.

HELP US IMPROVE THE PORTAL!

Our UW-Madison:
- Over 80,000 faculty, staff, student and applicant accounts
- Over 150 individual modules
- Over 50,000 logins each day
- Well known, secure, trusted service
- Robust, reliable cluster service

Join us!
Does your department have personalized info and apps to add to the portal and delivered to your audience? The My UW-Madison Service Team would like to work with you! There are many ways to integrate with My UW-Madison. Getting into the portal is easier than you think.

To get started, send Feedback from the link on any My UW page, or contact Annette Stratman-Durrer at annette.stratman@dolt.wisc.edu

The NEW My UW

Faculty, staff and students asked for more ways to customize My UW-Madison to fit their needs. On January 4, they got their wish, when the new portal was released. Here are six easy ways to change the My UW default layout:

1. Search and browse for new modules that you can add to any tab. Go to the tab you want to add a module to and click the Customize button.
2. Add more pre-defined tabs to your layout. Click Customize and then Tabs.
3. Change the layout or number of columns in each tab. Go to the tab you want to change, click Customize, and then click "Layouts."
4. Rearrange modules using drag-and-drop. In any tab, just grab the red bar at the top of any module and move it where you want it. Too many modules on a tab? Just click the X on the red bar of the module to remove it from the layout. You can add it back later if you want to.
5. Add your own new tab. Click the Plus sign to the right of the tab row.
6. Re-order tabs. Click the tab you want to move. Then click the small bar that appears to the left of the tab label and drag the tab left or right.

For more information on customizing My UW-Madison, go to http://kb.wisc.edu/4675
The UW Cartography Laboratory is a full-service custom cartography production facility—uniquely, it is staffed almost entirely by students. Faculty from UW-Madison and beyond utilize the services of the UWCL. Additionally, in the last few years students in the lab have worked with local, state, and federal government, private companies, and faculty and staff at other universities worldwide. Students are also encouraged to participate in state, national, and international organizations and competitions.

Along with first-rate training in cartography, students gain the experience of working with some of the best and most well-respected cartographers and institutions in the field.

One of the main goals of the lab is to train students so thoroughly that very little on-the-job training is required once they begin working as professionals. For those students continuing their studies, they will come away with a foundation of cartography that will assist in their continued academic efforts. This training requires a constant flow of a variety of projects. The relationships of these projects are multi-dimensional, in other words, the students do not simply provide cartographic products to clients, they also have the opportunity to work alongside some of the people they are learning about in their classes. One project, Natural Earth Data, paired students with cartographers at the National Park Service and Washington Post. The interactive UW Arboretum map, was an opportunity for the lab to partner with a private company of expert programmers at Axis Maps. Part of this agreement involved these professionals mentoring students in an apprenticeship setting.

A biodiversity atlas of Florida has brought many new challenges of atlas layout, map and infographic design, and large scale project management, all of this done as a team with the Florida Resources and Environmental Analysis Center at FSU. These projects illustrate the great variety that the students are offered. Students who have worked in the lab have found great success, from the New York Times and CIA to running and working at successful small businesses and local government positions.
The Arboretum’s mission to conserve and restore Arboretum lands, advance restoration ecology, and foster the land ethic. Communicating this mission, and our affiliation with the University, has long been a challenge. The IMAP provides new opportunities to educate and connect with visitors, students, researchers, and the greater community. Site users can plan a visit, learn more about our research and why it is important to respect the rules, dig deeper into historical and ecological research data, or find new ways to volunteer and provide financial support for the Arboretum. The site also saves time, both for the public seeking baseline data and information, and for the staff who traditionally provide it.

The IMAP was developed in collaboration with the UW Cartography Lab and a private firm, Axis Maps, LLC. This partnership allowed for a number of benefits of design, including opportunities for graduate students to become acquainted with the requirements of managing a project in a private/public setting.

The IMAP’s unique design allows the Arboretum full control over site content. Layers can be added, deleted, or edited by Arboretum staff in real-time, based on dynamic ground conditions or events. In addition, a section of the map called “Your Turn” allows users to contribute their own photographs and experiences to the site by locating them on the map itself.

The high visibility and clean design of the IMAP to secure a partnership with Madison Gas and Electric (MGE) that includes financial support for site design and upkeep. A logo on the map’s landing page links to a MGE “Our Environment” page.

The Arboretum would like to build on the success of the IMAP by deploying a mobile version, perhaps in conjunction with a broader mobile application which would include GPS-enabled interpretive content.
JEMS Hire

Use JEMS Hire to enter and submit employee hire data to the UW System HRS application. Hire of UW Madison employees (except Student Hourly) will be done by JEMS.

Benefits

Ease of Entry using JEMS

One entry with JEMS makes entering information simple! Built-in edits make following UW-Madison policy a breeze. With JEMS, you will find that double entry is a thing of the past.

The simplicity of JEMS will ensure accurate and efficient recording of information.

Questions? Comments?
Contact us!

Classified Appointments:
Susan Baculik
sbaculik@ohr.wisc.edu
(608) 263-3086

Unclassified Appointments:
Emuye Asfaw
easfaw@ohr.wisc.edu
(608) 263-4972
Connecting Ideas in The Pyle Center

ICS: Connecting Ideas

- Webconferencing
- Webcasting
- Videoconferencing
- Audioconferencing
- Classroom media development
- Digital media & web development

Instructional Communications Systems
www.uwex.edu/ics

The Pyle Center
702 Langdon Street, Madison, WI

Phone: 608-262-4342
Email: info@ics.uwex.edu
Hyperion Upgrade to Oracle Interactive Reporting

New Query Library Available

More Intuitive Interface for Reports
Familiar Windows ‘Look and Feel’

New Features Make Access to Campus Data Easier

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 Reports . . . . . . At Once
- 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

Contacts
Kathy Luker, UW-Madison Office of Quality Improvement
Bill Olson, UW-Madison Division of Information Technology
ESCAPE DATAGEDDON
TURN YOUR DATA NIGHTMARES TO SWEET DREAMS

• Research datasets are the heart of your work.
• Research datasets make or break your career in the digital age.
• Research Data Services helps you control your data... instead of your data controlling you.
When there's NOT an app for that:
Diving head first into the deep waters of mobile application development

Your department has identified internal needs for apps that run on handheld devices. Now what?

Visit: https://inside.fammed.wisc.edu/mobile/qi

Business Case:

Mobile App development at the Department of Family Medicine is driven by increased demand for mobile technology that addresses our core strategic mission areas:

- **Education**: On-the-go, on-demand, on-site education
- **Clinical care**: Patient care and education, access to reference materials at point of care, diagnostic and treatment support, physician efficiency
- **Research**: Data collection, participant interaction, mobile analysis

Additional Motivations:

- Global mHealth (mobile health) initiatives are gaining traction
- Incoming students are more interested in and familiar with mobile technology and expect support and innovation
- Faculty and staff are increasingly demanding mobile technology solutions and support

Goals
- Attract potential residents to UW Family Medicine Residency program
- Develop iPhone app for July 2010 National Conference of Family Medicine Residents and Medical Students to give medical students a tool to rank different residency programs based on set of criteria from American Academy of Family Physicians
- Gain app development experience

Solution
- Contract out for programming (Graphic design in house)

Audience
- Fourth year medical students entering Family Medicine

App Description
- Allow students to record impressions, strengths, and weaknesses of different residency programs
- Rate each program on a scale of 1-5 in a wide variety of different criteria
- Users can email ratings and program lists to themselves or others
What is IT Policy?

IT Policy establishes expectations of behaviors for users and providers of information technology.

Formal policies state what people must or must not do.

Guidelines are recommendations.

Procedures document “how to.”

Standards are measurable criterion for consistency.

Principles express intentions and values.

Collaboration Through the IT Policy Process

1. Planning
   Plan initiatives with community input

2. Initiation
   Identify sponsors, stakeholders, issues

3. Elaboration
   Consider issues, make recommendations

4. Drafting
   Draft and initially review

5. Endorsement
   Review, endorse, review

6. Rollout
   Deploy a practical implementation

7. Communications
   Encourage widespread implementation

8. Revision
   Periodic review with community feedback

UW-Madison IT Policy Successes

Community Engagement
- Quarterly Forums
- Guiding principles
- Development process
- Policy Planning Team
- Stakeholder Teams

Policies and Guidelines
- Guidelines for Non-UW-Madison Applications and Services
- Information Incident Reporting
- Media and Device Disposal and Reuse
- Storage and Encryption of Sensitive Information
- Use of Institutional Access Control Services

Ongoing Initiatives
- Communications
- Information Resource Management
- IT Pre-Purchasing Process
- Personally Owned Devices
- Protection of Transmitted Information

You can find IT Policies at www.cio.wisc.edu/policies/

Email policy@cio.wisc.edu with questions
Reducing the Carbon Footprint of Information Technology Use at UW-Madison

Note: This font is green.

Team members
- Cari Anderson—Office of the Registrar
- Judy Caruso—Office of the CIO
- Gary De Clute—Office of the CIO
- Laura Grady—DoIT
- Chris Hopp—DoIT
- Rick Konopacki—Medical Informatics

Strategic Areas of Focus
1. **Personal devices/LANs**—server consolidation, desktop virtualization, LCD monitors, ENERGY STAR purchases, intelligent power strips, sleep mode, turning off, etc.
2. **Electronic waste**—recycling electronic equipment, etc.
3. **Using computers to reduce carbon footprint**—instructional technology, telecommuting, electronic submission of course assignments, etc.
4. **Data Centers**—server consolidation, centralization, room environmental (cooling, layout, etc.), etc.

Printing
1. **Print less**
   - Read documents online
   - Only print final version
   - If you have to print, use the “Draft” setting on your printer

2. **When printing, use less ink**
   - Use Garamond, Century Gothic, Calibri or Arial font, and other low-ink fonts
   - See pacificink.com/blog/2009/12/30/printer-page-yield/

3. **When printing, use less paper**
   - Print duplex
   - Use wider margins
   - Use smaller fonts

4. **Centralize printing**
   - Use one large printer to replace individual printers

Recycling
- Recycle your old computers, printers and accessories at the DoIT Tech Store
- Recycle old batteries in the drop boxes at Helen C. White Library or through campus/departamental mail

15 TIPS for greener computing

1. Reduce your energy consumption by turning off your computer and monitor when you aren’t using them.
2. Configure and enable the power management features on your computer to enter sleep mode or power-down automatically.
3. Never leave your computer running overnight or on the weekends.
4. Be as paperless as possible—review and modify documents on the screen and use print preview.
5. Read and save emails on your computer to avoid needless printing.
6. Send emails instead of faxes or send faxes directly from your computer to eliminate the need for a hard copy.
7. If printing drafts is necessary, use a smaller font and decrease the spacing between lines to use less paper.
8. Save used paper for scratch paper or to print drafts on their backside.
9. Use a printer that can print double-sided documents and make double-sided copies.
10. Always buy 100% post-consumer recycled content paper.
11. Recycle waste paper and request recycled or recyclable packaging from your computer vendor.
12. Dispose of used ink and toner cartridges at recycling centers so they can be disposed of properly.
13. Look for ENERGY STAR-certified products when purchasing computer technology as they tend to be 65% more energy efficient than other brands.
14. Consider purchasing an inkjet printer or low-volume printing. Laser printers use 80–90% more energy.
15. Bring old computers, printers, and computer accessories to the DoIT Help Desk to be recycled and avoid causing harm to the environment.
LESSONS TO SHARE

An Organizational Orientation Model helps ensure that your programs and practice are both driven by intention and responsive to the context of your work.

Step 1. Identify your core practices, or areas of work.

Step 2. Reflect on the following questions about your context and culture:

VALUES. What is important to your organization? What are you not willing to sacrifice?

NORMS. What do you assume to be true?

PHILOSOPHY. What are the principles that guide your practice? What does it mean to be your organization?

SOURCES. What informs what you do and how you do it?

Step 3. Look for the patterns and intersections that emerge from your responses to these questions. These form your organization’s approach or orientation to your core practices.

MULTICULTURAL STUDENT CENTER
UNIVERSITY OF WISCONSIN-MADISON

From Mission to Model:
The Multicultural Student Center’s Organizational Orientation

Naming what we do and how we do it by creating a blueprint for a new mission, responding to our norms, values, philosophy, and sources.

During Summer 2010, the Multicultural Student Center underwent a mission review process, its first in 22 years. In the ensuing strategic planning process, the Center articulated an Organizational Orientation Model to guide its alignment to the new mission statement.

MSC Organizational Orientation Model


The MSC Organizational Orientation is driven by Social Justice, Education, and Critical Pedagogy. The Model places at heart the organization’s core areas of work (Student Engagement, Communications & Community Building, and Administrative Practice) and is encircled by the Values, Norms, Sources, and Philosophy that frame our context.

OUR ORGANIZATIONAL ORIENTATION

Social Justice

“The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.” – Adams, Bell and Griffin. Teaching for Diversity and Social Justice. Routledge, 2006.

Education

Integrating curricular and co-curricular educational approaches that embody the Wisconsin Idea

Critical Pedagogy

An approach to teaching & learning that challenges domination and oppression, by combining theory, practice, and reflection to cultivate transformative ways of thinking and doing

Donte Hillard, MSC Interim Director (dhillard@studentlife.wisc.edu)
Cynthia Lin, MSC Social Justice Educator (clin@studentlife.wisc.edu)
General: www.msc.wisc.edu or 608-262-4503
Growing FIGs: Holistic Program Assessment... from Seed to Fruit

We’ve used assessment projects to...

- Move to a campus-wide enrollment model
- Tune FIGs to specific majors/departments
- Expand to every school within UW
- Create honors FIGs
- Double number of FIGs offered over the last 2 years
- Develop robust relationships with numerous campus partners (res life, library, writing center, CFYE, others)
- Develop partnerships with AAP, CeO, PEOPLE, POSSE, FIRST WAVE
- Enhance faculty orientation programming
- Establish a bi-weekly FIGs faculty discussion group on pedagogy and student development
- Create a peer-mentor program
- Enhance FIGs’ web presence

Quantitative Analysis

- Brio Queries
- GPA, ACT
- Retention Data
- Graduation Rates
- Demographic data
- Cohort, Population Comparisons
- Data Digest, etc...

Qualitative Analysis

Stakeholder Sources:
Faculty, Students, Admin, Campus Partners
  Interviews
  Surveys
  Classroom Observations
  Artifact Analysis
  Focus Groups
  Field Observations

Informal Networks

- Campus meetings
- Social Events
- Telephone
- Email correspondence
- Networking
- Unplanned encounters

Learning from our efforts

Integrated Learning

- How does integration of curriculum affect learning?
  - To what degree is the integrated curriculum responsible for the outcomes we’ve measured?
  - What integrated components are repeated, and can be replicated in numerous FIGs?

Impact on Targeted Minorities

- Can the effects of the FIG be separated from the effects of other support programs?
  - What are the chief components of a successful FIG/support program environment?
  - In what ways can we continue to close achievement gaps of all FIG/non-FIG students?
  - What can the FIG experience tell us about how to close the achievement gap between targeted minorities and majority students on campus?

Choice of Major

- Does the FIGs experience help students choose their majors earlier?
  - Does thematic content, a positive faculty mentor, the social cohort, or some other factor in the FIG contribute to a student’s choice of major?
  - In what ways can we adjust the FIG to proactively, and positively, affect students’ choices of majors?
Collaboration to Improve Accessibility For ALL!

“THE BOUNDARIES OF THE UNIVERSITY ARE THE BOUNDARIES OF THE STATE.”

Two groups worked to develop solutions to ongoing challenges and have made the solutions available campus-wide and beyond, for the benefit of students, employees, visitors, researchers, and searchability.

Committee Goals
Complete the RFP and contracting process:
- Identify breadth/complexity of media captioning and transcription needs for UW-Madison
- Evaluate proposals
- Secure discounts through contract negotiations and competitive bidding.

Benefits
Cost savings and standardized service.

Next Steps
Extend contract to K-12, CIC (Big Ten) and beyond.

Team Representatives
- Campus Libraries
- College of Engineering, Engineering Media Services
- Division of Information Technology (DoIT)
- Academic Technology
- Digital Media Center
- Technology Accessibility Program
- Letters and Sciences, Learning Support Services
- McBurney Disability Resource Center
- School of Business
- University of Wisconsin Communications
- University of Wisconsin Extension

Contracts Awarded
For more information, visit dott.wisc.edu/accessibility/caption.asp
The GHI Incubator Series

In this phase of UW-Madison’s Global Health Initiative, professors and researchers from a variety of disciplines promote new collaborations through discussions centered on the UN Millennium Development Goals.

Objectives

• To bring together members of the university community from a wide range of academic backgrounds that do not commonly work together.
• To foster collaborations across disparate disciplines to help address the complex problem of global health.

Challenges Posed by the GHI

• Engage every part of the UW-Madison campus in global health research, even the departments which may not feel their work directly relates to global health.
• Erode silos by encouraging and facilitating collaboration across disciplines.
• Facilitate the involvement of UW-Madison faculty members and students in solving large, complex, world issues.

The Success of the Incubator

• The Wisconsin Institutes for Discovery has helped draw large crowds to each of the first four Incubator sessions.
• Hosting speakers from nearly every school and college at UW-Madison has made the Incubator attractive to students and faculty members from different disciplines.
• The short, 18-minute, TED Talks-style presentations are exciting and lead to stimulating and interactive discussions.
• Free and open to the public! Videographers capture each Incubator session and post them online to engage those who can’t be in the audience.

Location

Speakers

Format

Inclusivity

Upcoming GHI Incubator Sessions

March 28: Promote Gender Equality, Christina Ewig
April 11: A Global Partnership for Development, Cynthia Haq, Eradicate Extreme Poverty and Hunger, Ian Coxhead
April 25: Achieve Universal Primary Education, Nancy Kendall & Margaret Hawkins
May 2: Ensure Environmental Sustainability, Giri Venkataramanan

Next Steps: Project Funding

• Now: Seed Project Development — Faculty members and students develop project concepts.
• April 15: Pre-proposals due — Interdisciplinary faculty and students teams submit pre-proposals.
• July 1: Final proposals due — The GHI will provide feedback to teams who submit pre-proposals so they can strengthen their final project proposals, due July 1.
• August: Awards announced — The GHI will award seed funding to the best proposals and teams will start their work.

Office of the Provost—University of Wisconsin Global Health Initiative
Jeremi Suri and Jeanette Roberts, Co-Chairs
Jake Moskol, Coordinator, jamoskol@wisc.edu
Wendt Commons: Creating a One-Stop Shop for Teaching and Learning in the College of Engineering

Opportunity
Transforming Undergraduate Education
The College of Engineering (CoE) is engaged in a long-term project to improve the student experience

Leveraging the Physical Infrastructure
Engineering Library provides ideal, centralized location for supporting educational initiatives

Capitalizing on Personnel Changes
New opportunities for reorganization created by retirements in key areas

Harnessing New and Emerging Trends
The students we serve and the world around them are rapidly changing

Building on Successful Initiatives
Technology Enhanced Learning (TEL) project establishes solid foundation

Guiding Principles
Create Synergy, Improve Efficiency
Provide common entry point for teaching, learning, information and media services

It’s all about the students
Improve the student learning experience

Partner with faculty/instructors to...
Foster innovation in the “classroom”
Develop solutions that are sustainable and scalable
Build bridges between pedagogical practices and emerging trends in technology enhanced learning

Leverage Support Locally and Globally
Use CoE, campus, and external resources to increase faculty impact and student success

Process Development
Driven by Needs of CoE Community
Input collected from faculty/instructors, staff, and students to define direction

Consolidation to Improve and Expand Services
Different but overlapping focus areas brought into one organization

Deployed On-line Collaboration Tools
Using UW Google Apps and new web pages; currently evaluating a customer relations management system

Created New Engagement Team
Teaching and Learning Services (TLS) assembled to coordinate communication with faculty/instructors

Defined Goals and Objectives
Working together to make rapid progress

Early Successes
Improved Access to Support
Increased availability via phone, walk-in, and office visits

Continue to Drive Innovation
Worked with faculty/instructors to make better use of the CoE’s course management system, eCOW2

Streamlined Service Model
Faculty/instructors receiving two or more services by making one contact

Increased Agility and Responsiveness
Developed proposals with very short turn-around to support CoE strategic initiatives

Coordinated Exploration Efforts
Team approach to researching and evaluating new and emerging trends

...and provide a new model for faculty/instructor engagement
Women & Leadership Events

Women & Leadership Symposium
Annual summer conference featuring leadership development opportunities

June 30, 2011

Coffee & Conversation
Informal bi-monthly events created by the UW-Madison female deans

Special Events
Book discussion group, community service project and special guests

Information
www.ohrd.wisc.edu
Carrie Jensen cjensen@ohr.wisc.edu 608-295-8982
The Big Learning Event

It's like a mosh pit of minds, but with good manners.

JUNE 7-8

The fortunate among us have experienced that perfect conversation.
It began as an innocent exchange, ordinary, unremarkable. It then caught fire, sparking into unexpected directions, feeding on the energy and new ideas and connections being discussed. The conversation got big. And memorable. The Big Learning Event is designed for perfect conversations. Through cross-disciplinary conversations, we'll harness the collective ideas of speakers and attendees to develop game-changing ideas to take the campus forward.

BLE can help you:
- Bring cutting-edge ideas to your department
- Identify new, multi-center grant opportunities
- Network with colleagues from other disciplines
- Nurture new partnerships and collaborations
- Develop strategic plans for the future
- Keep abreast of new ideas and innovations

Why attend?
- We all need a network of people to help us develop new ideas. These new ideas can emerge by making connections with people outside our usual groups.
- Small, incremental thinking has its place, but the BLE is designed to help us think big.
- BLE will engage faculty, staff, students and other participants in a vibrant, academically driven experience.
- BLE is a collaborative, cross-disciplinary opportunity for discussions and learning.
- BLE follows the tradition of the Wisconsin Idea. For more than 150 years, the university has been a leader in innovation and intellectual collaboration that has led to big ideas from which we have all benefited.

For more information on the Big Learning Event and to register, please visit www.ohrd.wisc.edu
Positioning Statement
The University of Wisconsin–Madison is a catalyst, where people create change both in themselves and in the world through innovation and exploration.

Brand Promise
The University of Wisconsin–Madison provides a comprehensive educational environment in which intelligent, spirited students and scholars can work together to create change that influences Wisconsin and the world.

Points of pride
Academic distinction
Groundbreaking research
Global vision
A progressive history
A beautiful campus
Limitless opportunities
A devoted culture known as Badger Spirit
Midwestern values

Brand Attributes
Intelligent
Spirited
Engaging
Beautiful
Friendly
Midwestern
Comprehensive
Big
Challenging
Progressive

Visual Identity
The identity system is the visual representation of the brand. Names, logos, typefaces, and colors are the critical components that provide instant recognition, a way to immediately differentiate a UW–Madison unit from a similar enterprise at any other college or university.

Visit the online guidelines at www.uc.wisc.edu/brand for downloadable templates, downloads, and specific guidelines for print, web, and video.

Five things you can do now to comply with UW–Madison’s branding standards
1. Call us. University Communications can help you successfully implement the new brand and visual identity system, and we’re happy to field questions, listen to concerns, or brainstorm ways to address your unique needs.

2. Make the switch. We’ll provide a redesigned W crest logo that you can use for both print and electronic/online materials. The easiest first step to implement the visual identity is having your web staff substitute the new logo within your current web pages.

3. Don’t pitch. Yes, we have a newly redesigned visual identity that we’d like you to use with your communications as soon as possible. But that doesn’t mean we expect or encourage you to discard existing materials. First use up your supply of printed materials in support of our campuswide efforts in sustainability.

4. Start planning now. Don’t wait until materials run out or you have a new website going live tomorrow. Charge your communications staff with developing a plan for the new brand and visual identity system now.

5. Spread the word. We can’t reach everyone, so help us out by telling your alumni groups, your student organizations, and your vendors about the change and how they can work within the new brand and visual identity system.
# Collaborative Advising

**The Accomplishments, Challenges and Lessons Learned in Developing a Partnership Between Wisconsin School of Business Academic and Career Services**

## Opportunities:

**Group Advising Model Works for 1st Year Students**

Transition from Junior to Sophomore Admission

## Challenges:

Students sent to multiple, seemingly disjointed, offices for academic & career information

Limited staff resources

New academic staff need training

## Summary

Specific initiatives reached fewer students than desired, but overall collaboration has increased advising effectiveness and therefore has led to enhanced service to and partnership with students.

### Overall Next Steps:

Explore ways to use collaboration to reach more students, including holding mandatory event(s) and/or building major exploration requirements into program.

---

## 1. Academic and Career Essentials (ACE)

One-on-one small group sessions designed to help students learn about major options, including career options, necessary skills, required courses, and advice from upperclassmen.

**Outcomes/Lessons Learned:**

- Improved advisor knowledge/efficiency training
- Learn “the basics” from each other
- Sessions were geared towards recent admits but all years attended – students explore at different stages and probably have different needs at those stages
- Students liked hearing from other students who shared their experiences each session
- Poor attendance but said highly by attendees

## 2. Major Spotlights

ACE presentations moved to blog to present information in a different format to account for low attendance.

**Outcomes/Lessons Learned:**

- Views of online spotlights were 500% higher than in-person attendance (575 to 450)
- Helpful to refer students to archived material available online at any time

## 3. Formation of Advising Working Groups

**Outcomes/Lessons Learned:**

- Focus on academic and career collaboration led to development of the Group Advising Working Group (CAWG), a committee that created the structure and format for ACE
- Worked on student survey results when proposing initiatives/initiatives
- Developed the BBA Advising team for strategic planning among all academic and career advisors in the BBA program

## 4. Major Teams

Each major assigned one academic and one career advisor.

**Outcomes/Lessons Learned:**

- Increased communication, consistency, and cohesion between advisors
- Referrals are more informed – able to learn “the basics” of the majors from each other
- Academic and career advising are different, but knowing a little about the other greatly enhances service to students
- More than 33% of academic advising appointments scheduled solely on the basis of major advisor, provides another option for students
- Improved advisor knowledge/feedback - advisor and student are more easily able to make connections between academics and career options

## 5. Collaboration with Academic Departments

Major teams work closely with departments.

**Outcomes/Lessons Learned:**

- Advisors learn more about courses/instructors
- Department has specific contact to work with when questions arise
- Departments learn more about advising-related topics and issues
- Strengthened communication
- Can lead to confusion about role and responsibility of each advisor

## 6. Joint Drop-in Advising

Specific drop-in advising hours where students can meet with the academic and career advisor for their major at the same time.

**Outcomes/Lessons Learned:**

- Poor attendance – students either didn’t know about it, didn’t know how to use it, or didn’t find value in attending
- Academics advising without student-specific information (DARS, etc.) is challenging and necessarily vague
- Advisors learned from each other by listening to responses to questions
- Discontinued joint drop-in advising after piloting in Fall 2010

## 7. Increased Consistency Between Offices

**Outcomes/Lessons Learned:**

- Agreed on consistent drop-in advising hours. Due to student feedback, added drop-in advising every weekday during lunch, which led to less frustration and increased student satisfaction
- Aligned assessment of offices by meeting appointment exit surveys and compiling consistent data about scheduled appointments
Key Elements of Process/Success

- "80% Solution" as driving philosophy
  - Considering what met most needs helped subcommittees get unstuck numerous times
  - Helped new users see the system in a realistic rather than in a critical light

- Effective Task Force Structure
  - ANS Task Force (2 subcommittees)
  - Protocols (policies and process)
  - Technical (design and development)

- Task Force and subcommittee membership represented broad array of interests across campus and technical know-how to achieve project goals
  - 800+ hours of volunteer time committed among 13 Task Force members
  - Met (often multiple times) with 10+ key committees, advisory groups, units, and division representatives
  - Intentional, concentrated effort to meet, inform, and gather feedback from groups and individuals not involved in the pilot

- Demonstrations of "proof-of-concept" systems already in use on campus and of commercial systems helped identify that a need existed and showed possible solutions

- Fortunate timing: MIU Round 1 Proposal submitted and funded in the Fall of 2009 for system development

UW-Madison Advisor Notes System (ANS)

Create a shared, electronic advising notes system for undergraduate advising at a large, highly decentralized public university

ANS Project Goals

- Explore, develop, and implement a shared, electronic advising notes system
- Enhance undergraduate advising by providing advisors with student advising histories (meaningful contexts for advising)
- Provide a more seamless advising experience for students
- Make available advising assessment data

Contacts
CAA Advisor Notes Task Force
Tim Walsh (twalsh@wisc.edu), Jeff Hamm (hmm@education.wisc.edu), Sarah Plattelcher (splatt@calz.wisc.edu), Rebecca Ryan (rfryan@wisc.edu), Jeffrey Shokler (jshokler@wisc.edu)

Lessons Learned

- Find ways to move ahead even when solutions do not meet every need (be comfortable with less than perfection)
- Move from the known to the unknown (e.g. draw on best practices & concepts from existing systems – start with what you have/need and build on that)
- Consulting the widest possible array of stakeholders yields end product with broad and deep buy-in/support
- Timing matters: having patience to wait for the right time lessens barriers
- Volunteer labor can get things going, but sustainability and maintenance become challenges

Current Status

- Over 250 users from more than 80 units across 13 divisions on campus
- Over 20,000 user-entered records for more than 15,000 individual students
- Has begun to increase communication among advisors and to build a stronger advising community on campus as a whole
- Round 3 MIU proposal submitted and funded for additional significant development and enhancement of the ANS and for long-term administration and maintenance of the system
**The Dane County Infant Mortality Conundrum**

Dane County African American Infant Mortality has declined dramatically in the past 10 years. Raised the question: “What changed to encourage this improvement?”

**GIS and Health**

GIS and Health is an emerging area of research and practice. The Applied Population Laboratory is pioneering efforts to link health and place through map, web and qualitative narrative. This work describe three distinct, yet related efforts to capture the breadth and depth of the relationship between GIS, health and qualitative data.

**Connecting Deprivation**

Following Messer et al. (2007) we calculated an index of deprivation to incorporate into our research.


However, deprivation doesn’t appear to completely capture the story. The most deprived area in Dane County is the UW campus—not a deprived area.

**The Missing Piece: Capturing Qualitative Geographies**

Web-based tools are currently being constructed to capture volunteered geographic information about health and place. Information that when integrated with quantitative measures may yield new insights and improve understandings about the why and how geography and health are intertwined.

This research is ongoing and is a product of both APL projects and dissertation research in the Nelson Institute for Environmental Studies.

**Estimating Asthmatics using Novel Geographic Approaches**

Concurrently we have begun a study with the UVM Department of Family Medicine and the State Department of Health looking into novel ways to estimate potential populations with specific disease characteristics.

Linking Clinical Data with Population characteristics from both Census and marketing research allows the team to construct a model to estimate the demographic makeup of the asthmatic population outside of the existing Family Medicine population. This improves current methodologies used to understand the prevalence and impact of asthma across the state of Wisconsin.
Implementing the Wisconsin Idea by cultivating better entrepreneurs

UW–Madison is a hotbed of smart people with innovative ideas about ways to make the world a better place.

- But creating and growing a start-up venture requires more than an idea — it takes passion and purpose teamed with business savvy and the right connections.
- Mentors are experienced entrepreneurs who provide up-and-coming entrepreneurs with the help they need to overcome hurdles they will face in their new business.

MERLIN is a free local mentoring service that fosters growth in the number and quality of Madison area start-up enterprises by matching new entrepreneurs with experienced business people.

MERLIN is modeled on a successful program at MIT and adapted to the Madison area by mentors themselves to benefit the community.

*MERLIN is an acronym for The Madison Entrepreneur Resource, Learning and Innovation Network

**MERLIN Objectives**
- Create a larger pool of viable entrepreneurs within the Madison community.
- Strengthen UW–Madison’s role as a leader in innovation by contributing to the education of UW students, faculty and alumni.

**MERLIN Approach**
- Experienced business leaders volunteer their time, knowledge and expertise to help entrepreneurs convert ideas into action.
- Students, faculty, staff, Madison residents, recent alumni have all accessed MERLIN
- MERLIN operations are funded by a grant from the University Research Park
- MERLIN is part of the Wisconsin entrepreneurial campus-wide entrepreneurship program at OCR supported in part by the Kauffman Foundation

Mentors include angel investors, entrepreneurs, investment bankers, CEOs, faculty members and engineers with experience in a wide range of fields and industries.

**MERLIN Metrics**
- Began operations Fall 2008
- 99 peer-reviewed mentors
- 110 entrepreneurs have applied for mentoring
- 32 active mentor teams
- By business sector
  7 Energy/Cleantech
  13 Information technology
  4 biotech and healthcare
  4 food and beverage
  4 retail
- 7 graduated entrepreneurs, 2 secured follow-on investment

Learn More:
www.merlinmentors.org
or
Allen Dines,
Asst. Director Office of Corporate Relations
ajdines@wisc.edu
A First-Year Progress Report on the Campus Strategic Framework

Our Vision

The University of Wisconsin-Madison will be a model public university in the 21st century, serving as a resource to the public, and working to enhance the quality of life in the state, the nation, and the world.

Our 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 steward of our resources

Contacts
Office of Quality Improvement
www.chancellor.wisc.edu стратегический план
UW Integrative Medicine
Creating A Vision for Health

Professionals from different healing traditions coming together with a vision to optimize the healing potential in each person

Opportunity

• What if we had a health care system that rewarded health?
• What would move a community to become a model of health?
• What professionals would be needed to facilitate this community?

Professional Teams

• Multi-Disciplinary: Little communication, working in silos. 2+2 =4
• Inter-disciplinary: Communication towards solving a problem. 2+2=5
• Trans-disciplinary: Communication leads to an “ah-haa” moment that transcends old models of care. 2+2=BLUE

Project Goals
Efficient Communication
Education
Economic Sustainability

Contact
David Rakel
drakel@fammed.wisc.edu

Our Process

• Common mission: creating health, rather than solely treating disease
• Participants: Faculty physicians, fellows, administrative staff and holistic clinicians.
• Facilitator: from the UW Office of Quality Improvement

Future Development

• Work on model projects
  • Optimal weight
  • Myofascial health
  • Emotional balance
• Explore new payment models that reward health creation.
• Work with local business to pilot projects that give incentives for healthy employees.
• Expand education models for students, residents, fellows, faculty and the public.
• Study outcomes to demonstrate effectiveness of new model
• Have fun working together!
Connections
A Systems Approach to Improving Linkages Between Children and Youth with Special Health Care Needs Partners

**Community Resource Mapping**
Definition: Through the formation of Regional Core Teams and Community Conversations, local partners give input on resources and issues surrounding Autism Spectrum Disorders and other Developmental Disabilities (ASD/DD) and work together to find solutions.

Issue: Resource mapping reveals that in rural areas ASD/DD resources are scarce and even in parts of the state where resources are more available, knowledge about these resources is not necessarily known by key organizations or included in statewide databases.

Result: Through resource mapping, over 500 new resources for ASD/DD are identified, including rural resources, and disseminated broadly resulting in information and assistance organizations and databases having an increased knowledge of resources and ultimately more children and youth with special needs are connected in a timely manner to appropriate services and supports. A Wisconsin specific navigation guide is developed.

**Community of Practice on Autism Spectrum Disorders (ASD) and other Developmental Disabilities (DD)**
(CoP ASD/DD)
Definition: “Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their understanding and knowledge of this area by interacting on an ongoing basis.” (Wenger, McDermott and Snyder, 2002).

Issue: State assessments reveal a silo system of care with partners and programs isolated from one another, with urban areas identified as having problematic access to resources.

Result: CoP ASD/DD partners convene three times a year to learn about one another’s work, share gaps/barriers, and find solutions. A partnership with a Milwaukee urban autism group results in 85 stakeholders with four workgroups convening to create action plans addressing continued shared work; including co-sponsored events, a unified approach to reaching urban families and renewed communication with a major tertiary center about Autism-specific clinics.

For more information about the Connections project go to: www.waisman.wisc.edu/connections

**Outreach and Education**
Definition: Through information dissemination and training key stakeholders gain knowledge and skills.

Issue: State assessments and national research document the need to implement early and continuous developmental screening of all children for early identification of delays. Based on the results of a survey conducted in 2007 only 5-20% of Wisconsin pediatric primary care physicians (Family Physicians and Pediatricians) reported always or almost always using a formal developmental screening tool; 10-58% reported sometimes using a formal tool.

Result: The CoP ASD/DD Early Identification Practice Group implements a Centers for Disease Control and Prevention statewide “Learn the Signs, Act Early” campaign to increase early identification of children with special needs. The Medical Home Practice Group promotes developmental screening with primary care practices and collects data on practice changes.

*Note: Data from the Wisconsin Developmental Screening Survey Results. The Wisconsin electronic newsletter available at http://www.wisasp.org/whitop.html*

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Successful Surveys…
It’s All in the Details

Improving Program Evaluation and Academic Research

Developing and adhering to best practices in survey design and implementation, UWSC provides UW with essential tools for collecting accurate, reliable, and useable data.

UWSC brings training, expertise, and experience to:

- Collecting your data - start to finish
- Designing your study
- Refining your questions
- Collecting your data
- Fitting into your budget

UW Survey Center (UWSC)
John Stevenson, Associate Director
Jennifer Dykema, Survey Methodologist
www.uwsc.wisc.edu
608-262-9032

Why do a survey?
- To systematically collect quantitative information for description, evaluation, and assessment.
- To gain better understanding of your users/customers.
- To track changes over time.
- To provide an outlet for suggestions and input.

What can you do a survey about?

- “Getting Feedback from Alumni to Improve Undergraduate Curriculum in Your Department.”
- "Using Facebook As a Locating Tool on a Longitudinal Study of College Students."
- "Designing Questions for Web Surveys: Effects of Check-List, Check-All, and Stand-Alone Response Formats on Survey Reports and Data Quality."

UWSC can help...

...With survey questions
...With your study design

You tried conducting a survey, but had problems...

- Identifying the necessary steps to implementing a survey.
- Determining who should complete the questionnaire.
- Getting the questionnaire to the right people.
- Enticing people to participate.
- Making sure you asked the right questions.
- Ensuring your questions are clear and understandable.
- Figuring out what to do with your data.
Engaging Leaders from Across Higher Education

Best Practices for Hosting a Successful Meeting When the Stakes are High

« Event Hosted By Chancellor Martin, April 2010 »

Preparation

• Initiated a design team to oversee process, content and logistics
• Created simple, refined questions to guide the meeting towards a final product that was known in advance
• Designed templates for each exercise so that results of conversations could easily be framed and captured
• Identified session leaders in advance to ensure ownership
• Drafted agenda very carefully to focus participants on key questions while in break-out groups

Holding the Event

• Staff played three roles: content knowledge, process facilitators, and communication support (note-taking).
• Keynote speakers provided compelling and provocative comments
• Leader of break-out sessions oversaw conversations
• Ideas and recommendations were captured via audio and in writing
• Assembled group received short, concise report on recommendations from break-out sessions

Making Recommendations on the Future of Public Universities

Results

• Excellent feedback from leaders, staff and other participants
• Produced summary of recommendations for Association of Public and Land-Grant Universities (APLU)
• Ideas from this and other meetings used to report to Congress’s “National Research Council Committee on Competitiveness of Research Universities”

Future Development

• Report from Congressional Commission in Summer, 2011
• Future national legislation to ensure viability of higher education likely to follow

Rhonda Norsetter
Federal Relations
UW-Madison Office of the Chancellor
norsetter@chancellor.wisc.edu
(608) 263-5510
The 8 GARP® Principles for Campus Records

1) **Accountability**
   Senior level and unit support for Records & Information Management Program

2) **Transparency**
   Clear responsibility for Records & Information program and policies

3) **Integrity**
   Records generated are Authentic and Reliable

4) **Protection**
   Records have a reasonable level of protection that are private, confidential, privileged, secret, or essential to business continuity.

5) **Compliance**
   Records are in compliance with State & Federal requirements and University policies

6) **Availability**
   Records are maintained in a manner that ensures timely, efficient, and accurate retrieval.

7) **Retention**
   Records are maintained for an appropriate time in accordance to Legal, Fiscal, Operational or Historical value

8) **Disposal**
   Provide secure & appropriate disposition for records that are no longer required to be maintained by law or University policy.

   GARP = A TIP CARD

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**UW-Madison Records Management**

**Information Governance**

**Because It Matters...**

Introducing the Generally Accepted Recordkeeping Principles

Good recordkeeping practices in accordance with GARP = Campus Best Practice

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**Endorsed by the Campus Records Review Group November 2010**

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For more information contact:

Peg Eusch, CRM
UW-Madison Records Officer
http://archives.library.wisc.edu/records/Index.html

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Top 8 Records Questions to ask yourself:

1) Does your Dept/Unit have a designated Records Coordinator for the department?

2) Are you familiar with the University's Records Management Policies?

3) Who is the owner of the record and what is records chain of custody for your area?

4) Do you know where to access policies regarding the access and security of private, confidential, records?

5) Do you know how to comply with an open records request or Litigation Hold for physical and electronic records?

6) Have you implemented and documented a organized filing system for both physical and electronic records including email?

7) Do you know where to find the records retention schedules and how to use them?

8) Is your department/unit following the University Retention Policies and disposing of records within the normal course of business?
GOALS

- Adapt and enhance an existing biology mentor training seminar for broad use across STEM disciplines
- Implement the adapted research mentor training seminars and test their effectiveness through the Delta Program
- Develop and disseminate a Web tool that allows researchers to use the elements developed from this project to build research mentor training seminars suited to the individual needs

PARTICIPATION

Improving Research Mentoring Relationships

How a training program makes research mentors more effective and enhances the experience of undergraduate and graduate mentees

EXAMPLE SYLLABUS

<table>
<thead>
<tr>
<th>Semest</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Establishing Expectations</td>
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<tr>
<td>Week 4</td>
<td>Assessing Understanding and Pretending Independence</td>
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<td>Week 5</td>
<td>Mentoring Challenges and Solutions</td>
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<td>Week 6</td>
<td>Addressing Diversity</td>
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<td>Week 7</td>
<td>Dealing with Ethics</td>
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<td>Week 8</td>
<td>Mentoring Philosophees</td>
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AVAILABLE MENTOR TRAINING MATERIALS

ACKNOWLEDGEMENTS

The Research Mentor Training Seminar was originally developed by the Wisconsin Program for Scientific Teaching with support from the Howard Hughes Medical Institute Professions Program. The work was adapted through the Delta Program in Research, Teaching, and Learning with funding from the National Science Foundation (Grant # 0717397; PI: Christine Pfund). The adaptation for use by engineering research groups was made by Robert Beattie, Janet Branchaw, Gail Cooper, Kimberly D’Anna, Amy Fruchtmann, Andrew Greenberg, David Griffiths, Jo Handelsman, Eric Hooper, Eric Jonatla, Robert Mathieu, David McCullough, Trina McMahon, Sarah Miller, Christine Pfund, Brad Poulter, Christine Prokhorov, Bob Redchief, Manuel Roman, Ashley Shade, David Wasserman, and Tahsilh Yoon

CONTACTS

Christine Pfund, Delta Program in Research, Teaching and Learning, cepfund@wisc.edu
Janet Branchaw, Institute for Biology Education, branchaw@wisc.edu

EXAMPLE CASE STUDY

It Seemed So Clear When You Explained It...

You have just explained a complicated technique to your mentee. As you were explaining the technique, she nodded the entire time as if she understood every word you were saying. When you were finished with your explanation, you asked her if she had any questions. She said no. Just to make sure, you asked her if everything was clear. She said yes. Three days later you asked the mentee how the experiment using this technique is going and she said she hadn’t started because she did not understand the technique.

RESULTS

FUTURE DIRECTIONS

- Research study (NIH #R01GM054739-9, Byers-Winston PI, Pfund co-I) - identify factors in mentoring that will predict intentions to and emotions to pursue careers in the biological sciences.
- Research study (NSF-ARRA Supplement #11UL1RR025011-02, Brewer PI) - adapt research mentor training materials for use with clinical and translation science award (CTSA) mentors and implemented at 15 institutions across the country. A randomized research study design is being applied to test the impact of research mentor on both mentors and mentees.
- Offer research mentor training in a synchronous, online environment for faculty across CIRTL Network institutions.
Roots
In Fall 2010, 20% of students living in University Residence Halls were involved in an RLC.

2010 GreenHouse
- Key features of RLCs:
  - An explicit organizing focus
  - Faculty director(s) and academic staff shared leadership
  - Unique seminars and residence hall class sections
  - More faculty, staff, student engagement
  - Community-based CCAS academic advising
  - Aligned co-curricular activities

High Impact Educational Practice
Participation in the National Study of Living-Learning Programs has shown many positive effects:
- Smoother transition to college
- More faculty engagement
- Wide range and depth of peer interactions
- Greater use of campus resources

Chancellor Biddy Martin (2009) prioritized RLCs in the Executive Summary of the Madison Initiative for Undergraduates: RLCs “show extraordinarily positive social and academic outcomes for first-year students—benefits that continue through graduation.”

2008 Entrepreneurial Residential Learning Community
Chancellor John Wiley’s Provost, Peter Speer (2005): RLCs constitute a key element in the larger system of learning communities designed to foster academic engagement, integration into the campus community, and student success...

2003 Multicultural Learning Community
- 1997 Chadbourne Residential College
  - Focus: liberal education
- 1996 International Learning Community
  - Now includes seven language houses
- 1996 Women in Science and Engineering
- 1995 Bradley Learning Community
  - Focus: first year students

What prompted the concept of RLCs?
- They foster community-building and a greater sense of coherence.
- They provide contexts for integrating student experiences.
- They break down the size of research universities.

Chancellor David Ward (1995, 1999) provided “A Vision for the Future” and identified RLCs as paving the way for large-scale transformations in the way students, staff, and faculty interact to promote learning.

Residential Learning Communities (RLCs) Go Green

GreenHouse

“I did green projects in high school and wanted to continue that in college. Living in the GreenHouse was a good transition and helped me get involved in student activities and organizations.”

Jeff, GreenHouse resident

GreenHouse seminars
GreenHouse residents enroll together in one credit GreenHouse seminars. Some examples are:
- What Will I Eat Today? Choosing for Yourself, Your Community, and the Earth
- Green on the Ground II: Design and Construction of Small Off-grid Wind Turbines
- Environmental Justice: Retracing Farming
- Greenhouse Global Food for Thought Menu Series: Good to Eat and Good to Think
- Green on the Ground III: Design and Construction of a Composting Toilet

GreenHouse activities
- Trip to Growing Power Urban Farm in Milwaukee
- Wisconsin Welcome fall canoe trip on the Yahara
- Weekly GreenHouse meals coordinated by our food intern
- Visits to the Leopold Shack and Muir Homestead
- Picnic Point campfire to kick off spring semester
- Cider-making
- Murals marathon to paint the resource room
- Green Screen Film Series
- Hoop house reconstruction at Scotch Hill Farm
- Lakeshore preservation

Future Growth
Vision for 2013: With support from the MIU, diversify and increase the number of RLCs by 50% to amplify their contribution to the Wisconsin Experience.

2013 Gender Learning Community

2013 BioHouse

2012 Creative Arts and Design Learning Community

Summer 2012 Seminar promoted at SOAR

February 2012 Seminar published in timetable

Spring 2012 Develop co-curricular/community-building plan

Fall 2011 Seminar—department approval

July 2011 Participant recruitment—Web site launched

May 2011 School/college co-sponsorship

Spring 2011 Select faculty director and program coordinator

March 2011 Identify location and prioritize facility needs

February 2011 Formation of planning committee
In October, 2010, the Sustainability Initiative task force produced its final report.

Six principles were identified as the basis for policy:
1. Integrate research, education, and operations
2. Incorporate systems analysis, life-cycle analysis, and cradle-to-grave thinking
3. Advance sustainability literacy
4. Eliminate waste
5. Transparency of metrics, practices, and decision-making
6. Honor and engage students

These principles guided the creation of policy:
1. Create an Office of Sustainability
2. Fund pilot projects

Policy
• Human
• Physical
• Financial

Leadership
• Tradeoffs
• Stakeholder interests

Outcomes
• Human Resources
• Administration

Institutional Structures

The policy identified several specific desired outcomes:
1. Become a living laboratory for sustainability
2. Become an international leader in sustainability studies

Explicit consideration of implementation process is critical to achieve outcomes

• Even though the research and education co-director has not yet been hired, several steps have been made toward implementation:
  1. Institutional Structures
     a) Hired the operations co-director
     b) Hiring academic co-director
     c) Chartering advisory committee
  2. Resources
     a) Creating budget
     b) Budget approval by Provost and Vice Chancellor for Administration
  3. Politics
     a) Interim director of the Nelson Institute as transitional leadership

Transitional leadership has been key for continuing the process of implementation between the time of the report and the hiring of the co-director

“People now appear to think that implementation should be easy; they are, therefore, disappointed when expected events do not occur or turn out badly.”
-Aaron Wildavsky

Contacts
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we care
we think
we learn
we discover
we influence
we conserve

because
WASTE DEVASTATES!

Be the We.
If not now, when? If not us, who?
Join us at www.conserve.wisc.edu

Mission possible.

A sustainability initiative at UW-Madison
A Better Way to Allocate Research and Office Space

Allocation of research & office space via a merit-driven metric facilitated by an inter-departmental committee of faculty

Project Goals:
- Regular review of space
- Allocation process clearly defined
- Transparent, merit-driven & free of real or perceived favoritism
- Accommodate space needs due to faculty recruitment

Results
- Has created unexpected synergies in teaching and research
- Dr. Mike Livesey, a large animal surgeon in the Dept. of Surgical Sciences, has an office close to Dr. Jean Bjorenson, a gross anatomy lecturer in the Dept. of Comparative Biosciences. They found common interests in teaching and now participate in each other’s classes.
- Dr. Vjeko Miletic, a basic neuroscientist in the Dept. of Comparative Biosciences, had an office close to Dr. Lesley Smith, an anesthesiologist in the Dept. of Surgical Sciences. Their discussions of a research project that Lesley was excited to pursue led Vjeko to host Lesley in his lab. Subsequently Lesley gained NIH funding and established her own research laboratory.

Limited Research & Office Space

Problem:
- Limited space
- School has 4 departments

Opportunity:
- Facilitate and encourage cross-departmental, cross-disciplinary collaboration in research & teaching
- Allocate space through a process that has high accountability
- Benefit from unbiased input and prioritization of laboratory renovation needs
- Enable emeritus faculty to continue to engage in the activities of the school by providing Emeritus Faculty Lounges

Space Committee Created
- Senior faculty appointed by the Dean
- Represent the School not individual departments
- Responsible for all research labs
- Responsible for all faculty offices
- Responsible for all graduate student and postdoc offices
- Responsible for emeritus faculty space

Ongoing Benefits
- Makes it easier to administratively support research programs by expanding or contracting space as appropriate
- Can help create research and teaching clusters in response to changing needs/directions Encourages sharing of equipment thereby saving $$ for individual researchers
Sharing Best Practices with Peer Institutions

NCCI

Advancing Best Practices With Over 60 Institutions

To learn more about best practices from 60 institutions, visit NCCI’s Web site:

www.ncci-cu.org

Log-in: nccimbr
Password: 2009mbr

NCCI Vision

NCCI’s vision is to function as a catalyst for higher education institutions to work collaboratively across institutions to employ effective methods for advancing academic and administrative excellence. To this end NCCI provides resources to its member institutions to help them to explore the concepts of continuous improvement. It is our hope that more institutions of higher education will embrace these concepts.

NCCI members include:

• UW-Madison
• UC Berkeley
• Michigan
• Michigan State
• Illinois-Champaign
• MIT
• Penn State
• Rutgers
• Washington
• Northwestern
• Virginia

Upcoming Events

• 12th Annual Conference
  Tampa, FL – July 7-9, 2011

CIC

Mission

To advance academic excellence through collaboration across our member universities.

Vision

To be the national model for effective, voluntary collaboration among top research universities.

Strategic Directions Framework 2011-2014

The CIC aims to be the model for effective, voluntary collaboration among top research universities.

Members:

University of Chicago
University of Illinois
Indiana University
University of Iowa
University of Michigan
Michigan State University
University of Minnesota
University of Nebraska Lincoln
Northwestern University
Ohio State University
Pennsylvania State University
Purdue University
University of Wisconsin-Madison

CIC

Committee on Institutional Cooperation

Headquartered in the Midwest, the Committee on Institutional Cooperation (CIC) is a consortium of the Big Ten universities plus the University of Chicago.

To learn more about CIC visit:

www.cic.net
A comprehensive recruitment approach involving learning, engagement and collaboration

“The experience of serving on the Director of Undergraduate Admissions Search and Screen Committee was an extraordinary addition to our respective Wisconsin Experiences. The opportunity to work with a diverse group of university leaders was truly a unique learning experience and has enhanced our work in other areas on campus. ...Hearing the committee's thoughts about the applications, Skype interviews, and finalist visits will provide invaluable experience as we seek out opportunities for ourselves in the years ahead and find ourselves on the other side of the interview table. We in fact started recommending to other students that serving on a search and screen committee of some kind is one of the most valuable leadership opportunities on campus.”

--Steven Olikara (Business '11) & Patrick McEwen (Engineering '11)

Best Practices in Candidate Recruitment
Division of Enrollment Management

Search & Screen Committee

Assemble a diverse, cohesive committee that fosters cross-campus collaboration & involvement

• Take a disciplined "learning together" approach

• Invite campus experts to discuss effective recruitment practices with committee, including
  • Voting & decision making processes
  • Avoiding bias in search process
  • Use of appropriate questions
  • Marketing UW-Madison & our brand
  • Trends in the profession

• Actively commit to recruiting a diverse & high quality candidate pool

• Have fun together!

Provide Administrative Support

To allow the chairperson to focus on leadership of committee, designate a “staff person” to provide administrative services, including

• Scheduling & organization of meetings
• Preparing agendas & materials; recording meeting notes
• Arranging for technology support
• Coordinating communication with candidates
• Scheduling interviews & managing related logistical details

Use Technology

Take advantage of campus technology resources

• My Webspace
  • Allows secure storage of & access to applications & documents
  • Electronic storage reduces paper

• Wisclist
  • Facilitates efficient email communication

• Skype
  • Offers opportunity for personal connection without the expense of bringing candidates to campus for initial screening interviews

• Qualtrics Survey (survey.wisc.edu)
  • Provides efficient way to gather, compile & analyze applicant rankings from committee members
  • Provides an easy way to create feedback survey for collection of confidential comments after finalists visit campus

Campus Visits

As appropriate, engage a wide selection of campus groups to meet with finalists

• Office staff
• Office leadership team
• Office director/ supervisor
• Divisional leader
• Search & Screen committee
• Key stakeholders on campus
• Campus faculty, staff and students (through forums, student lunch, etc.)

Contacts

UW-Madison Division of Enrollment Management
Presented By
Cari Anderson, Carol Gosenheimer & Terry Ruzicka
The Community-Campus Knowledge Exchange:
A reciprocal partnership model

Phase 1: 2006-2007
CBR assessment of Service Learning

The Problems of Service Learning
• Absence of faculty
• Lack of training of students and resultant unreliability
• Costs of short-term and semester-limited engagement
• Lack of student facility with diversity
• Lack of communication before, during, and after
• BENIGN neglect from lack of focus on community outcomes
• Lack of university infrastructure

Phase 2: 2007-2008
Community-desired methods of access to students

Preconditions for Community Impact
• Creating a structure that can support community outcomes attainment
• Creating a process that can support community outcomes attainment

Creating a Structure

Phase 3: “Community-University Exchange” (Science Shop Model)

Step 1: series of meetings with Community Partners to define priorities
• Economic development: fostering business success
• Healthy food access: need to increase sales at Farmers Market
• Lack of bike/bus access to area
• Strengthen community events: promote area as unique destination
• Map foreclosed properties to advocate for stabilization funds

Step 2: Meet with graduate students and faculty advisors to assess our capacity to assist with various pieces of project
• GIS certificate program looking for hands-on projects
• Public Health students/IUF Slow Food students create partnership to look at food access/health link
• Ethnographers desire to map cultural assets of area
• Grad students interested in documenting this model & researching other potential project ideas in community
• Inter-D chair willing to act as faculty for Special Topics course

Step 3: Meet again with community partners; refine ideas; set up project management structure
• Steering committee with 1 rep from each team
• Individual project teams meet separately: Faculty mentor, grad student; community partner stakeholder in that piece

Advantages of CUE for faculty, academic staff and students
1. Central coordination of interdisciplinary expertise allows utilization of individual knowledge/interests in an orchestrated fashion.
2. Networking groups of faculty that do CBR have support and advocacy for revising Tenure and Promotion Guidelines to better reflect community-based research.

For community:
1. Streamlined access to resources; streamlining on partnerships.
2. Advocacy for varying sources of knowledge.

Resources


Opportunity to Grow

- For years, The Lowell Center has provided lodging for visitors to campus. But with just 81 rooms, the facility wasn’t always able to accommodate large guest room block requests.
- Lodging at a third facility - The J.F. Frederick Center - wasn’t a fit for every client. For some, that facility was inconveniently located.
- The desire was to provide lodging at The Lowell Center that exceeded the level of accommodations and amenities our clients sought.
- To better support a need for extended stay lodging on campus, seven extended stay rooms were included in the plan.
- Space for the addition within The Lowell Center became available when UW-Madison staff relocated. Coupled with the sale of The Frederick Center, the timing was ideal for this opportunity.

57 New Guestrooms

- In spring 2010, 57 new guestrooms were completed, many of which have views of Lake Mendota and the State Capitol.
- All 137 rooms are available to UW System employees, alumni, parents of students, and anyone attending a campus event or class.
- Rooms feature:
  - Free wireless
  - Custom Amish built furniture
  - Am/fm radios with iPod docking stations
  - 32" flat screen TVs
  - Mini-refrigerators
  - High end soft goods and beds
  - Bath & Body Works toiletries
  - Keurig one-cup coffeemakers
  - Complimentary breakfast

Fulfilling our mission one ‘sweet dream’ at a time

How we improved our customers’ experiences and became more efficient with the addition of 57 new guestrooms

Project Goals

UW-Extension Conference Centers had the opportunity to consolidate staff from two facilities into one – and gain business and financial efficiencies, all while better serving our clients.

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Results

- With 137 rooms, The Lowell Center is now able to accommodate large room block requests.
- There are operational and economic efficiencies thanks to the consolidation of staff and services from two facilities.
- The quality of the new rooms put our lodging on par with the excellent meeting facilities at The Lowell and The Pyle Centers.
- To date, occupancy overall has increased.
- Feedback from guests is overwhelmingly positive.
- The project helped foster strong engagement among staff, and has continued to inspire ongoing improvement, collaboration and change.
- The project was the biggest success UW-Extension Conference Centers has experienced since the construction of The Pyle Center.

Future Development

- The project has spurred additional renovation throughout the facility including:
  - Three new elevators
  - Expanded and remodeled front desk
  - Remodel of existing guestroom bathrooms
  - All new task chairs
  - Complete remodel of first floor guestrooms

- We are closely examining our current room layouts to better serve our customers as well as improved standards for cleanliness and services.

The Pyle Center • The Lowell Center • Two great locations • One smart choice
www.conferencing.uwex.edu
Teaching Integral at a Big Ten University

Forum to introduce integral theory and practice concepts in courses and workshops at University of Wisconsin - Madison

Conclusion

Integral theory concepts and practice can enrich academics, advance leadership and inspire personal growth at UW

Alberto Vargas, Harry Webne-Behrman, Darin Harris and Douglas Reinemann

Sample of basic sources used

- Wilber *Theory of Everything; Integral Vision; What is Integral?*  Beck’s *Spiral Dynamics*.
- Gail Hochachka’s various writings on integral international development and case studies  . Barrett Brown’s various writings on integral sustainability.
- Esbjörn-Hargens and Zimmerman *Integral Ecology*.
- Stuart Davis songs.
- Various writings of Robert Kegan, John Schmidt, Cynthia McEwen.

Challenges

- Being integral so you can transmit it!
- Acceptance of integral concepts in academia is slow. Skepticism.
- Not everyone is ready to embark on an integral quest.
- Practice is as important as theory but introducing it is a process which requires time and serious commitment.

To whom do we teach it?

- General public and staff -- Spiral Dynamic workshops; Madison integrals learning community.
- Undergraduates -- Seminar on Latin American current issues.
- Graduates -- Seminar on Sustainable Development; Seminar on Integral Ecology.
- Professionals and leaders--Journey of Facilitation and Collaboration.

Lessons Learned - Advantages

- Provides opportunities for explicit intersubjectivity.
- Valuable framework to deal with complex issues such as violence, inequality, civil wars, and conflicts.
- Helps to frame discussions on lack of mutual understanding for sustainable development and ecology.
- Very high satisfaction of participants.
- Tool for inter/trans-disciplinarity and focusing on the question: Why?

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<th>Total participants</th>
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<td>60</td>
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<td>Undergraduates</td>
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<tr>
<td>Graduates</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>Journey of Facilitation and C</td>
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Participants in Integral courses and workshops at UW since 2005
Closing the Achievement Gap in Chem 103

Background

Our project is premised on the following findings:

- Targeted students\(^1\) are more likely to receive Ds, Fs, or drop from quantitatively-oriented introductory gateway courses at UW-Madison, such as chemistry and math, producing an "achievement gap" that disproportionately keeps targeted students from pursuing majors, and therefore careers, in the sciences.
- The gap persists across all ACT scores, meaning that regardless of prior preparation, targeted students are still more likely to receive Ds, Fs, or drop these courses.
- Our hypothesis is that these courses can be taught using 5 research-based "teaching best practices" that engage all students more fully, and that will close this achievement gap.

Project Goal

By implementing a comprehensive course reform that focuses on five teaching best practices:

1. Close the achievement gap between targeted and non-targeted students
2. Enhance ALL students' learning

### Evaluation Method and Findings

**Outcome variables:** course GPA, adverse outcome rates (Ds, Fs, or Drop), retention to the subsequent chemistry course, self-reported attitudes and behaviors regarding the learning of chemistry via online survey.

**Assessment method:** quasi-experimental design comparing outcome variables between 5BP and traditional section.

**Findings:**

- No change in GPA and adverse outcome gap
- On average, students in 5BP section studied about 1hr more per week outside of class
- More students in 5BP section reported working with and discussing course-related ideas with classmates outside of class. Particularly true for targeted students
- Targeted students in 5BP section were more likely to report experiencing a positive classroom climate (felt instructors fostered self-confidence; students felt more comfortable asking others to study with them outside of class)

### Future Directions

- Although the achievement gap hasn’t closed, and it takes three iterations to see change from comprehensive course reform, these changes have taken place:
  - Some indication that the new ways of teaching are affecting students’ behaviors and perceptions favorably.
  - Entire general chem faculty beginning to adopt some course reforms
  - The centrality of TA’s role to implement group-based learning has emerged as important training issue
  - Plans to disseminate materials across system and through chem education

### 5 Best Practices of Teaching (5BP)\(^2\)

- **Learning in Context**
  - Lecture, discussion, and lab content tied to real-life contexts.

- **Group-based learning**
  - Guided Inquiry worksheets to structure TA-led discussions
  - Concept-test “clicker questions” in lecture ask students to turn to neighbors to work through questions
  - Challenge Problem in evening workshops asked students to work together
  - Weekly evening drop-in homework sessions structured so students worked together on problems

- **Time on task**
  - Challenge Problems, Guided Inquiry, online homework, interactive lectures all increased time students spent on course material
  - Weekly quizzes were removed to make time for these activities

- **Frequent feedback**
  - Additional exam (worth ½ credit) added in 3\(^{rd}\) week (vs. 5\(^{th}\) week)
  - “Clicker questions” asked several times each lecture gave immediate feedback to students about how well they tracked material. Also gave immediate feedback to instructors so they could adjust their instruction on-the-fly

- **Positive classroom climate**
  - TA training focused on “guide” role in guided inquiry vs. “sage on the stage”
  - Efforts to relate course content to real-world problems humanized the lectures

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Creating Collaborative Research Environments in the Humanities

Core Functions

- **Collaborative spaces**
  - Small group space for physical and virtual collaboration
  - Seminar space for 15-20
  - Short-term incubator /project spaces

- **Consulting/Expertise**
  - Project assessment
  - Grant development
  - Digital inquiry / research methods
  - Digital libraries and collections
  - Text encoding and metadata
  - Digitization of texts and images
  - Curation and preservation models

- **Presentations/Seminars**

Service Providers

- Administered by the Campus Libraries
- Advisory Group
  - Faculty
  - Graduate students
  - Librarians
  - Campus Technologists
- Humanities Lab Service Team

Campus Sponsors

Primary Goals

- To create environments conducive to collaborative humanities research
- To provide services designed to facilitate digital humanities scholarship
- To provide periodic access to staff expertise in a wide array of digital technologies based on a variety of funding models

Communication Process

- Held discussions with faculty and graduate students, appropriate campus administrators, and related campus Centers, Institutes, and Working Groups
- Reviewed pertinent literature, conferred with colleagues at peer institutions, and conducted site visits
- Participated in Faculty Development Seminar on the Digital Humanities and attended Libraries’ “Evolving Directions in Research” series

Key Collaborations

The Humanities Lab is envisioned as a suite of spaces and services designed to facilitate and advance collaborative research in the humanities

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Image design by Carrie Roy
Graduate student in Scandinavian Studies and Folklore
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.

Expanded Learning Opportunities for English speaking employees and employees with limited English proficiency:

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

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

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

**SERVICES PROVIDED**

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

- English language classes and 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.

- Educational opportunities for all employees.

**WHO MAY ACCESS OUR SERVICES**

- All UW employees and candidates.

- 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

**Cultural Linguistic Services Staff**

- Carmen Romero González
- Jzong Thao
- Yangbum Gyal
- Kelly Luskey
- Blanca C. García
- Estephany Escobar
- Cairang Zhuoma (Drolma)
- Mai Phia Xiong
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Strategic Planning

The School of Education, the UW-Madison Diversity Plan, and Chapter PI 34 (PI 34.14) includes the goals:

1) closing the gap in educational achievement; and
2) fostering institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.

Underrepresentation

- Underrepresented students of color comprise 8.2% of undergraduates in the School of Education—lower than the campus average of 9.5%.
- In 2009, 27 underrepresented students of color admitted to Teacher Ed out of 212 total admits, incl. 17 El. Ed, 9 Sec. Ed, 1 Spec. Ed.
- Of the 59,590.7 FTE licensed WI Teachers in 2010¹: 2.0% African American, 1.3% Hispanic, 0.7% Asian, and 0.3% Am. Indian.

Seminar Approach

- Cabrera’s (2004) research² suggested classroom experiences are the most significant influences on persistence for underrepresented students in the Big Ten.

2010 L&S Equity & Diversity report³:

- Compared with non-targeted students, targeted minority students rated the impact of course organized groups, learning centers and tutorials, small group activity, academic advisors, and tutors as having significantly higher impact on their learning.
- Compared to non-targeted students, targeted minority students were more likely to report that hurtful racial incidents and uses of racial stereotypes occurred in their classrooms.

Developing Teacher Diversity

Curriculum & Instruction 375
"Current Issues in Education" 1 cr. seminar is a tool to recruit & retain underrepresented students to & in Teacher Education.

C & I 375 goal is to encourage teaching by:

1) critically examining how schools and universities address and define diversity, equity, & social justice;

2) developing discursive tools to examine individualism, meritocracy, and equal opportunity in educational contexts.

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Wisconsin K-12

- NAEP 2007, the state with the widest black-white gap in the nation—Wisconsin with a 38-point achievement gap.
- The average score for black students in Wisconsin was lower than any Southern state and 10 points below the national average for black students.
- Factors include: inequitable distribution of teachers, inequitable funding of schools, & institutional racism.

The Path Forward

- Fall 2011, C&I 375 “Current Issues in Education” transformed into 3cr. course “Introduction to Education” with service learning.
- Fall 2011, creation of new 1cr. seminar for students currently in Teacher Education programs with focus on leadership & professional development.
- Expanding strategic recruitment via 3cr. and 1cr. course offerings in partnership with minority-serving academic programs and services.
- Expanding collaboration with local and regional teachers and administrators of color.