Note: The poster order in this presentation corresponds to the program listing
Globalizing the Undergraduate Experience in the Sciences

Three Challenges to SCIENCE Curriculum Internationalization:

**Challenge #1: Rigid curriculum**
Science curriculum has lock-step class sequences based on a set of core ideas to be built upon in subsequent classes; students perceive they have few “free” credits in which to take classes outside of the sequence.

**Solutions:**
- International partnerships using technology to link classrooms to the world; in-class internationalization; short-term study abroad; international internships.

**Challenge #2: Science is based on universal concepts**
The conviction that science and, by extension, a science education exist outside of cultural influence.

**Solutions:**
- Focus on innovative and high-impact, problem-based activities for students to apply science knowledge to real-world issues.

**Challenge #3: Institutional constraints**
Research and publication lead to science faculty tenure, not undergraduate engagement, meaning there is a lack of incentive for faculty to engage in undergraduate education in general.

**Solutions:**
- Capitalize on existing faculty international partnerships and expertise; reward faculty engagement with peer and departmental acknowledgement and campus communications.

What is internationalization?
The purposeful integration of global and intercultural perspectives into undergraduate education, in a way that can be identified by students and evaluated for effectiveness.

A 2005 CALS survey asked faculty: “Do you teach about the international aspects/applications of your subject in any of your courses?”

- Yes, 52%
- No, 48%

A 2005 survey asked CALS Seniors: “How important is an international perspective for your future employment?”

- Very Important, 42%
- Somewhat Important, 49%
- Not Important, 10%

Contact: John Ferrick (Director), Masarah Van Eyck, Laura Van Toll at International Programs Office, College of Agricultural and Life Sciences: ip.cals.wisc.edu
Influence student behavior outside of the classroom.

- Success in engineering courses requires 3 hours of preparation per class period. Online content is not optional. The Engineering Problem Solving with Computers (NE 271) eCOW2 course page has 14 online videos (including hand puppets) and 87 online lessons. Each lesson has content, examples and exercises and ends with a graded quiz with a deadline of the class meeting time to which the lesson pertains.

- Class time is spent working in 3-student teams on assigned problems in a computer lab. Attendance is graded. I mingle and answer questions. A quiz over the lab is given online the following week.

Blooms taxonomy guides the topics of online vs. face-to-face learning.

- Online content includes programming syntax and developing rudimentary programming and algorithm development skills. Much of this is rote learning.

- In-class active learning includes evaluation and synthesis. These critical thinking skills are called problem solving in engineering.

---

Blended Learning: Have a goal, solve a problem.

Successful blended learning has a goal and solves a problem. Examples are improving student learning, greater access, cost reduction or a combination of these. I focus on improving student learning.

---

Results

- This project was started in 1998 and is on-going today, following the Teaching as Research model. Early in the project, students reported preferring online content but that it required greater self-discipline.

- I have observed student preparation for the labs has improved since adding 87 quizzes to the 87 lessons, making the online content required studying BEFORE the lab meets.

- An online only section of the course for selected students is now offered. Four students elected this option in Fall 2011. This is scalable to many students at little added cost.

Future Development

- Exploring tools to data mine student interaction with eCOW2 course pages to profile successful study behavior. Collaborating with DoIT Academic Technologies.

- Proposing a new online course to be taken by engineering students that teaches them how to learn using online resources. "How to Learn Online" would be taken BEFORE starting at UW-Madison.

- Teach NE 271 in WiscEd / Wendt Commons. More seats offer the option of mixing 3-student teams with individual student active learning during different class periods.

---

Project Goals

- Improve time-on-task with continuous assessment.
- Improve classroom experience with active learning.
- Offer all online option to selected students.

Contacts

Professor Gregory A. Moses
Department of Engineering Physics
moses@engr.wisc.edu
WisCEL
Wisconsin Collaboratory for Enhanced Learning

WisCEL Objectives:

WisCEL strives to reach success for all students by creating learning environments in spaces where students live and learn on their own initiative. In these new spaces individualized learning experiences are provided through courses, tutoring and social events in order to develop confident, independent, lifelong learners.

WisCEL meets these objectives by:

- Creating effective learning environments that also use space more efficiently.
- Partnering with Libraries and throughout the University with Instruction.
- Supporting pedagogies including spontaneous peer collaboration, instructor-as-coach models, self-pacing opportunities, frequent and immediate learning progress feedback, increased instructor time with students, and international connectivity.
- Utilizing technology-enhanced learning.

For more information:
Visit our website at: http://www.wiscel.wisc.edu/
Contact us by Email at: wiscel@wiscel.wisc.edu

Effective Space Utilization
WisCEL strives to reach success for all students by creating learning environments in spaces where students live and learn on their own initiative. WisCEL spaces provide individualized learning experiences for large populations of students through a comprehensive offering of formal instruction, self-paced independent and group study, tutoring, and social events which, in combination, lead to confident, independent, lifelong learners.

Leveraging Partnerships & Resources
Through partnerships with Libraries and Instruction, WisCEL leverages space, resources, and technology for a more well-rounded and individualized student experience.

Technology-Enhanced Learning
Through technology-enhanced learning: students receive immediate and frequent feedback on their work, collaborative learning is encouraged, and instructors are able to spend more time engaging students.

Pedagogy Change

ECE 230 Fall 2011 Results (not in WisCEL)

ECE 230 Spring 2012 Results (in WisCEL)

For more information:
Visit our website at: http://www.wiscel.wisc.edu/
Contact us by Email at: wiscel@wiscel.wisc.edu

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Pedagogy Change

ECE 230 Fall 2011 Results (not in WisCEL)

ECE 230 Spring 2012 Results (in WisCEL)
INTER-LS 260 online course
An internship course delivered via “wiki” by L&S faculty and career services staff

Student Eligibility
- Open to all levels — first years through seniors
- Open to all majors — even undeclared
- Open to all internships — paid or unpaid, for-profit or non-profit
- Offered not only in the summer, but also in fall and spring semesters
- May be repeated (with a different internship)

Student Motivations
- To meet employer requirements for earning college credit
- To connect with other student interns during an unfamiliar experience
- To receive professional guidance from L&S Career Services staff
- To “tuckpoint” a transcript with one elective credit
- To be eligible for an L&S internship scholarship
- To gain experience with a fully online course
- To get the most out of their internship!

Project Goals
- Increase student access to internships
- Improve faculty mentoring of internships
- Connect students to L&S Career Services
- Allow students to learn from each other
- Encourage written reflection on a liberal arts and sciences education

Faculty Motivations
- To work with a wide range of students and majors
- To gain experience with online educational tools
- To help interns understand the value of a liberal arts and sciences education
- To collaborate with and learn from other instructors and career services staff
- To receive a course release or summer salary

Contacts
- Stephanie Salazar Kann
  ssalazar@wisc.edu
- Greg Downey
  gdowney@wisc.edu

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Flexible Physics: MULTIMEDIA Use in PREPARING Undergraduates for LABS

Show. Don't Tell. We've created a set of video-based learning objects to prepare students and TAs for physics labs. In ~3min, we outline the relevant concepts, demonstrate the equipment, and run through the lab procedure.

Video Goals:
- Connect Lab to Lecture
- Reduce Pre-lab Anxiety
- Make Equipment Familiar
- Reduce Lab "Downtime"

Design Principles:
Short But Sweet: shorter videos are more likely to be watched entirely
No New Material: review what they should already know from lecture
Keep it Simple: presenting the material at a low level will reduce student anxiety about the lab
Emphasize: how does the lab procedure relate to the concepts? What are you measuring and why?

"Showing the [concepts overview] in the beginning helps me see how this is related to class"

Results:
18 students were asked to "mark on the following line with an X how prepared you feel going into this week's lab." They then watched the video (RC5, 3:20 min), and re-marked the same line with a circle. In the diagram above, the lines connect the initial and final markings; green represents a positive change and red is negative.

Without either grade-based incentives or reminders, about half of students will watch the videos at home.

Video Delivery:
Video uploaded to YouTube
Using a Flash media player
With interactive transcript from 3Play Media

Contact: Duncan Carlsmit
UW-Madison Department of Physics
flexible.physics.wisc.edu
Comparative Literature and Folklore Studies:
Making a Meaningful Merger, Making a Merger Meaningful

Folklore:
The study of expressive culture in context and community.

Comparative Literature:
The study of literatures and other cultural expressions in their original languages and trans-cultural weave.

Administration
Create a meaningful and efficient governance structure that serves the needs of faculty, staff, and students while remaining cost effective for the university.

Foster a creative context in which department members can work together in ways that advance their own intellectual growth and that contribute to their field, the university, and the wider society.

Establish a framework of decision making that is transparent, inclusive, and responsive to the needs of all stakeholders.

Vision
Comparatively investigate the diverse roles that literatures, cultures, and traditional arts play in shaping our understanding of and participation in the world.

Expand knowledge of the rich and complex interconnections of the diverse cultures of the world, near and distant, through investigation of the languages and multiple contexts of those cultures.

Promote understanding of and ability to participate in conversations and other work on diversity in its multiple manifestations—race, ethnicity, gender, sexuality, globalization, nation-states, modernity, the individual, community, and role of history and the past in the present.

Curriculum
As we prepare our students to be informed and insightful mediators of and participants in the cultures in which they live and through which they move:

What is at the heart of our fields and disciplines that is important to pass on to our students?

What is at the forefront of emerging knowledge?

Preparatory meetings and consensus building in both units
Exploratory discussions with L&S administration
Day-long retreat to chart vision and tasks
Working groups of faculty, staff, and students create proposed framework for governance, vision, and curriculum
Generating working documents required of merger process
Planning a year-long seminar to explore the potential and intricacies of our new scholarly configuration
TEACHING & LEARNING INNOVATION
LET ENGAGE BE YOUR CATALYST FOR INSTRUCTION.

Each instructional challenge was met with an Engage-based solution

Case Scenario:
A desktop authoring tool for creating a variety of web-based learning materials, including scenarios with decision branching, simulated dialogues, story-like narratives, media-rich case studies.

Digital Media Assignments:
An assignment in which students demonstrate their learning of course content through the creation of multimedia learning objects including video, audio, still images, text.

Group Work Methods of Good Practice:
1. Be sure the task is worthy of a group
2. Design the assignment
3. Prepare students for collaboration
4. Do regular assessments of process and product

Campus Conversations: Teaching & Learning With Technology

Contact Us!
Become part of the educational innovation community. Scan this QR code or visit...
engage.doit.wisc.edu
engage@doit.wisc.edu
608-262-5667

Common Instructional Challenges
- Teaching complex concepts
- Providing real-world experiences
- Developing more engaging assignments

Engage Addresses These Challenges
We partner with instructors to transform higher education by exploring, evaluating and disseminating methods of good practice for teaching and learning with technology.

Work With Us!
We are a campus resource here to help instructors transform teaching and learning through the use of technology and sound pedagogy.

Resources
- Awards
- Evaluation
- Methods of good practice
- Research-based solutions
- Tools

Partnerships
- ComETS
- Faculty Advisory Group
- UW-Madison faculty & instructors
- Teaching Academy

 Academic Technology
 University of Wisconsin-Madison
Lecture Capture
Moving Toward Common Solutions

Two SITIAC*-funded, lecture capture projects exchange knowledge and practice to develop shared solutions for lecture capture on campus.

The Health Sciences Project focused on:
- Cost-effective hardware encoders capable of producing dual-source high definition lecture captures and live streams
- Integration with custom web-based lecture capture management interface
- Automated start and stop based on room schedules with ability for IT staff to edit and post lectures

The GAC Project focused on:
- Cost-effective solution that is easy to use
- Integration with AMX controls
- Standard-definition, dual-source captures
- Flash Streaming Delivery via Learn@UW course page
- Instructors control their own captures and the delivery of them

*SITIAC = Student Information Technology Initiative Advisory Committee

Issue
- According to the 2010 Student Computing Survey Report conducted by UW-Madison’s DoIT one of the most often mentioned technologies that students would like their instructors to use was lecture capture.

Lecture capture solutions on campus are quite diverse. In an effort to reduce duplication, two separate, SITIAC-funded pilot groups were asked to find common ground and collaborate on their projects.

Funded Projects

Health Sciences Project:
- Partners – Medicine & Public Health, Pharmacy, Nursing, Veterinary Medicine, Business
- Installed NCast Telepresenter boxes in 11 lecture halls and 6 distance education rooms in 6 UW-Madison buildings
- Lecture captures available for enrolled students in the Video Library – videos.med.wisc.edu

General Assignment Classroom (GAC) Project:
- Partners – FP&M, DoIT, Letters and Science’s Learning Support Services & Enrollment Management
- Installed Mac mini solution in 17 classrooms across campus
- See - academictech.doit.wisc.edu/ideas/lc

Collaboration
- Co-authoring and exchanging student and instructor survey instruments to understand needs and perspectives across a variety of disciplines.
- Working with Office of CIO and UW Legal to develop common language and standard policies in areas such as copyright, talent release forms and intellectual property.
- Presented new hardware and software solutions to ComETS group and invited speaker to talk on – Basics Needed to Start Recording and How Lecture Capture Can Make You a Better Instructor

Future
- GAC will grow to 23 classrooms by Fall 2012 with a goal of 60% use in each room
- The Health Sciences project is continuously seeking partnerships to expand beyond the current 21 active encoders
- Project outcomes will be used to inform campus-wide lecture capture community and IT leaders

Contacts
Michelle Ostmo e ostmo@wisc.edu
Ron Cramer rjcramer@doit.wisc.edu
Teaching with Technology Instructor Seminar Series

**Start the conversation**

- Blog posts
- Social media
- Email

**Interact**

- Attend
- Stream
- Contribute

**Connect**

- Wrap-up videos
- Re-usable materials
- Network

**Outcomes**

- Diversifying delivery modes can reduce participant time investment while opening access to conversations about instructional innovation.
- Incorporating online and face-to-face elements in the workshop series requires rethinking the metrics used to measure impact.
- Multiple points of interaction increase participation, better align with instructor needs, cultivate a collaborative environment, and extend the reach of the series.

**Next Steps**

- Miniaturized online modules that include blogs, discussions, resource sharing, and lesson planning.
- "Talk show" wrap-up video format.
- Broaden our campus partnership base to include methods courses and multi-section course coordinators.
- Explore the possibility of a professional development badge or non-certificate merit program.

**Changes Made**

- Setup: A face-to-face workshop that complements video, social media, interviews, and online discussions.
- Format: Quick, compelling, and concise delivery with multiple points of entry.
- Staff time and development: Overlap with LSS and AT staff professional needs.
- Reaching our audience: L&S-wide outreach and marketing, strategic instructor outreach, and partnerships with L&S, TLE, and University communication groups.

**Project**

Goal: Share innovative and pedagogically sound approaches for teaching with technology.

Process: Create a forum to discuss and share instructional technology tools and pedagogy that is efficient for both participants and organizers.

Customers: UW-Madison instructors (faculty, TAs, instructional staff)
Current Courses

- Advanced Placement Summer Institute
- American Democracy Educators’ Forum
- Culturally Relevant Mentoring
- Culture, Curriculum and Learning
- Facilitating Self-Advocacy
- Greater Madison Writing Project
- Videogames and Learning

Current Funding

- UW-Madison Division of Continuing Studies
- UW-Madison School of Education

Assessment Measures

- Online learner feedback
- Instructor feedback
- Listening sessions

UOnline

Online learning opportunities for PK-16 educational practitioners

Results

- Increased enrollment of PK-16 educational practitioners into online courses/programs.
- Increased development of new online courses/programs from the School of Education
- Extended learning opportunities that support the educational practitioner in the field

Future Plans

- Develop Professional Learning Communities that support the needs of PK-16 practitioners
- Develop courses/programs that are responsive to the needs of PK-16 practitioners

Goals

Bring together the resources of UW-Madison and our educational communities to better meet the needs of districts, schools and individual practitioners

Build local, national and global communities inclusive of teachers, administrators, and other members interested in expanding the learning environment beyond the school walls to impact student learning

Contacts

UW-Madison Education Outreach and Partnerships office
http://eop.education.wisc.edu
Lisa Hergen
608-263-0651

Check out our current offerings at:
Uonline.education.wisc.edu
Digital Tools for Education Innovation

Examples from the School of Education’s Digital Learning Day Sharing Session

Presented by Dan Jacobsohn, Anna Lewis, and Michelle Bass (MERIT – Media, Education Resources & Information Technology)

Livescribe Smart Pen
Michelle Bass, doctoral student in Educational Psychology, said this about a pen that writes on special paper which then becomes digital, while recording audio at the same time:

“Yes, Live Scribe changed my academic life.”

The pen has been particularly useful as she reviews interview notes—she simply taps on the paper to hear what was being said at the same time the notes were being taken.

Thinking About Technology

“Lead with teaching and learning—technology is the vehicle to further the technology and learning.”
Aaron Brower at Digital Learning Day

“Don’t just use technology to replicate what already ISN’T working in face to face instruction.”
Digital Learning Day Participant

Research
ex: Live Scribe Pen

Google Docs
MERIT uses the wisc.edu version of Google Docs for lots of collaborative projects (including budget creation). It enables many of us to work on the document at the same time, while eliminating the issue of dozens of saved revisions.

Learning
ex: Just Press Play Game

Twitter
Sara Golinkin-Res, Associate Professor in Educational Policy Studies & Sociology, uses Twitter on a daily basis for many reasons:
- Developing research partnerships as her tweets & work is often tweeted and spread
- Giving daily mentoring & encouragement to her students
- Reaching more than 3000 each day
- Recruiting students for her courses
- Answering student questions quickly

Outreach
ex: Twitter

Collaborating
ex: Google Docs / Today’s Meet

Lesson Capture
UW-Madison Faculty & Staff now have an option when delivering their instruction. Available in almost twenty general assignment classrooms across campus, and thanks to the hard work on many classroom technologies—it’s now simple for instructors to get a recording of themselves teaching (both audio & video) and the content they are sharing (powerpoints, DVDs, and even the document camera). After you’ve finished recording, the system sends you a link, which you can then embed into a Learn@UW course.

Teaching
ex: Lesson Capture
Why Educational Innovation?

Costs to provide quality education to all our students has risen faster than revenues to support it. We must now aim our creative and collaborative abilities to continue to deliver an exceptional education.

**EI Strategies Include:**

**Increasing Capacity**
- Redesign curriculum based on learning outcomes
- Rethinking structures and workload through partnerships & collaborations
- New teaching approaches, online/blended learning

**New Revenue**
- Offer existing classes to non-traditional students professional masters and capstone certificates
- Expanded summer school and winter interims

**Campus-level**
- Rethinking enrollment and tuition models
- Rethinking academic calendarings
- Rethinking the roles and policies for research and instructional academic staff, TA’s, and team teaching

**INCUBATORS and WORKSHOPS**

Sharing Innovations

“Incubators” have been held to share and inspire EI ideas:

- Eleven incubators to date. Over 450 attendees
- Over 150 ideas shared

Upcoming Opportunities to Share Ideas:
- Showcase – TODAY — over a dozen EI examples on display
- Educational Innovation Workshops: April 10 and 11
- Summer workshops on online/blended learning
- Teaching and Learning Symposium - May 23 & 24, 2012 • Union South

NOTE: Check website for details:
www.edinnovation.wisc.edu

What Can YOU Do to Engage?

- Check out your School/College’s EI approach
- Identify what you are already doing that can scale for greater gains. Share them with others.
- Explore and adapt best practices of others.
- Rethink departmental processes and workload. Would collaborations or partnerships help you leverage your resources?
- Reach new audiences through professional masters or capstone certificates.
- Engage in cross-unit or campus-wide efforts to change systems or policies that improve capacity or generate new resources.
- Participate in EI Incubators, Showcase, and T&L Symposium.

Enter your case study on the EI website:
www.edinnovation.wisc.edu

Educational Innovation is a coordinated effort to create a sustained campus environment that maintains and enhances student learning while improving capacities and generating new resources.

**Student Learning**

- Capacities
- New Revenue

Contacts

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ambrower@wisc.edu, jrrussell@dsc.wisc.edu, mcotter@wisc.edu
www.edinnovation.wisc.edu
AIMS Virtual Desktop Service

What is it?

AIMS’ Virtual Desktop Service separates your “desktop” from the hardware on which it runs. Your desktop is then projected onto any device via a special client. This means you can get your desktop on your PC at work, your iPad or Android tablet at home, and on your smartphone while ‘on the go’.

How Does It Work?

We create a “virtual machine” for your desktop in our data center. You install a special client on the devices on which you want to access your desktop. When you run the client you are automatically connected to your virtual machine.

Device Independent; Location Independent; Desktop Delivered As A Service;

Contact
Bobby Burrow (AIMS Director)
bburrow@aims.wisc.edu

Photos Courtesy of University Communications
MOBILE & LEARNING
INNOVATION THROUGH PARTNERSHIPS

ACTIVE:
- experiential & embodied

CONNECTED:
- leverage student collaboration

ESSENTIAL:
- LEAP’s Essential Learning Outcomes

PERSONAL/PORTABLE:
- anytime anyplace

ARIS DEVELOPMENT TOOL
ARIS is a map-based mobile game — with Kurt Squire (Education) via $250k MacArthur grant.

ITERATION
ARIS evolved into a full game platform with robust browser-based drag and drop authoring.
- Create quests with images, text, audio and video
- Support active, place-based learning
- Teach course concepts through games and tours
- Over 2200 games by 1700+ authors!
- These partnerships fund development and help tune processes

CITIZEN SCIENCE
Wi Key to Woody Plants is an app to identify Wisconsin plants — with Catherine Woodward (BIE)

SIMULATION
Cool-IT is a Thermodynamics games developed with John Pfetenhauer (Engineering) leading to NSF proposal.

FIELD RESEARCH
WeBIRD (beta) identifies birds by song, logs time, date and weather; uploads to birding database — with Mark Berres (Animal Science) leading to NSF proposal.

HEALTH
Kkomamon (alpha) is a game to combat youth obesity — with Children’s Hospital researchers.

GET INVOLVED
- Field research for your class
- Peer- and design-based learning
- Teach content through games

CONTACT US.
Academic Technology
ariegames.org
johnmartin@wisc.edu

SHARE YOUR IDEAS
on mobile learning...
**Goal:**
- To meet financial obligations to sponsors on a timely basis
- To reduce the time it takes to deactivate an expired award

**Key Findings:**
- Late final invoices/financial reports (only 29% are on time); process took an average of 467 days
- 1,126 “Zombie awards” (an award more than 1 year past its end date BUT not closed)
- Significant negative balances

**Solutions:**
- Create suspense accounts for unresolved expenditures.
- Provide incentives for cleaning up overspent awards.
- Standardize award closeout procedures.

**Results:**
- Over 3,500 awards closed by the end of 2011—a dramatic increase over 2010 (700) and 2009 (1,800).
- The award amnesty was responsible for the closeout of 150 awards.
- An enhanced Divisional Dashboard was completed and communicated to campus in February 2012.

**Project Status:**
- Although RSP accountants have begun to use the suspense accounts for more recent awards, a larger effort to use these accounts to resolve zombie awards will take place over the spring and summer of 2012.
- All other solutions have been implemented.

---

**Goal:**
- To reduce the amount of time users spend entering information in e-Reimbursement
- To reduce the rework spent on submitted travel expenses and reduce user frustration
- To reduce overall campus cost to process travel expense related requests

**Key Findings:**
- Annually we spend 84,000+ hours entering and approving expense reports, costing $3.7M.
- An administrative cost of $3.7M represents nearly 9% of the total $42M of expenses recovered.

**Solutions:**
- Simplify policies & the way campus administers policies.
- Consolidate and retitle expense types.
- Make it easier for Approvers and Auditors to approve reports by promoting uniform standards. Improve the e-Reimbursement user interface.
- Develop a guided-entry wizard that walks users through the process of creating expense reports.

**Project Status:**
- Clarified and shortened the policy language for several UW-Madison policies.
- Drafted a “Trip Planning Guide” to provide guidance before travel decisions are made.
- SFS team has begun development work on the e-Reimbursement user interface improvements submitted by the team.
- Continue interaction with UW System on policy improvements for implementation in July 2013.
### Improving Campus Response to Chemical Exposure

**Goal:**
- To improve coordination, response time, and quality of service for chemical exposure investigations between University Health Services Environmental Health (EH) and the Environmental Health & Safety (EHS) and leverage solutions for broader EHS efficiencies.

**Key Findings:**
- Campus is unclear about which resource to access (UHS, EH, or EHS) in the event of a chemical exposure.
- Current processes capture and store response data in a manner that makes it difficult to assess the quality of customer service.
- Customer interviews indicate a perceived lack of institutional commitment to safety.
- The current EH/EHS funding models create challenges for implementing recommendations.

**Solutions:**
- Implement a standardized customer intake and staff dispatch process between EH and EHS for responding to chemical exposure and indoor air quality concerns.
- Inform and educate campus about reporting procedures.
- Develop and implement an EH/EHS shared information management system.

**Project Status:**
- New response process for EH and EHS staff includes:
  - New customer intake form;
  - Data collection tool for gathering and displaying performance metrics;
  - Customer satisfaction survey.
- Team is launching a pilot of their solution in late March.

---

### Departmental Cashiering

**Goal:**
- To gain 100% compliance with State statutes regarding the depositing of state monies; deposit within 1 week.

**Key Findings:**
- Lack of awareness about State statute requirement: funds are to be deposited at least once a week.
- Lack of standards and formal training.
- Paper-driven/very manual.
- ACH/Wire process not well defined.
- Multiple, non-integrated systems.
- Issues with separation of duties.
- Currently 6% of ACH/wire payments are not identified and take an average of 87 days to triage.

**Solutions:**
- Streamline US Bank data.
- Inform campus about State statute.
- Increase electronic payments:
  - Check-scanning.
  - ACH/wire.
- Create campus-wide lost & found for unidentified checks, etc.

**Project Status:**
- Work is underway to:
  - Design a tool to identify/apply “lost and found” revenue;
  - Discuss best practices for triaging checks; confirm that the streamlined process is satisfactory; and determine the requirements for a web solution;
  - Improve campus ACH1 and check scanning processes;
  - Submit finished charters, including technical requirements, to Business Services for implementation in March 2012.

---

### Cost Transfers

**Goal:**
- To reduce the time it takes to process cost transfers as well as the number of cost transfers processed.

**Key Findings:**
- Current process is cumbersome, complex, and paper-based.
- Delays in sponsored project invoicing, filing financial reports, closing out projects, and certifying effort represent a serious audit risk.

**Solutions:**
- Two major solutions implemented:
  - Create and implement an electronic workflow tool to automate the process:
    - Reduce user error by electronically pulling data
    - Create process performance dashboard metrics
    - Automate email notices for pending tasks
    - Ability to attach and store documentation
    - Ability to delegate sign-offs
  - Develop a cost transfer policy training module.

**Results:**
- Since March 2011, over 12,800 cost transfers have been processed using the new workflow tool.
- Average cost transfer processing time has decreased overall by 73% relative to pre-implementation.

**Project Status:**
- Solution implemented in March 2011.
- Final steps to complete the project:
  - Communicate to campus the availability and versatility of the process performance dashboard;
  - Sustain the cost transfer policy training;
  - Publish the final project report in Spring 2012.
## Communicate Construction & Event Impacts

**Goal:**
- To inform 90% of campus customers about events/construction that disrupt transportation at least 2 days in advance.

**Key Findings:**
- 80% of drivers indicated they were informed in a timely manner compared to 43% of non-drivers.
- More than 50% of drivers preferred more than 3 days advance notice; 67% of non-drivers prefer less than 3 days.
- Customers indicated key communication methods: e-mail, text, signs, website, and social media.

**Solutions:**
- Communicate disruptions to customers using the preferred communication methods they indicated.
- Develop, standardize, & streamlined processes within Transportation Services for communicating different categories of disruptions.
- Use creative methods to deliver information to underserved customers, including non-drivers and non-permit holders.
- Proactively identify and reach out to units that have consistent special events and/or construction sites.

**Project Status:**
- The team is developing a new workflow model to streamline internal communications to improve the delivery of transportation disruption communications to campus customers.
- Specific creative communication delivery methods are being incorporated into this workflow model.

## Housing Resident Checkout Process

**Goal:**
- To reduce the time it takes to process a room check-out, prepare a room for a new resident, and process the final billing adjustments including refunds from an average of 23 days to 7 days.

**Key Findings:**
- Largely manual process took an average of 23 days to process bills/refunds.
- Mid-year process was held up for 14 days to account for damage charges; only 13 accounts out of 352 moves had pending charges (2009).
- Refund checks were part of a once-a-week batching process.
- Time spent in Housing Accounting and Business Services averaged 20 days.

**Solutions:**
- Implement an electronic workflow tool.
- Eliminate weekly batching.
- Cross train staff to ensure greater depth and back-up.

**Results:**
- An electronic workflow was implemented on December 1, 2011.
- There were 186 room changes and 222 cancellations.
- Average time to process bills/refunds is now 21 days.
- Anticipated changes in staffing pattern and back-up coverage will likely reduce process time to four days.

**Project Status:**
- The team continues to evaluate and measure the results of the implemented solutions.

## Software Tool Inventory System

**Goal:**
- To elicit and define high-level business requirements for a software tool inventory system on campus that:
  - improves the utilization of existing software installation and licenses
  - promotes the use of software tools campus-wide
  - reduces the overall operating and support costs
  - minimizes the need to purchase or develop redundant software tools
  - leverages campus expertise about software tools currently in use

**Key Findings:**
- Campus organizations spend millions each year on software acquisition, including licenses, new software development and support.
- Campus organizations:
  - have difficulty finding information about software tools and licenses already available on campus;
  - cannot leverage the investment made in existing campus-wide software tools;
  - initiate software acquisition in isolation, unaware that similar software already exists on campus;
  - increase overall operating and support costs unnecessarily;
  - cannot readily access seasoned campus expertise.

**Project Status:**
- Elicited from stakeholders and documented high-level business & functional requirements (Phase A)
- Refined system requirements and evaluated these against multiple solution products (Phase B)
- Will be discussing findings with Executive Sponsors to determine next phase
**Principles-based Staff Development**

*Using IT Staff Development to Encourage Innovation*

<table>
<thead>
<tr>
<th>Principles</th>
<th>Development Options</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Office of the CIO is taking a strategic approach to develop leadership and collaboration skills among the broader campus tech community. Together, we want to...</td>
<td><strong>IT Leadership Program</strong></td>
<td>Community of practice</td>
</tr>
<tr>
<td>Be collaborative</td>
<td><strong>Committee on Institutional Cooperation (CIC)</strong></td>
<td>Equipped to lead and follow</td>
</tr>
<tr>
<td>Bring a campus perspective</td>
<td><strong>UW System Schools</strong></td>
<td>Common vision</td>
</tr>
<tr>
<td>Demonstrate initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show skill in planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be supportive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be leaderful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*We must collaborate to create valuable services that enhance (and not impede) our ability to innovate.*

**Business Requirements I & II**

This two-day course is designed to help those at UW-Madison who are involved in or responsible for gathering requirements for campus projects/initiatives, including such major efforts as Administrative Excellence and Educational Innovation. More than 235 people have enrolled in the course to learn how to break down "needs" into efficient and effective action.

**Professional Development**

- **EDUCAUSE Institutes, Conferences and Affinity Groups**
  educause.edu
- **Office of Human Resources Development**
  ohr.wisc.edu
- **DoIT Professional & Technical Education**
  doit.wisc.edu/pte

*Educational Innovation is a campus wide, coordinated effort to create a sustained campus environment that maintains and enhances student learning while increasing capacities and generating new revenue.*

*Bruce Mass, Vice President for Information Technology and CIO, UW-Madison*

*David Ward, Interim Chancellor, UW-Madison*

Scan QR code or contact for more information on tailoring a Development Program

ohrd.wisc.edu
registrations2@ohrd.wisc.edu
608-265-2257
Traveling? Stay Connected, FREE

What is eduroam?
eduroam (education roaming) is a secure, free, worldwide Internet access service.

With thousands of wireless access points sharing a common login, eduroam acts as one large wireless hotspot.

Why use eduroam?
The UW has partnered with other universities to bring you FREE Internet access when you travel to participating institutions around the world.

How do I access eduroam?
Use your UW NetID and password to connect to networks when visiting other higher ed institutions worldwide.

For more information go to:
kb.wisc.edu > keyword “eduroam”

How is this all possible?
As a member of InCommon Federation and the CIC (a consortium of Big Ten universities), managing access to and sharing online resources has never been easier.

In the near future:
Students will be able to view and share their transcripts and their degree history online.
Researchers will have access to more sensitive data, which will aid in grant awards.

Local eduroam members.
UW-Green Bay
UW-Madison
UW-Milwaukee
UW-Parkside
UW-Stevens Point
University of Chicago
University of Illinois at Urbana-Champaign

One ID. Thousands of Networks.
Evidence-Based
Quality Resources
Up-to-Date
Unique Features
Popular Links

- Clinical and Primary Care
- Data and Statistics
- Drugs and Supplements
- Evidence-Based Practice
- Guidelines/Best Practices
- Health Education
- Health Literacy
- Health Status Indicators
- Health Topics – Wisconsin’s Top 12
- Patient Education
- Population and Public Health
- Professional Development
- Rural and Underserved Communities
- Specific Populations
- Toxicology and Environmental Health
- Wisconsin Specific

- Assistance from Librarian in the Wisconsin AHEC Program Office
- Teaching and Mentoring Resources
- Tools and Technology
- User Forum

- Centers for Disease Control
- County Health Rankings
- Healthiest Wisconsin 2020
- MedlinePlus
- PubMed
- Wisconsin Dept. of Health Services

InformedCaring.org has been strategically compiled to include quality resources of most relevance to health professionals. Many articles are available free of charge through this portal, via open-access journals, government sites, and databases (PubMed and Pubmed). InformedCaring.org provides free full-text articles online, accessible with your Wisconsin public library card.

The portal was designed to serve those working in local health departments, federally qualified community health centers, and others providing services in rural and underserved communities in Wisconsin - particularly those without access to academic or hospital libraries.
Opportunity
Accessing and navigating a large academic medical center can be a challenge for referring providers especially if they are unfamiliar with the health system.

Methods
We first piloted a paper faculty resource guide. The paper guide, categorized by division, contains faculty headshots, cell phone and pager numbers, as well as clinic locations, area(s) of expertise and access center contact information.

Due to the success and positive feedback from this initiative, a mobile platform was developed to further enhance communication and improve overall ease of access.

Implementation
Leveraging mobile website technology to foster physician-to-physician interaction within our organization is a new concept.

After some discussion, the majority of UW Department of Surgery faculty members have made themselves available for direct consult by cell phone.

This not only assists surgeons in improving communication and continuity of care with providers across the state, but also allows the Department to interface with regional providers.

Mobile Marketing: The University of Wisconsin Department of Surgery Provider Quick Reference Tool

Utilizing early adopters of technology to collaborate and forge relationships with referring providers – all on your mobile device.

Results
Many physicians rely on their mobile device to access information or consult on patient care. The UW Department of Surgery Provider Quick Reference Tool for referring physicians provides a novel, electronic mechanism to foster physician to physician communication.

Full-scale marketing and implementation efforts of the mobile website are currently underway.

Feedback from piloting the program includes:
- Quick faculty adoption
- Ease of use due to widely accepted technology
- Increased presence in market and enhanced relations with referring physicians
- Improved quality of care through physician to physician interaction

Contact
UW Department of Surgery
schmieden@surgery.wisc.edu
608-263-7697

Implementation of methods
The provider quick reference tool is an extension of the Department of Surgery website, which uses a customized version of Radiant, an open source Content Management System (CMS) written in the Ruby on Rails framework. The CMS uses a PostgreSQL database that is automatically updated through human resource records and is served by Apache on a Linux server. For advanced devices, including iOS and Android, Javascript is used to dynamically load pages for improved performance.
An invitation to participate as we address UW-Madison’s challenges

The traditional public higher-education funding model—combining tuition and ongoing state support—is no longer adequate. Our ability to continue providing quality education and research requires us to rethink our academic programs… and develop new sources of revenue.

As a campus, we have demonstrated the ability to find resources and mechanisms to produce quality research and to solve complex social and technical problems. We have never shied away from this challenge in our research endeavors, and we must now focus our creativity and collaborative spirit in continuing to deliver an exceptional education.

I am asking you to initiate conversations about how your department, unit, school, college or division can help chart the future of UW-Madison. Generate ideas and develop plans that confront the fiscal limits that we are facing.

Interim Chancellor David Ward

Strategies to Fill the Gap

• Administrative Excellence
• Educational Innovation
• Research and Technology Transfer
• Philanthropy

UW-Madison’s Revenue Strategy

Our Shifting Revenue Sources

Expenditures

Funding Sources

- Buildings, Special Programs, Research and Services
- Research
- Education
- Operations
- Tuition
- Auxiliary Revenue

Funding Gap
- Research
- Technology Transfer
- Educational Innovation
- State Funding
- Tuition
- Auxiliary Revenue

Administrative Excellence
- Philanthropy
- Margins of Excellence
- Educational Innovation
- Research and Technology Transfer

Responding to Revenue Shifts

What YOU Can Do to Help Fill the Gap

Educational Innovation
• Streamline the curriculum in your department
• Consider personalized learning to help improve TTD or graduation success
• Consider partnerships that help improve capacity
• Explore options for expanding offerings to new audiences and generating new revenues

Administrative Excellence
• Participate on AE teams
• Help implement approved changes in your area
• Share and “steal” best practices

Research and Technology Transfer
• Can new knowledge from your research be applied in ways that will:
  - Help the citizens of the state and world?
  - Improve the state’s economy
  - Be commercialized, leading to patents and royalties?

Philanthropy
• Shift fundraising to help fund human capital
Critical Student Service
Annually: 6,500 curricular exceptions processed for L&S students. These DARS exceptions are essential for graduation. L&S maintained 243 paper curriculum forms to facilitate this process.

Paper Problems
Duplicates DARS Encoding
Distribution is a hassle
Slow Delivery
Verification difficult
No tracking
Prone to Errors
Static
Never Received

Data Problems
Wrong program
Inaccurate student data
Wrong course/term
Inappropriate Requests
Illegible/No signature

DARSX
Leveraging data to create a dynamic, secure, online curriculum exception process

Goals
- Eliminate Paper
- Reduce Effort
- Improve Accuracy
- Speed Processing
- Track Requests
- Secure Authentication
- Improve Student Service
- Create Data Resource

People
Project Team
- Mike Pfluger, L&S
- Ozzy Li, DsoT – JAVA, SQL
- Xavier Castro, DsoT – Web Design

Sponsors
- Ann Groves Lloyd & Gery Eisenmacher, L&S
- Bob Mayville, DsoT
- Jim Steele, Registrar

Fellows
- Mary Smith & WI Lipska, L&S Biology majors
- Molly McGlone & Jennifer Kaufmann-Buhler, L&S Honors
- Kristi Walling, Education Processing
- Christopher Lee, Christina Klawitter, L&S Asst Deans
- Rebekah Pare, International Studies/Global Cultures
- Catherine Forry-Thorns, Political Science
- Mary Rossa, Communication Arts
- Gloria Mari-Belfia, UGER QR liaison
- Michelle Young, English major

Improving the Service
By querying the DARS data at the time of request, DARSX provides up to date exception options to faculty and advisers and more accurate requests to exception processors, with fewer delays.

Online Solution
It is the DARS Encoding
Users go to it
Instantaneous submission
Authentication by NetID
Requests logged in database
Data provided to users
Dynamic creation
Electronic and Backed Up

Data as Solution
Program provided
Effective dates validated
Student data provided
Course data provided
Request options controlled
User, Time and Date Stamps

Contact
L&S Academic Information Management
AIM@uwm.edu
866-465-3200

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AIM@uwm.edu
866-465-3200
There is a better way to local solutions. Instead of taking time to create an ad-hoc solution for a complex service, use an ARB to create a common solution.

OVERCOME

AD-HOCK-ERY

AARB - Bringing Communities Together

CHALLENGE

Campus Advising faced these issues...
Complex landscape of data
Complex landscape of technology tools
Diversity of advisors
Multiple ad-hoc solutions
Duplication of efforts

SOLUTION

Collaborate to improve your service by...
Bringing key groups together
Understanding the vast landscape
Developing a more holistic approach
Maximizing the effects of our investments

The advising community sought campus input and formed the Advising Architecture Review Board (AARB). A coordinated effort to serve the advising community by...

Developing an Advising Services Catalog
Establishing an advising tools integration and improvements working group
Creating advising.wisc.edu domain for students and advisors

REPLICATE THEIR SUCCESS

Your group or department can replicate their success ...
Gather requirements
Collaborate
Reduce redundancies
Improve processes
Provide order
Decrease time involved
Fill in the gaps
Work together to facilitate positive change

CONTACT US

advising.wisc.edu or scan this QR code

Jeff Bluhm
AARB co-chair
jbluhm@wisc.edu

Scott Omearah
AARB co-chair
somearah@wisc.edu
PROJECT PRIORITIZATION 101
Learning how to take the chaos out of setting project priorities

Challenges
DoIT needed a way to prioritize 83 new projects in the midst of a...
- Currently full workload
- Reduced budget
- Limited staff
- Priority level of HIGH on everything

5 Steps to Rank Your Projects
1. Determine your criteria and their values
2. Establish criteria weight
3. Create a matrix
4. Work in teams (if participant numbers allow) to score projects
5. Discuss results and finalize your list.

Project Criteria Weighting and Scoring Matrix

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEIGHT</th>
<th>SCORING VALUES</th>
<th>Project A</th>
<th>Project B</th>
<th>Project C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements met (does anyone know??)</td>
<td>5</td>
<td>0, 1, 2, 3, 4, 5</td>
<td>45</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Strategic Alignment</td>
<td>4</td>
<td>0, 1, 2, 3, 4, 5</td>
<td>17</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>Value to &quot;Customer&quot;</td>
<td>4</td>
<td>0, 1, 2, 3, 4, 5</td>
<td>36</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Minimum Risk</td>
<td>3</td>
<td>0, 1, 2, 3, 4, 5</td>
<td>18</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>Leverage Potential</td>
<td>3</td>
<td>0, 1, 2, 3, 4, 5</td>
<td>9</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Lack of Hidden Costs/Full Disclosure/Understanding of scope and sustainability</td>
<td>2</td>
<td>0, 1, 2, 3, 4, 5</td>
<td>0</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>User/Customer base/Impact</td>
<td>2</td>
<td>0, 1, 2, 3, 4, 5</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL SCORE FOR EACH PROJECT</td>
<td></td>
<td></td>
<td>132</td>
<td>136</td>
<td>57</td>
</tr>
</tbody>
</table>

How It Works
This method can work for you too, because it's...
- Logical
- Consistent
- Impartial, and takes emotion out of the process
- Quick and easy
- Adaptable for many priority-setting needs

Interested in using Prioritization Matrix for your department?

quality.wisc.edu

click on the "How To" Guides

Prioritization Matrix

© 2015 Wisconsin Division of Enrollment Management
A Key Initiative to Identify Cost Saving Opportunities

Goal:
Redefine our administrative future in a challenging economy.

Who:
Faculty, students, administrators, and staff working together to understand and apply data and hear the customer’s voice.

Timeline and Status:
Identify and prioritize opportunities (Phase I – Complete)
Refine and develop solution sets/action plans (Phase II - Underway)
Implement (Phase III – Ongoing as solutions are approved)

Visit www.adminexcellence.wisc.edu for weekly updates and information.

Alice Gustafson – Director
agustafson@vc.wisc.edu
Quick Tips for Management of University E-mail...

1. Be mindful that e-mail is a communications tool and not a collaborations tool.
   - Do not send messages in a manner that might be considered harassment or discrimination.
2. Remember that all your e-mails are subject to the open records law and are open to scrutiny and public review.
3. Remember that e-mail is not a secure form of communication. Encryption should be used.
   - Never send personally identifiable information in an e-mail message that is not encrypted.
4. Don't Use Your Inbox as a Catchall.
   - Try to “touch” each e-mail only once.
   - Instead: Act on it, Forward it to someone else, Delete it, or File it.
5. Do not use the “Reply All” as a default. Avoid using the BCC function.
6. Talk about One Subject per Email Message.
   - Categorization and management of e-mail is much more straightforward when we manage the subject lines consistently.
7. Send Links Instead of Including Large Attachments on messages.
   - Link to a shared drive, server or website rather than sending an attachment.
8. Remove Yourself From Mail Lists If You Don’t Value the information and Use Automated Vacation Messages to Set Sender Expectations.
9. Use a standardized naming and classification schema for all files.
10. Delete messages in accordance with the Records Retention Policy for Business Communications.

UW-Madison Records Management
Electronic Communication Guidance for the Management of Email, Chat and Text Records

Good recordkeeping practices in accordance with Generally Accepted Recordkeeping Principles (GARP)

E-mail Decision Chart

Can You Answer These Questions?

Are Electronic Communications considered Records?
- Electronic communications are considered records if they are needed to substantiate your work here as an employee of the University.

Who is responsible for management of e-mail records?
- Employees are responsible for the management of their e-mail messages. Good Records Management means organizing messages and disposing of them properly according to the University Records Retention policies.

How long do you need to save e-mail?
- Follow the General Retention Schedule for Business Communications. See E-mail Decision Chart.

Why shouldn't I just delete all my e-mails?
- Deleting all e-mail is not practicing good records management and could put the employee or university at risk. The university records retention schedules should be used to expunge dispositions in the normal course of business. Records schedules are suspended for litigation or open records or audit.

For more information contact:
- Peg Eusche, CRM
- UW-Madison Records Officer
- http://archives.library.wisc.edu/records/index.html
- UW-Archives and Records Management
SOFTWARE PROBLEMS BREED BUGS!
Software bugs love...
- Poor planning
- Hasty development
- No testing

SOFTWARE BUGS COST $59.5 BILLION ANNUALLY
A study conducted by NIST (National Institute of Standards & Technology) reports that software bugs cost the U.S. economy $59.5 billion annually. More than 1/3 of this cost could be avoided with better, earlier software testing.

GOOD TESTING SAVES UP TO 3500%! WE CAN HELP YOU.
On average, good testing saves a project 50% to 3500% more money than it costs.*

SALT (SOFTWARE AND LOAD TESTING) HELPS YOU ACHIEVE...
PRESSURE
SALT SAVES $$$
We'll collaborate with you and your development team to provide functional, de-bugged and load tested Web-based applications.

SQUISH'EM EARLY!
Our process helps you detect bugs. The earlier they're found, the less money it costs you to fix them.

THE COST TO FIX A BUG
$2,000*
OUCH!

CONTACT SALT
608-261-1422
salt_team@lists.wisc.edu
doit.wisc.edu/applications/salt

NOW YOU TELL ME.
New Employee Benefits Enrollment Walkthrough

University of Wisconsin–Madison
http://uwservice.wisc.edu/ebenefits/

New employees face a significant challenge when making their benefit selections within their first 30 days of employment. There is currently no online tool to assist new employees through the process of exploring their benefit options and access the cumulative cost of their elections.

An online walkthrough was developed to allow employees to view an individualized set of pages corresponding to the plans they may be eligible for. On each page, they have access to information about the plan and can make a selection of coverage under that plan.

---

The Need. The HRS Benefits Team and HRS Professionals system-wide expressed interest in providing new employees an interactive tool that would allow them to make informed benefit enrollment selections and produce an enrollment worksheet.

The Solution. This tool can support employees preparing to use the HRS eBenefits enrollment process or the manual paper copy process. New employees get immediate feedback on monthly premium costs and life insurance benefit totals. The worksheet generated at the end of the work-through allows a new employee to make modifications.

The final worksheet can assist those new employees who are eligible for online or paper enrollment. All new employees will appreciate having a worksheet that reflects their decisions before they start the online or manual enrollment process.

---

<table>
<thead>
<tr>
<th>Program</th>
<th>Coverage</th>
<th>Premium</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Group Health Insurance</td>
<td>Unity UW Health, Family Coverage</td>
<td>$291.80</td>
</tr>
<tr>
<td>Dental Wisconsin</td>
<td>Dental Select, Family Coverage</td>
<td>$59.30</td>
</tr>
<tr>
<td>EPIC Benefits+</td>
<td>EPIC Benefits+ with Vision Coverage, Family Coverage</td>
<td>$60.40</td>
</tr>
<tr>
<td>VSP Vision Insurance</td>
<td>Family</td>
<td>$17.93</td>
</tr>
<tr>
<td>State Group Life – Basic</td>
<td>Basic ($32,000)</td>
<td>$1.92</td>
</tr>
<tr>
<td>State Group Life – Supplemental</td>
<td>Supplemental ($17,000)</td>
<td>$1.92</td>
</tr>
<tr>
<td>State Group Life – Additional</td>
<td>Additional 3x ($96,000)</td>
<td>$8.64</td>
</tr>
<tr>
<td>State Group Life – Spouse/Domestic Partner and Dependent</td>
<td>2 Units ($100,000)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Individual &amp; Family Life – Employee</td>
<td>$20,000</td>
<td>$1.24</td>
</tr>
<tr>
<td>Individual &amp; Family Life – Spouse/Domestic Partner</td>
<td>$10,000</td>
<td>$1.08</td>
</tr>
<tr>
<td>Individual &amp; Family Life – Child(ren)</td>
<td>$5,000</td>
<td>$0.35</td>
</tr>
<tr>
<td>UW Employees, Inc. Life</td>
<td>$22,000</td>
<td>$1.00</td>
</tr>
<tr>
<td>Accidental Death &amp; Disembarkment</td>
<td>$100,000, Family Coverage</td>
<td>$4.40</td>
</tr>
<tr>
<td>Income Continuation Insurance (ICI) – Early</td>
<td>Waive coverage</td>
<td>$22.81</td>
</tr>
<tr>
<td>Income Continuation Insurance (ICI)</td>
<td></td>
<td>$22.81</td>
</tr>
<tr>
<td>Employee Reimbursement Account (ERA) – Medical</td>
<td>$1,000.00</td>
<td>$23.35</td>
</tr>
<tr>
<td>Employee Reimbursement Account (ERA) – Dependent Care</td>
<td>$1,000.00</td>
<td>$23.35</td>
</tr>
<tr>
<td>Wisconsin Retirement System (WRS)</td>
<td>$151.38</td>
<td>$540.76</td>
</tr>
</tbody>
</table>

3 The annual deduct amount is deducted from your pay on a pre-tax basis.

Note: This Benefit Summary is intended for informational purposes only and is not a legal document. The applicable legal documents, policies, and/or certificates determine the actual benefits and premiums for a given plan. Premium amounts shown are estimates.

You have elected a total of $202,000 in life insurance coverage for yourself, as well as $110,000 of accidental death and dismemberment coverage.
Involving Your Whole Organization in Strategic Planning

**Needs**
- Leverage staff expertise on key areas of EH&S
- Fully engage all staff in developing a philosophy that everyone can live and work by
- Articulate purpose, vision, and ways of working
- Create a consistent message for department communications

**What Worked?**
- Worked with OQI consultants to plan project
- Surveyed staff members to obtain input on key questions
- Analyzed and summarized survey responses
- With departmental leadership team, drafted mission & vision
- Worksheets, small groups encouraged participation during all-staff retreat

**Our Goal**
Create an EH&S mission, vision, and set of guiding principles that align with our parent unit, FP&M, and University missions.

**Key Questions**
- When you think of the value that EH&S provides to campus, what words come to mind?
- What do you hope EH&S will look and feel like 2 years from now?
- Which customer groups does EH&S have as its primary focus for service delivery?
- What is one significant campus safety issue that needs to be overcome in the next 1-3 years?
- What do you deliver to EH&S customers that particularly energizes you or provides meaning to you?

**Results**
- New Mission
- New Vision
- Created Guiding Principles

**Contact**
Paul Umbeck, pumbeck@fpm.wisc.edu
Environment, Health & Safety Department
HRS Reports Found in MANY Places

HRS Application
- Reports
- Queries using PS Query

EPM Application
- Reports using EPM data
- Create and Modify Queries using PS Query
- HRS – EPM Queries
- Some Reports sent to Cypress

External Applications
- Interactive Reporting Query Library
- SMPH Reports
- College of Engineering Reports

HEART Features
- Reports and tools are selected from the hundreds available to be useful for those working at the department and division levels
- Reports and tools placed in useful categories.
- Location of reports and tools identified
- User can filter reports and tools by category or key words
- Security role needed identified
- Navigation path noted

Reporting in HRS Is Complicated!!!

HEART Web Site
Designed to H E L P Staff Find Useful Reports

Contacts
EPM Reporting Coordinators, Kathy Luker and Gene Masters
kwluker@wisc.edu masters@engr.wisc.edu
Your organization is steeped in knowledge that is often located all over...

- in the minds of senior staff
- your website, somewhere
- in various versions of guides and procedure manuals
- in policies and best practices yet to be written

Now you can give consistent, accurate answers to questions for FREE with KnowledgeBase.

“...Our old web site didn’t allow searching... KnowledgeBase significantly increased the use of the site.”

- Chelsea Dahmen
  Health Sciences IRB

Tired of ANSWERING THE SAME 20 QUESTIONS about your department or service?

Now YOU DON’T HAVE TO.

FREE KB site.
We’ll build & host it. You provide the knowledge.

Why would I want a KnowledgeBase site?
Your KnowledgeBase provides...
- Self service answers for your users
- Robust searching
- Cost and time savings
- Knowledge sharing between KBs
- Knowledge transfer (i.e. when staff changes)
- FREE support from DoIT
- Separate internal and external information
- Information updates by any designated members of your group
- Access from all browsers and web enabled mobile devices

kb.wisc.edu
kb-team@lists.wisc.edu

Scan this QR code
or Talk With Us to sign up today!
Divisions/Departments must adhere to the following Policies

1. Except if Fellow or Trainee, Graduate Assistants must not have job(s) that exceed a total of 75% FTE unless special exception has been granted.

2. Grad Assistants must be enrolled* as a graduate or professional student (ISIS CAREER = GRAD, LAW, MEDS, PHAR, or VMED).
   *Without regard to credits

3. Fellows and Trainees should not be paid more than full-time annual Research Assistant rate of $40,800.

4. Fellow or Trainee jobs should have FTE of 1.00000

5. An employee with a Fellow or Trainee job with Fund 144 should not have other jobs with Fund 144, unless the other job is Student Help funded with a work-study award.

The purpose of this query is to identify employees who may not be compliant with the UW-Madison Graduate School policies for Graduate Assistants.

For more information on the policies contact
Julio Karpelonia – karpelonia@wisc.edu
Kelly Marks – kmmarks@grad.wisc.edu

Employees with non-compliant data are reported in this query. Each instance is flagged with an asterisk suffix and the field is reported in red.
In 2011 the Graduate School revamped the content, layout and presentation of the
Graduate Program Profiles.

Theses new and improved profiles help graduate coordinators, faculty, administrators, program-reviewers, students, and the rest of the University community gather and analyze graduate-program related data.

What's new?

Changes include:
- Incorporation of ten years of data into one snapshot
- Separate and combined snapshots of all degrees offered in a program
- Available as PDF files
- New charts and graphs
- Time to Degree data

Where are they?
go.wisc.edu/ bb5b77

What's in the future?
The Graduate School anticipates the Graduate Program Profiles will continue to evolve as a result of prospective student/program data needs as well as from further collaborations with the Provost’s Office on AAUDE data items.

Contacts:
Office of Academic Assessment & Funding
Kelly Haslam-haslam@grad.wisc.edu
Mary Rutler Roenneberg roenneberg@grad.wisc.edu
Jennifer Martin jamarten1@grad.wisc.edu

Graduate School
UNIVERSITY OF WISCONSIN–MADISON
PROBLEM
out-of-date library catalog

- Our library catalog, MadCat, fails to meet evolving user expectations.
- Library has limited control over the search interface and underlying data because our catalog was purchased from a commercial vendor. Features and design are controlled by vendor and 'bugs' are not addressed in a timely manner.
- Searching across UW System and requesting materials from other schools is overly complex and hidden from users.

NEW LIBRARY CATALOG
coming May 21
http://search.library.wisc.edu

The Libraries’ new catalog started as a resource discovery experiment - to build a unified search interface for library data. The new catalog includes 100% of the UW System library catalogs and several UW digital collections.

FEATUREURING
- Clean & intuitive design
- Facets & limits to help refine searches
- Ability to easily place requests
- Modern, customizable relevancy algorithm
- Upgraded browse functionality

“browsable”

PROCESS

- Blended development team includes programmers, public service librarians, catalogers, and digital collections staff.
- Employed open source software to create an enterprise-scale index and a modern search interface.
- Publicly released a beta version, embracing an iterative design process.
- Actively sought user feedback through multiple rounds of usability testing, a conspicuous feedback form, and a project blog.

FUTURE DEVELOPMENTS
- Replace MadCat as primary catalog on May 21, 2012.
- Integrate additional content including more digital collections, datasets, and museum content.
- Incorporate journal article searching, if possible.
- Continue to respond to user testing and feedback.
Exemplary Undergraduate Education

A Second-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/strategicplan

Invest in Scholarly Domains
• The Wisconsin Institutes for Discovery and the Wisconsin Institutes for Medical Research are fostering leading-edge, interdisciplinary research.
• A Mellon Foundation grant is enhancing research and graduate education in the Humanities.
• The Wisconsin Energy Institute broke ground and will foster interdisciplinary research for the future of energy.
• The Year of the Arts featured more than 300 performances, exhibits, and events.

Recruit and Retain Enhance Diversity
• 0% of graduates of the PEOPLE program continue their education beyond high school.
• Developed a suite of tools for a performance-based approach for faculty pay throughout the career cycle.

Stewards of our Resources
• Administrative Excellence is helping to identify improvements in space use, strategic sourcing, information technology, and human resources.
• APR projects improved research and grants administration processes, including award setup, PI financials, cost transfers, cost sharing, and award closeout.
• The campus received a number of flexibilities in working with System, that will result in efficiencies.
Ambulatory Care Innovation Grant (ACIG) Program

**Program Overview**
- Initiated in 2006 and jointly funded by UW Medical Foundation (40%) and Physicians Plus Insurance Corp. (60%)
- Supports local-level performance improvement initiatives in ambulatory care
  - Open to any UW Health employee
  - Individual grant maximum is $25K for 12 month grant period
- Grants are selected by a multidisciplinary group consisting of physicians and administrators from UW Health and PPIC

**Program Timeline and Expectations**
- ACIG Application Requirements
  - Support from site manager and contributing partners (IT dept, Marketing, etc.)
  - Focus on at least one of the Institute for Healthcare Improvement Triple Aims:
    1. Improve the health of the population
    2. Enhance the patient experience of care
    3. Optimize the value of care
- During the 12 Month Grant Cycle
  - Team representation at Performance Improvement Education
  - Three, six, and nine month status updates
- ACIG Final Report
  - ACIG project storyboard presentation
  - ACIG final report
  - Project poster presented during Quality Week

**Performance Improvement Education**
- PIE provides basic education in performance improvement methodologies to ACIG recipients
  - Since 2009, 66 physicians and staff have participated in PIE
- Curriculum is comprised of three sections:
  1. Project Management & Change Management
  2. Quality Improvement Tools
  3. Data Measurement

**Industrial Engineering Intern Support**
- Each grant team receives support from an Industrial Engineering student intern in the following areas:
  - Developing project plans and timelines
  - Coordinating and facilitating meetings
  - Conducting data collection and analysis
  - Preparing project updates and reports
  - Assisting with developing presentations
  - Teaching process improvement methods and tools
  - "IE Intern X has been great to work with. He brings a new perspective and skill set to this project. He has a great work ethic, is very quick to complete his tasks and often goes beyond our expectations. We really appreciate the effort he has put into this project."

**Example of ACIG Project**
Accelerated Access to Basic Diabetes Education and Medication Titration for Patients in their Medical Home

- **Problem:**
  - WCHQ A1c control rate flat for past 3 years at 47%
  - Average time to health education for patient newly diagnosed with diabetes = 45 days

- **AIM Statement:**
  - To improve WCHQ A1c control rate to 52% for Odana Atrium patients with diabetes.

- **Interventions:**
  1. **Staff Education**
     - 4 Educational Modules (Provider, RAD Team, MA/Lab, Non-Clinical Staff)
     - Standards of care for patients with diabetes
     - Staff roles for patient care
     - Pre/Post Knowledge Assessments
     - All Odana Atrium staff completed 2.4 or 8 hrs of educational sessions
  2. **Rapid Access to Diabetes (RAD) Team**
     - Patient education materials
     - Medication algorithms
     - Access database to record patient encounters
     - RN care manager workflow

**Program Statistics**
- Since 2006, the program has provided funding for 72 improvement projects in nine different rounds, with total awarded funding of over $900,000

**Charts and Graphs**
- Grants Awarded Per Round
- A10 funding distribution by round
- Overall change in Odana Atrium WCHQ metrics 3 yrs (2019-2022)
**Program Overview**

**Program Goal**
- Provide real world project opportunities to UW Madison Industrial Engineering (IE) students to gain experience in applying industrial engineering tools.
- Provide UW Health with support for quality improvement projects throughout ambulatory departments and clinics.

**Problem Statement**
- UW-Madison IE students traditionally have found it difficult to find “real world” projects that are required as part of their curriculum for graduation.
- UW Health leaders have ideas for process improvement projects but may not have the resources to effectively complete such projects.

**Opportunity**
- By matching students with department managers working on UW Health process improvement projects, students benefit from the educational opportunity to work in a real-life healthcare environment and UW Health benefits by having a cost-effective yet high quality team assist with projects and learn how process improvement tools and methodologies are put into practice.

**What is an Industrial Engineer?**

Skill sets IE students provide may include:
- Project Management
- Problem Solving
- Human Factors Analysis
- Financial Analysis
- Process Mapping
- Value Stream Mapping
- Data Collection and Analysis
- Role Optimization
- Facility Analysis and Design

**Project Examples**

- Since 2008, 77 projects have been completed in clinical and non-clinical areas by 280 students
- Examples of completed projects include:
  - Medical Assistant Best Practices Evaluation
  - Standardizing Electronic Medical Record Practices
  - Space Utilization & Layout Redesign
  - Decreasing Throughput Times
  - Reducing Call Abandonment Rates
  - Improving Scheduling Process
  - Balancing Workloads & Schedules
  - Improving Reception Telephony Process
  - Simulation of CT Scanner Patient Flow and Staff Functions
  - Analysis of After Visit Summary Processes
  - Waits and Delays in Urology
  - Laboratory Quality Assurance

**Program Evaluation**

**Student Feedback**

- “Having a real-world project is extremely beneficial for later career experience”
- “Gave me a better understanding of the complexity that comes with working in the health care system”
- “Great experience actually working on a real world IE problem”
- “Allowed me to see first hand actual practices of the tools I have learned during my undergrad at UW-Madison.”

**Project Lead Feedback**

- “They just see processes through different eyes. They can give great suggestions and put on paper what we do every day to make the ordinary seem extraordinary. Thank you.”
- “Objective, scientific approaches to everyday problems.”
- “Valuable results. Staff enjoys working with the students.”
- “There is no better way to learn and UW Health has been very serious about allowing students to make an actual contribution.”
- “Students were very thoughtful, hard working, organized and focused on their course objectives.”
- Conducted focus groups & surveys of students & staff.
- Benchmarked peer institutions.
- Reviewed SOAR & Wisconsin Welcome program evaluations.
- Spoke with campus stakeholders & partners.

Findings
- Make SOAR more Welcoming
- Wisconsin Experience should be central theme
- Concentrate on Academics & Course Enrollment
- Make advising feel less pressured
- SOAR Campus life messages are not retained by students
- Must separate Placement Testing from SOAR to have flexibility to change program

Provost DeLuca approves SOAR & Placement Testing Changes (October 2010)

Contact
Center for the First-Year Experience
newstudent.wisc.edu

Road Show (2009-Now)
- Presented findings & new model at over 20, departmental, divisional & administrative groups.
- Holding campus-wide forums to keep campus up-to-date as SOAR program is planned.
- Using Social Media to interact with campus & attendees.
- News releases through University Communications.

Next Steps (Fall 2012)
- Review 2012 program data.
- Gather feedback from SOAR staff & attendees through surveys, interviews, and forums.
- Work with campus partners to create media campaign & promote campus life messages to students on campus.

Lessons Learned
- Gather facts. Gather more facts.
- Present at as many meetings as you can when gathering data & when rolling out the new model.
- Keep listening to feedback.
- It is time-consuming to understand the scope of complex processes, but you cannot rush to a solution.
- You can NEVER communicate too much.
- You can never achieve full agreement.

Changing Placement Testing (2009-2012)
- Students, advisors, and others requested online Placement Testing
- In 2009, the Provost’s office charged a group to investigate online testing
- Students fulfill graduation requirements by performing well on Placement Tests; online, un-proctored, tests are NOT acceptable -- tests are too “high stakes”
- Placement Testing is a system-wide program; change cannot occur just at UW Madison
- The Orientation Review Process concluded that without removing testing from SOAR, it was impossible to make real change to the SOAR schedule
- Placement testing investigation changed to: “How can we separate testing from SOAR?”
- In 2011, UW-System expanded regional testing dates - more than 60% of students tested BEFORE SOAR, up from 45%

Students now REQUIRED to test 1 week before SOAR session - Test Options:

<table>
<thead>
<tr>
<th>Paper and Pencil Test at UW Campus of your choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free to student</td>
</tr>
<tr>
<td>Regional Dates expanded</td>
</tr>
<tr>
<td>Dates added in late spring &amp; summer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Based Test at UW Campus of your choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>$40 cost to student</td>
</tr>
<tr>
<td>Same date &amp; location options as paper &amp; pencil tests</td>
</tr>
<tr>
<td>Students need own computer</td>
</tr>
<tr>
<td>Must install software prior to exam date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Based Test at an ACT Test Center on date and location of your choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-state &amp; International locations available</td>
</tr>
<tr>
<td>Test with own laptop or in computer lab</td>
</tr>
<tr>
<td>Cost ranges from $50 to $125</td>
</tr>
</tbody>
</table>

Financial assistance will be available to eligible students. Full information about Placement Test Options can be found at:
http://testing.wisc.edu/centerpages/regionaltesting.html
The Initial Event that Sparked UW-Maniac
(UW-Madison Area Network for Innovation and Collaboration)

The 2006 event Inspiration from Unusual Sources provided a space in which people shared success stories and tools that could be used to enhance efforts of innovative thinking in a variety of contexts.

In 2008, after the success of the above conference, UW-Maniac formed to continue events supporting and developing sustained learning communities. The first event was a Maniac Breakfast titled “Improving our Organization’s Capacity to Support Innovation” and was the beginning of UW-Maniac development.

After much success the UW-Maniac Design Team formed to continue developing these intimate professional development offerings to include cafes, summer soirees, breakfasts, a newsletter, jamming sessions, a website, blog and networking resources for those involved with UW-Maniac!

To search events and register visit: www.ohrd.wisc.edu

What are examples of inspiration that sparked ideas for Maniac events?

1. Appreciative Inquiry Theory, Critical Friends protocols, GROW coaching model, Complexity, Transformation Education & Design

2. Transformation Education & Design, 3 C’s of Collaboration, Personal Experiences

3. Froebel’s Kindergarten Story: Inspired by Margaret Werheim’s TED brilliant talk that mentioned Friedrich Froebel, the father of Kindergarten, we created a workshop to explore play and creativity in the laboratory, art studio, playground and office.

CONTACT US
UWManiac@gmail.com or hwebnebehman@ohr.wisc.edu

Maniac Design Team Event Planning Process
1. Meet as group to discuss ideas and planning for upcoming cafes, breakfasts and soirees (see below to see what inspires our ideas)
2. If ideas don’t form at meeting, team members think individually and meet again as group later or communicate via email
3. Share outline of event schedule to design team over email to ensure all design team members think the components fit well
4. If needed, meet prior to program to solidify plans

Who/What Inspires Our Ideas?
- The Wisconsin Idea
- Events and people around Madison
- Creative theories and ideas
- Communities of Practice
- UW-Maniac Design Team meetings
- Research and ideas from various fields
- Books, movies, music, current events
- A random spark by one person that eventually leads to an innovative idea and the formation of a UW-Maniac event!

Future or Current Ideas
Geometric Playground/ Internship Jamming Sessions Summer soirees Year of Innovation Inspired Event
HOW TO WORK A ROOM

Tools to Create an Interactive Conference from The Big Learning Event (BLE)

The BIG Learning Event
Powerful Conversations for the Future

Tools for working a room...

BLE 2011
160 people took part in pre-conference study groups

Over 300 people attended the conference

How engaged and challenged were you at the BLE?
Extremely 59%
Mostly 36%

BLE 2013

Stay tuned at biglearningevent.wisc.edu

Use a wall in the room for audience reactions and comments

Arrange conference at round tables
Encourage participation by placing guidelines on tri-fold table tents
Send feedback to onstage moderators using a “theme team”
Use social media such as Facebook and Twitter to get immediate feedback from audience
Engagement Successes

November: Web site debuts, includes interactive email component to allow feedback on project; questions answered by project leaders.

Web site traffic – More than 5,000 unique visitors since Jan. 1

Brochures explaining the vision of the project and answering frequently asked questions about the project.


February 28 & 29: Campus forums, nearly 500 attend.

Video: Feb. 29 forum live-streamed, posted to YouTube; Interview with UW–Madison HR Director Bob Laviga posted on YouTube; displayed on project Web page.

World Café engagement events – Nearly 300 attend, April 13 & 15.

The Engagement Is Ongoing

Focused conversations with different stakeholder groups throughout the process.

Surveys sent to stakeholder groups via email, passed out by hand at engagement events and linked at Web site to gather feedback for the work teams.

Web polls – More than 1,500 responses to questions posed about how campus employees view human resources.

Upcoming engagement events – March 27 with ASM, March 29 with FRM & Housing employees; Web chats April 11 and 12; Campus-wide engagement events April 17 and 19.

Working Together

to Create a More Effective Personnel System

Our challenge

An opportunity to engage the campus community in an initiative that affects more than 20,000 employees.

The Human Resources Design Project is a campus-wide effort to build a new, more effective University of Wisconsin-Madison personnel system to better serve the needs of the university, its employees and the citizens of Wisconsin.

It’s a historic opportunity. That’s why we’ve reached out to the entire campus community to help us examine our system and redesign it to serve the needs of a 21st-century public research university.

Eleven work teams spread across the spectrum of the employment experience at UW–Madison were formed to develop recommendations to move the HR system into the future. The teams are bolstered by three support teams.

Change Management & Training: Focusing on the phenomenon of change and how it impacts different segments of the campus community and how those segments react to change.

Communications: Utilizing a robust Web site, news articles, Web chats and print materials to inform the campus community about the project.

Collaboration: Designing a community engagement process utilizing a variety of communication vehicles that results in timely and meaningful participation in the HR Design Project.

“Thank you for hosting this chat. It has been very helpful. I look forward to hearing more as this continues to develop.”

– comment from Feb. 13 Web chat

“Thank you for streaming the campus forum that was held on February 29. … I plan to send an email with the link to the forum and encourage all my staff to view this to see all the efforts going in to make this a campus-wide development.”

– email received via project Web site, March 5

“Many thanks to the team. This kind of communication is most useful.”

– comment from Feb. 13 Web chat

“Thank you all for your time and care in addressing our concerns.”

– comment from Feb. 23 Web chat
The D2P Concept

- Our strengths can be greatly leveraged by approaching discovery to product as a seamless process – from the point of view of the researcher/PI.

Partners and Experts

- University Research Park
- WCEPS
- marlin
- Wisentrepreneur
- Entrepreneurs’ Resource Clinic
- Wisconsin Institutes for Discovery
- Weinert Center for Entrepreneurship
- Small Business Development Center
- Wisconsin Entrepreneurs’ Network
- Wisconsin Institutes for Discovery

The D2P Approach

- Targeted technologies
- Collaborative engagement model
- Maximize leverage of existing resources
- Trusted advisor to guide the way
- “House Calls”
- Mentors-in-Residence
- Public/Private partnership

D2P: A Public-Private Partnership Between UW-Madison and WARF

The Challenge:

How can UW-Madison vastly expand the number of discoveries that are translated into products that benefit the state and the world?

How can we support and capitalize on the desire of PI’s to have their discoveries rendered to practice?

Structure for Each Target Area

Contact
Office of the Provost
262-1304
CREATING THE BRAND:

• The Academic Staff Communications Committee (ASCC) initiated the process of creating an all-inclusive brand identity for the UW-Madison academic staff.

• Four student interns and the Academic Staff Communications Committee are currently undertaking this task, with the goal of establishing a brand identity for the academic staff.

• In collaboration with the ASCC, we are providing an external perspective and developing resources to bring this project to fruition.

AUDIENCES:

Phase 1: Current Efforts

• Primary Target Market: Academic Staff

• Secondary Target Market: UW Students

Phase 2: Future Efforts

• Tertiary Target Markets: UW Faculty, Classified Staff, and greater Madison community, State Legislature, Wisconsin

UW-Madison Academic Staff: “The Backbone of the University”

Academic staff comprise 7,500 members across the UW-Madison campus, but their presence is often unknown by students and even other staff members.

Academic Staff Responsibilities

GOALS:

• Cultivate a sense of community among academic staff members

• Increase awareness of academic staff at UW-Madison

• Celebrate the diversity and successes of the academic staff

OBJECTIVES:

• Unifying the voice of the academic staff on campus

• Redesigning the academic staff logo

• Updating the academic staff website to make it more interactive, user-friendly and engaging

• Interviewing academic staff and featuring their profiles in Inside UW

• Creating an informational brochure to educate UW students about the role of academic staff on campus

• Creating additional materials to help inform students, parents, and the UW community about academic staff

Describing Academic Staff

Academic Staff
UNIVERSITY OF WISCONSIN–MADISON
http://acstaff.wisc.edu/
**Project Objectives and Goals**

In the 21st century, innovation is critical for us all. Many of our diversity efforts at UW-Madison grew from grassroots innovations designed to improve access, equity, and climate.

Beginning in Fall 2011, each of our seven units began work with Darin Eich, PhD, to strengthen our core competencies and to further advance our campus diversity goals.

Each unit followed a ten-step module, designed by Dr. Eich, to identify key challenges and to help them to work collaboratively to address them. A complete description of our module, as well as information about how these principles can be applied in your own units, is available at:

programinnovation.com/showcase/

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**2012 Divisional Initiative**

“Collaborate to Innovate”

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**List of Divisional Innovation Projects**

**Office of the Vice Provost / Chief Diversity Officer:** Improving communications within our office and with campus and community constituents.

**Center for Educational Opportunity (CEO):** Finding ways to increase retention / graduation by encouraging earlier engagement with our program.

**Office for Equity and Diversity:** Online, professional development module for Teaching and Project/Program Assistants.

**Office of Multicultural Arts Initiatives (OMAI) / First Wave:** Improving policies and procedures for office management and staffing.

**Ombuds Office for Faculty and Staff:** Supervision: The Self as Instrument – An hour long professional development module.

**PEOPLE:**
- Developing sequential learning objectives/outcomes
- Improving administrative efficiencies in four core areas
- Improving communications, support and service resources to students and parents

**Posse:** Improving student health and wellness.

---

Division of the Vice Provost and Chief Diversity Officer

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WISCONSIN UNIVERSITY OF WISCONSIN-MADISON
OPPORTUNITY
Survey results released from the Vice Chancellor for Administration’s Student Employment Initiative illustrated that student employees in University Housing and across campus wanted additional training resources in the areas of conflict management, difficult conversations, and interpersonal conflict.

To fulfill this demand, University Housing assembled an interdepartmental subcommittee that was charged with creating an effective training tool.

In just eight weeks, the team worked together to create a program that would positively impact their large student workforce. As a result, the subcommittee produced live interactive YouTube videos to modernize and enliven University Housing’s training approach.

DESIGN
Each video was developed to provide viewers with quick and easy to understand information applicable to their personal and professional lives. After employees viewed the videos, managers facilitated discussion groups to allow them to apply what they learned.

- Five Topics: Deescalating Situations, Listening to Understand, Using I-Statements, Intent vs. Impact, and Be Aware of Your Own Feelings
- Short Length: 3 – 4 minutes (each video)
- Interactive Scenarios: Viewers choose their own responses to common conflict situations
- Broad Applications: Useful for students, staff, and faculty (part-time and full-time)
- Facilitator Guide: Easy to follow packet used in assisting managers with their group discussions

FEEDBACK
“...The videos are great! Very applicable for both student and full-time staff...”

“All the content is helpful and helps reinforce the use of conflict management techniques...”

“All valuable information for our everyday life. The videos will lead to discussions...”

“Very professional and dynamic training tool. I think students will respond positively...”

RESULTS
Results were measured from participant evaluation forms that were designed to encourage candid feedback. Group discussions also allowed employees to engage in conversations with their managers about workplace issues or concerns. This information was useful in improving employee experiences.

- Average video rating by various managers on a scale of 1 to 5, with 5 being the highest:
  - 4.15

- Total views of all training videos on YouTube (as of 3/20/12):
  - 14,937

- Housing student employees directly impacted by the training:
  - 1,700

NEXT STEPS
- Complete roll out of videos and conduct follow-up discussions with all student employees by April
- Compile and analyze student feedback and evaluate the project’s effectiveness
- Resurvey students to determine if their self-assessment ratings improved in the areas of conflict management, difficult conversations, and interpersonal conflict
- Examine the importance of future topics for University Housing’s interactive training program

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Interactive Video Training
http://www.housing.wisc.edu/conflict
MAKING ASSESSMENT WORK
For Student/Workforce Collaboration, Innovation & Social Justice

WHAT?
Help enhance the UW array of responsive student success pathways and learning/development opportunities. SSI Team Projects help create more authentically inclusive and responsive teaching, learning, living and working environments that promote equity, inclusive excellence and student success.

WHO?
Participants enroll as STUDENT/WORKFORCE PARTNERS with a student success-focused campus project in mind or already in progress.

HOW?
Semester-Long Bi-weekly Meetings + 2 Retreats
- Earn academic credit.
- Use Multi-Level Developmental Assessment & Evaluation processes to enact success-related PROJECT interventions while cultivating the *SELF-as-Responsive-Instrument* and change agent.

HAZEL SYMONETTE, PH.D.
Founder & Director
Division of Student Life
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THE STUDENT SUCCESS INSTITUTE

SSI is an innovative campus-wide community of Student/Workforce Partners—students, faculty, academic staff, classified staff, administrators. We work together to engage students as active agents, architects and partners in their Wisconsin Experience for equity, inclusive excellence and holistic success.

EVERYONE A TEACHER * EVERYONE A LEARNER!

HELPING INTERCONNECT UW “SUCCESS RAMPS” AND SAFETY NETS

ACTIVATING THE VISION & TRANSFORMATION AGENDAS

WHO? Agenda:
SSI Project DEVELOPER

WHAT? Agenda:
SSI Project DEVELOPMENT

MAPPING SELF & OTHERS
- Calibrate Assets/Resources+
- Cultivate & Activate Self-Empathy and Social Empathy.

MAPPING CONTEXTS
Know the terrain & social topography for action and intervention.

~KEY CONTEXTS~
Situational * Relational * Temporal * Spatial/Geographic

MAPPING SELF IN CONTEXTS
Know and engage social systems interconnections & dynamics.
- Integral Educator Self-As-Responsive Instrument:
  Self-to-Self * Self-to-Others * Self-to-Systems
- Personal & Organizational Forcefields of Readiness & Preparedness
Meeting the Needs of Students

Let’s Talk was started to acknowledge that one size doesn’t fit all when it comes to seeking help. Variables such as location, length of contact, anonymity and information about the consultant could all make a difference in someone reaching out.

- Let’s Talk provides drop-in consultations, five days a week at five locations around campus.
- It’s free, no appointment is needed, there is no paperwork and it’s completely confidential.
- The informal meetings have no set time length and the focus is on problem solving, advocacy and referral.
- Students can find the locations and providers that suit them best on the UHS website.

Let’s Talk is best for students who:

- Aren’t sure about counseling and wonder what it’s like to talk with a counselor.
- Aren’t interested in ongoing counseling but would like the perspective of a counselor.
- Have a specific problem and would like someone with whom to talk it through.
- Have a concern about a friend and want some ideas about what to do.

Let’s Talk makes it easy to seek support

Reaching the Other 90%

We’ve taken mental health services on the road. By placing ourselves in popular locations – aiming especially to serve underrepresented students – we maintain a wide service horizon.

One size doesn’t fit all

We serve about 10% of the UW-Madison students at UHS Counseling and Consultation Services, but we have a commitment to serve all students on campus in some capacity. Not all students need, will benefit from, or will seek out traditional therapy at a counseling center.

Some students (particularly students of color, international and male students) underutilize our services when compared to their representation on campus. This may be due, in part, to stigma, perceptions about access and cultural considerations.

Since Let’s Talk

- Participation grew 55% from our first to second semester.
- Student and faculty/staff feedback indicates that Let’s Talk is a helpful and worthwhile service.
- We had increased participation from male students and Asian/Asian-American students; two groups who less frequently use traditional mental health services at UHS Counseling and Consultation Services.

We aim to:

- Increase the number of locations where Let’s Talk is offered.
- Continue to raise awareness of Let’s Talk services to students and faculty/staff.

Contact
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www.uhs.wisc.edu/lets-talk/
Post Graduation Plans

A Voluntary Student Exit Questionnaire

How able were/are you to ...

Graduating seniors are asked 18 questions designed to measure their self-perceptions of learning gains. Response categories:
1 (not at all), 2 (a little), 3 (somewhat), 4 (very), 5 (extremely)

When Entering  At Graduation

- Communicate in a language other than English
- Learn on your own
- Apply skills and knowledge of your chosen major(s)
- Find, organize, and evaluate information from multiple sources
- Draw conclusions after weighing evidence, facts, and ideas

- Appreciate the arts such as literature, music, and fine arts
- Understand cultures and societies outside of the United States
- Contribute to the welfare of others
- Develop a personal code of ethics and values
- Empathize with others based on culture, ethnicity, disability, or sexual orientation

- Understand culture and society within the United States
- Speak effectively
- Work collaboratively in groups
- Write effectively
- Apply knowledge and skills in real world settings

- Use computers and electronic technology
- Understand that science is relevant to everyday life
- Lead others effectively

How to Access this Data

- Summary reports available at http://apa.wisc.edu/degrees_alumni.html
- InfoAccess users can request access to the Post Grad Plans data view.
- Basic queries available in the query library.
- Special analyses available on request. Contact Sara Lazenby (sllazenby@wisc.edu) for more information.

2010-11 Highlights

- 95% of bachelor's degree recipients plan to work or attend graduate school after graduation.
- 61% of those planning to work have accepted or are considering offers just prior to graduation.
- Graduates report learning gains since beginning at UW-Madison on every question designed to measure the essential learning outcomes (ELOs).

What is most likely to be your principal activity after graduation?

Work Full-Time 59%
Work Part-Time 7%
Attend Graduate School Full-Time 28%
Other 6%

Other includes attending graduate school part-time, additional non-graduate coursework, volunteering, military service, starting a family, or other self-defined activities.
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

Updating the UW–Madison Brand and Visual Identity

The UW–Madison brand defines what most people commonly associate with our university, and it is reinforced by what and how we communicate on a daily basis. Clear articulation and consistent delivery of our brand promise, core values, and attributes are essential elements of a strong brand.

University Communications deconstructed, revised, and enhanced the UW–Madison brand and visual identity system in weekly meetings during 2010. The resulting guidelines are designed to assist the university in reaching key audiences with a consistent message.

A strong connection to UW–Madison, one of the nation’s top public research universities, is the first critical step for establishing credibility with important constituencies. Individual campus units gain value when connected to the university’s brand.

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.
**Entrepreneurs’ Resource Clinic**

Located in the Wisconsin Institutes of Discovery Town Center, the ERC is a "one-stop-shop" where entrepreneurs and potential entrepreneurs can find assistance in a single space.

By providing advice and input on the diverse aspects of starting a business, the ERC provides a valuable resource to anyone who has started a business or is thinking about creating one.

UW–Madison entities staff the clinic on a regular basis to coordinate services and resources such as:

- Legal advice
- Business development
- Financing
- Budgeting
- Technology licensing
- Prototyping
- Leadership mentoring
- Communications consulting

**Access to the ERC**

As part of the UW–Madison and UW–Extension outreach and public service mission, ERC services and resources are available to:

- UW students
- UW faculty and staff
- Alumni
- Members of the greater Madison community

**Location**

Learn more:
Visit our website at www.discovery.wisc.edu/erc, email us at erc@discovery.wisc.edu, or stop by our location in the Town Center.

**Metrics**

- 157 applications for assistance in first year of operation
- 163 inquiries at ERC reception desk
- 7 Businesses sectors represented:
  - Communications technology (cell phones and apps)
  - Manufacturing
  - Nonprofits
  - Personal services
  - Retail (both online and brick and mortar)
  - Technology, other
  - Web services

**Partners**

The ERC is a partnership of: UW–Madison Office of Corporate Relations, University of Wisconsin Law School Law & Entrepreneurship Clinic, Wisconsin Alumni Research Foundation, Small Business Development Center, Weinert Center for Entrepreneurship, INSITE, Wisconsin Entrepreneurs’ Network, and Physical Sciences Lab.

The expertise of the ERC partners is applicable to many different types of ventures, including technology-based businesses, retail operations, business services, non-profits and more.
The Opportunity

- The cross-cutting issue of global sustainability will be a preeminent area of innovation in the 21st century and driving force of institutional change. To position UW-Madison for leadership, the latest campus strategic framework identified sustainability as one of two strategic campus-wide initiatives. The campus Sustainability Initiative inspired the creation of an Office of Sustainability.

- For the Office of Sustainability to succeed in its mission, an “all-star” Advisory Board was needed to foster cross-campus collaboration among faculty, staff, and students and across teaching, research, and operations.

Keys to Success:

- Highly relevant subject matter and a compelling vision.

- Support from the highest level of UW-Madison administration from pre-planning to implementation (make this a strategic priority for your organization that is aligned with campus)

- Relationship-building – developing ties and personal participation in relevant events around campus

- Stakeholder engagement in developing the Office of Sustainability, creating a core campus-wide constituency committed to the mission.

Office of Sustainability
Convening an All-Star Advisory Board

We sought to build a board that:

- Integrated campus academics and operations
- Is interdisciplinary and multi-departmental
- Provides thought leadership, advise on strategic opportunities, and implementation assistance

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

The Board

- Invitations to sit on the Advisory Board were nearly all accepted before a formal invitation signed by upper administration was issued.

- Board comprised of 25 persons representing all parts of campus.

- Program directors and their representatives from operations and research

- Faculty representatives from each college and school

- Undergraduate and graduate students appointed by ASM

- First meeting held in February 2012 at Wisconsin Institutes for Discovery to convey sustainability theme. Semi annual meetings planned, with electronic communication and task group engagement b/w meetings.

- Board engaged in developing approach and contents of sustainability certificate, research and education development plan, defining communities of practice

Future Expansion

- The Board will be expanded by adding a member from campus safety and adding faculty from the humanities.
Rethink Recycling

Help your department form a Green Team.

Brainstorm ways your department can reduce its materials use.

Host an Event to Raise Awareness.
The DoIT Green Team hosted its Reuse/Recycle Days in 2011.

Event goals were:
- Reuse and recycle DoIT-owned items
- Reduce office and public clutter
- Raise awareness for recycling

Your department can do this by:
- Encouraging your stuff to de-clutter their offices
- Staff can "shop" for and reuse others' unwanted items
- Using incentives to promote donations

Get Started with these tips.

DoIT’s October 31st Hallow-Green Event encouraged the use of green office and household products.

Consider Hosting a Similar Event.

- Recruit a team of folks who are already involved with recycling, composting and other green initiatives
- Include a motivated leader
- Research the efforts of other groups to determine your event theme
- Share educational resources with your department at your event

Green Tips for your staff.

The DoIT Green Team wrote articles for our departmental newsletter.

- Green printing recommendations
- Save on energy costs by using an ink-jet printer vs. laser
- Recycle your technology at the DoIT Help Desk
- Bring Your Own to UW events: mugs, reusable water bottle, utensils and bags

For more recycling resources visit kb.wisc.edu/helpdesk and search for "recycling" or scan this QR code.
Did you know?

- 97.22% of construction waste such as metal, wood and concrete were recycled in the Biochemistry Phase II project.
- The Education Building reused 77% of the core and shell from the existing historic building.
- Over 11% of our campus is powered by wind energy.
- The Education Building is the 1st State-owned Energy Star-rated building in Wisconsin.
- 37% of Union South's building materials were extracted and manufactured within 500 miles of Madison. Specifically 26% from Wisconsin alone.

The Education Building green roofs are both extensive and intensive systems, contributing to over 40% water savings.

Occupants enjoy improved indoor air quality in the Wisconsin Institutes for Discovery after a building flush-out removed harmful gaseous chemicals which accumulate during the construction process.

- The Wisconsin Energy Institute is designed that 90% of the space will have natural daylight.
- At the Wisconsin Institutes for Discovery, a geothermal heat pump heats the building while graywater is recycled on site.
History:

In the spring of 2010, CASI and CSIC met to discuss and share our common concerns regarding workplace climate. That summer, CWG was formed to examine climate issues in the College and to create avenues for positive change for all personnel and students the College serves.

Accomplishments

- Created a safe atmosphere within the work group to address issues between different working groups on campus.
- Provided recommendations to improve communication and working relationships to between the Dean's office and departments.
- Created the L&S Statement on Climate. The statement was accepted by the L&S Academic Planning Council in the fall of 2011 to be posted on the Dean's homepage.
- Instrumental in the creation of the new staff orientation offered once each semester in the College.

Membership

Debby Buskey, Mary Czyniszak-Lyne, Anita Lightfoot, Casey Martin, Anne Murphy-Lom, Pam Oliver, Leslie Smith, Michele Traband, David Zimmerman

L&S Climate Work Group

Solving the Climate Puzzle

Next Steps

- The work group will meet with Associate Deans in spring 2012 to discuss climate in departments and strategies to address them.
- The work group will be facilitating brown bag sessions sponsored by CASI and CSIC in spring 2012.
- Continue to gather information and work with the Deans' office, departments and centers, finding ways to continue the discussion on climate issues.

We want to hear from you!

- Talk to us!!! Have you considered starting a similar group in your College but need ideas on how to get started? We can help!
- Do you have an idea that will help improve climate in your department, college or the UW? Pick up a note card and tell us about it.
- Sometimes saying it out loud is the first step. Do you have an issue you would like us to be aware of? Pick up a note card and tell us about it.
- Contact us at the following email and let us know your thoughts. ls-climatecmte@lists.wisc.edu

L&S Statement on Climate

"In partnership with Dean Gary Sandefur, the Classified Staff Issues Committee (CASIC), the Committee on Academic Staff Issues (CASI), and the L&S Academic Planning Council (APC), the L&S Climate Working Group supports the mission of the College of Letters and Science to facilitate and encourage respectful, civil, and transparent work and classroom environments on the UW-Madison campus so that all employees, students, and campus visitors may thrive and reach their fullest potential."