Note: The poster order in this presentation corresponds to the program listing
Rethinking Departmental STRUCTURES

Why Do It?

“The new structure features research priorities as opposed to traditional teaching disciplines. The new departments formed reflect the strengths of the departments dissolved. It made the focuses stronger.”
Rick Moss, Associate Dean, SMPH

“Intellectual reasons have to be primary - improving the ability to achieve the academic mission of the unit: improving a department’s ability to successfully engage in teaching and research, serve its students, and make significant contribution to the field.”
Mary Layoun
Department Chair, Comparative Literature

Tips for Considering and Proposing Departmental Restructuring

Who has done it? Examples:

- **SMPH**
  - Reconfigured from three departments to two
  - Reconfigured to create

- **L&S**
  - Merged

- **Engineering**
  - Merged into another department
  - Created

- **CALS**
  - Merged
  - Dissolved
  - Absorbed

- **Anatomy, Physiology, and Pharmacology**
  - TO -
  - Cellular & Regenerative Biology, and Neuroscience

- **Orthopedic Surgery and Rehabilitation Medicine**

- **Comparative Literature and Folklore Program**

- **Engineering Mechanics to Nuclear to create Engineering Physics**

- **Biomedical Engineering**

- **Forest and Wildlife Ecology; Poultry Sciences and Meat and Animal Sciences merged to become Animal Sciences**

- **School of Natural Resources, Dept. of Continuing and Vocational Education**

- **Food Microbiology and Toxicology into Bacteriology**

How?

**How to Do It: The Approval Process**

- Faculty discuss in their departments
- Department(s) develop proposal(s)
- Discussions at dept, S/C, campus levels
- Faculty vote in their executive committees
- Faculty vote at S/C APC level
- UAPC votes

For more information, read:

**Tips for Considering and Proposing Departmental Restructuring**

Contents:
- Discussion questions to help you consider restructuring
- Some restructuring options to consider
- Examples of restructuring efforts on campus
- The proposal/approval process
- Components for a proposal
- Links to exemplary proposals
- Who to contact for assistance

Want Help? Contact:

OQI - Maury Cotter, mcotter@wisc.edu
APIR - Jocelyn Milner, jmilner@wisc.edu
Continuing Studies

University of Wisconsin-Madison

Educational Innovation Program Development
Assisting academic units in developing degrees and certificates for working professionals

Services

Consultation
- Market Analysis
- Academic Planning
- Budget Planning

Online Development
- Instructional Design
- Multimedia Development
- Quality Assurance
- Faculty and Staff Training

Framework

Research-based Design, Development and Facilitation
Scalable Learning
Systematic approach to Development
High quality, reusable, and scalable courses and programs

What is EI?

Educational Innovation (EI) is a coordinated effort to create a sustained campus environment by improving capacities and generating new resources to enhance student learning (edinnovation.wisc.edu).

One central goal of EI is to design and deliver degrees and certificates that attract new nontraditional audiences to educational opportunities that are not part of our usual program array. These programs build on our core academic strengths.

Outcomes

Engaging Working Professionals
- Academically rigorous, graduate-level programs for working professionals
- Real-world applied curriculum

Teaching and Learning
- Extending reach of UW-Madison
- Expanding boundaries of the classroom
- Learner-centered technology-enhanced learning experiences

Campus Collaboration
- Developing partnerships and strategies to aligning academic planning, budgeting, and online development resources across campus for programs supporting working professionals

Contact: Katy Duren | kduren@dcswisc.edu | continuingstudies.wisc.edu/innovation
Continuing Studies
UNIVERSITY OF WISCONSIN-MADISON

Summer Session
Reimagining summer session to meet students’ needs

Challenges
- Numerous stakeholders throughout decentralized institution
- Complex funding structure
- Difficult to measure success

Goals
- Address demonstrated student instructional need (e.g., large waitlist courses)
- Increase flexibility for students
- Better use technology for teaching and learning
- Attract new students (degree and nondegree students)
- Better support faculty/staff and reduce faculty/staff time needed for course development
- Improve use of campus resources (e.g., classroom space, teaching tools and technologies)
- Improve time to degree

Strategies
- Offer general education requirements
- Offer high demand courses
- Increase availability of online courses
- Offer classes at flexible times
- Offer clusters of classes
- Create high-level immersion programs (e.g., business for nonbusiness; career development boot camp)

Successes
- 22 online summer courses developed for Summer 2014
- Summer Session Opportunity Fund to support summer offerings
- Streamlined process for online course development across campus
- Productive discussions with student affairs professionals throughout campus

Why Now?
This endeavor aligns with the campus-wide Educational Innovation (EI) effort. We have an opportunity to reimagine students’ Summer Session experience while simultaneously generating savings and resources.

Share Your Ideas!
Sarah Barber
sbarber@dcs.wisc.edu
continuingstudies.wisc.edu/summer

Summer Session at a Glance
Total Enrollment 2012—12,634 Students

Unique Enrollment by Level 2008-2012

Summer Session and Continuing Studies
The Division of Continuing Studies manages the summer instructional budget and administers special summer initiatives.
What Else Is Going On?
Here are other programs being developed at the School of Education currently:

- Constance Steinkuehler has developed a MOOC, Massive Open Online Course, on Video Games & Learning
- The Rehabilitation Psychology Department is going to offer a clinical PhD
- A Masters of Science in Special Education

Moving Forward in the School of Education: Cost Recovery Degree Programs

Benefits of Program:

- Allows for net new student growth
- Creates a prescribed course sequence for students who do not have time for traditional graduate programs
- Making cost recovery schemes possible in the School of Education
- Introducing a cohort style of teaching fostering a community of learning in the graduate school

The School of Education Department of Educational Leadership & Policy Analysis has established two new cohort programs tailored to students.

The Master of Science in Global Higher Education is designed for international and domestic students who desire to work in higher education on the global scale.

Also being introduced is The Wisconsin Idea Executive PhD Program. This is formatted for mid-career professionals who desire to work on structural problems in the education system, specifically focused on schools and districts in Wisconsin.

Contacts:
David Rosenthal, Associate Dean of Education
drosethal@education.wisc.edu
Julie Mead, Department Chair of ELPA
jmead@education.wisc.edu
WeiJia Li, Coordinator of Global Higher-Ed Master Program
wei.jia@wisc.edu

Find the School of Ed online at
http://www.education.wisc.edu
Follow Us on Twitter!
@UWMadEducation
Designing the...

Flipped Classroom

Goal
Transform a conventional learning space into a distance-learner enabled flipped classroom.

Vision
- Flexibility
- Collaboration
- Small Groups
- Blended Learning
- Recording

What is the flipped classroom model?
1. Teachers pre-record videos in place of lecture
2. Students watch the videos as homework
3. Class time is spent on hands-on activities

Why flip?
- Increase engagement
- Encourage mastery
- Hands-on learning
- More interactivity
- Peer learning

Contact
Sajia Kopp
sajia.kopp@ics.uwex.edu
608-516-8463

Thomas Arendall
thomas.arendall@ics.uwex.edu
608-263-4282

Integrate Technology
What technologies can be provided to encourage collaboration and creativity?

How can learners use their own devices?

Decide on learning outcomes
Avoid scope creep by asking: “Does this addition help achieve our learning outcomes?”

Define a focus

Strive for flexibility
Can your space accommodate multiple types of activities, teaching methods and learning styles?

Design the environment

How can learners use their own devices?
It Takes a Community to Raise a Scientist
COMMUNITY BUILDING TO SUPPORT STUDENTS ACROSS THE BIOLOGICAL SCIENCES

THE BIO-COMMONS PROJECT: Developing a common space—physical and virtual—to help students navigate, find their place in, and take full advantage of the widely dispersed UW–Madison biological sciences community.

Project Goals for Students
- Support existing and new communities/groups
- Support engagement beyond the classroom
- Make broad information more available to current and prospective students
- Support educational integration
- Support students in transition and underrepresented groups

Key Questions
- What’s the landscape like?
- What’s already going on?
- Who are the stakeholders?
- Who is willing to be a lead partner?

Where’s the common ground?
- What are the common challenges and needs?
- What resources do we each have?
- How can we help each other?
- How can we all benefit?

Project Goals for Faculty/Staff
- Provide promotional support and additional space options for existing programming
- Create a framework to support information exchange, collaboration, identification of gaps
- Provide support for programming adaptations tailored for bioscience students

The Community Will Determine the Direction
- All community members are invited to participate. All partners are welcomed. There are multiple mechanisms for early involvement (e.g., visioning committee, working groups, town hall meetings, focus groups, surveys).
- Details of the project are allowed to emerge and evolve. Strategies and objectives remain flexible to address changing needs, information, resources, participation. Planning is ongoing.
- There is commitment to the ongoing process of community building. Outreach is continual. All stakeholder groups will be involved in an ongoing advisory capacity.

Key Questions
- What’s the landscape like?
- What’s already going on?
- Who are the stakeholders?
- Who is willing to be a lead partner?

Where’s the common ground?
- What are the common challenges and needs?
- What resources do we each have?
- How can we help each other?
- How can we all benefit?

Benefits of Collaboration
- Efficient use of resources
- Reduced duplication of efforts
- Magnified and sustained impact
- Ability to scale up solutions
- Forum for innovation and problem-solving
- Increased understanding of diverse perspectives

The Bio-Commons Project is a joint initiative of the Institute for Biology Education and Steenbock Library. It is funded in part by a grant from the Howard Hughes Medical Institute. For more information, visit biology.wisc.edu

A UW–Madison Educational Innovation project (edinovation.wisc.edu)
Introduction

What Is Garage Physics: An active space for self study where undergraduate students can explore existing educational experiments in more depth, play with physics demonstrations and equipment, learn safe procedures and laboratory techniques, and explore their own creative ideas and conduct research of their own, all in an unstructured safe environment.

The Space:

Troy Project:
A team of seven freshman students and Professor Duncan Carlsmith on a research project in conjunction with the Classics department at the University of Wisconsin, Madison. Our research project is a feasibility study to decide if muon radiography, or other techniques, could help us look into burial mounds in Troy, ancient Greece. The idea is that muon radiography may hold the key to looking inside of these mounds without digging them up. Our group has begun researching the feasibility of the muon radiography working for this specific site. We looked into other possible ways as well including magnetometry, radiometry, and gravimetry. Members in the group are beginning to get accustomed to using GEA simulations in order to evaluate time, resolution and size models based on the Troy mounds.

Current Projects

Bubble Project:
Soap bubbles take on fascinating new structures when air flows through them, from unexpectedly stable shapes to ones that spontaneously vibrate. We are investigating these novel behaviors with low-budget experiments and basic physics principles. We hope to publish our results as an example of student-accessible research.

Other Projects:
- 4D Photography
- High Altitude Balloon
- Xbox Kinect for Instructional Labs
- Drones
- X-rays from peeling tape
- Fusor
- Take apart a laptop

Mini Instructional courses:
Mini Courses to be held: Introduction to Spot Welding, held by Paul Nonn, Introduction to Motors and Generators, Introduction to feedback systems, Introduction to Op-Amps

Already had a soldering class lead by Brett Unks where undergraduate students a part of the club learned how to solder with beginners kits. Image to the left <=

Who

Undergraduate students interested in the physical sciences and learning how to conduct research and expand their knowledge in the sciences are welcome to join the group of undergraduates already registeres.

How to Join

1. Self register for Garage Physics on Lear@UW=> Garage Physics Safety Course
2. Take the quiz, pass the quiz
3. Locate Brett Unks (unks@wisc.edu) to pick up your very own key to the room

Thank You

The Undergraduate Students have Duncan Carlsmith and Brett Unks to thank for getting garage physics onto its feet. A special thanks to the physics department for sponsoring us and providing a room in Sterling Hall for the lab. To All professors and the IT department whom have been generous enough to donate the materials we have acquired, thank you as well.
What’s The Challenge?
The Center for Patient Partnerships (CPP) is an interdisciplinary center of the Schools of Law, Medicine and Public Health, Nursing, and Pharmacy and a national leader in patient advocacy. In 2012 faculty began translating our educational program to a web-based delivery format.

Digitally communicating in writing, by voice, and through video are central to this format — and professional practice in the 21st Century — but raise key questions:

- How do these methods of communication affect interaction between participants?
- How can teachers and learners maximize the benefits and minimize the limitations of varying digital methods?

These and related questions are increasingly pressing across many fields.

What’s Next?
CPP is now in the process of developing a scalable eProfessionalism curriculum, to maximize digital learning environments and foster professional aptitude.

Our Mission
To engender effective partnerships among people seeking health care, providing health care, and making policies that guide the health care system through:
- Education
- Advocacy
- Research
- Policy

Project Goals
- Research best practices for eProfessionalism
- Integrate approaches into eLearning curriculum
- Share eProfessionalism strategies and tools
- Students and faculty co-creating curricula

Want to Learn More?
Visit us @ www.patientpartnerships.org
Email us @ info@patientpartnerships.org
Call us @ (608) 265-6267
Situated Learning

With Engage and CALS IP, the world comes to the classroom.

Nearly 68% of students said these projects helped them to see the value of placing scientific knowledge in international contexts.

- SL positions the student in an environment that represents the real world.
- Students take their classroom knowledge and apply it to more concrete, real-world experiences.
- SL can be adapted for instructors at all disciplines.

With support from Engage and CALS International Programs, science instructors developed online, interactive, global learning scenarios using Engage’s Case-Scenario Critical Reader authoring tool.

Collaborate with Engage to develop your own Situated Learning (SL) experiences.
Global Learning Outcomes in the Sciences: Using the LEAP Framework

Globalizing LEAP Goal #1: Knowledge of Human Cultures and the Physical and Natural World (engagement with big questions)
Example: “Students will be able to articulate the role of agricultural trade in confronting and/or exasperating issues such as world poverty, hunger, and environmental degradation.” (Agriculture & Applied Economics)

What are Learning Outcomes?
The desired knowledge, attitudes, and skills students should acquire in relation to their field of study.
Example: “Students will demonstrate substantial knowledge of reforestation methods, including best practices.”

Vehicles for Assessment
• Reflection and anecdotal evidence in journals and essays
• A renewed sense of the importance of one’s field
• A change in career goals
• Specific exam questions for global competency
• Students determine their own learning outcomes
• Pre- and post-class surveys
• Learning outcomes assessment

Globalizing LEAP Goal #2: Intellectual and Practical Skills (inquiry, analysis, creative thinking, teamwork, problem solving)
Example: “Students will recognize the similar and distinct ways their international peers approach engineering problems, and the ways in which the local engineering skills are alike, and different, from those in the US.” (Fluid Dynamics)

What are GLOBAL Learning Outcomes?
The desired knowledge, attitudes, and skills students should acquire in relation to the international aspects of their field of study.
Example: “Students will demonstrate the ways in which Costa Rican attitudes toward forested lands and environmental education influence successful restoration methods in the Tilarán Mountain region.”

Globalizing LEAP Goal #4: Integrative and Applied Learning (application of knowledge, skills, and responsibilities to new settings)
Example: “Students will demonstrate knowledge of the regional and global consequences of forest loss in Costa Rica and identify innovative ways to protect forest resources while still allowing for needed development.” (Landscape Architecture)

Global Learning Outcomes in the Sciences – What’s the Point?
To train scientists capable of working in international teams on sustainable solutions to complex global problems:
• the environment
• food insecurity
• health and nutrition
• international development

Globalizing LEAP Goal #3: Personal and Social Responsibility (local/global civic knowledge and engagement, foundations for lifelong learning)
Example: “Students will develop empathy and understanding of the role of food in different cultures to be an effective nutrition educator.” (Nutrition Education Counseling)
redesigning statistics for relevance in the age of big data

how will statistics education meet emerging big data analytics demands for more people and tools?

what are we doing?

developing blended gateway course
engaging UG majors with data design & analysis
streamlining PhD training for research excellence
building big data analytics professional degrees

Contacts
UW-Madison Department of Statistics
www.stat.wisc.edu/showcase
608-262-2598
Five Dimensions of Learning

KDBIN™ Outcomes
A collaborative effort to redefine business education

OPPORTUNITY
Turbulence in higher education demands innovation around the meaning of an on-campus business degree at a public research university.

K
KNOWING
My conceptual expertise and awareness of facts, frameworks and theories

D
DOING
My ability to execute and perform

B
BEING
My understanding of who I am and how my values fit with those of the university and my profession

I
INSPIRING
My awareness of who I could be and how I could inspire others

N
NETWORKING
My interactions with others and how I relate to them

INITIAL IMPACTS
Integrate faculty and staff commitment to learning excellence
Spark a schoolwide conversation around shared learning outcomes
Build a roadmap for future educational priorities
Inspire growth in philanthropy

WHAT DOES SUCCESS LOOK LIKE?
All Business Badgers can articulate how the Wisconsin School of Business KDBIN™ outcomes have helped them frame their identity as business professionals and set them on the path for success.

KDBIN™ IN PRACTICE

CORE CURRICULUM

BEFORE
Learning outcomes were not consistently defined and communicated across the core curriculum, resulting in possible...
- duplication of content across courses and gaps in important concepts and skills
- suboptimal course sequencing and delivery methods
- missed opportunities for student and alumni engagement

AFTER
KDBIN learning outcomes for undergraduate and full-time MBA core curriculum are articulated and shared schoolwide, giving rise to...
- coordination among faculty to eliminate duplication and close gaps
- innovations in course sequencing and exploration of new delivery methods
- ongoing conversations between faculty, staff, administrators, students, and alumni about desired learning outcomes and assessments for all Business Badgers

CO-CURRICULAR LEARNING

BEFORE

AFTER

Undergraduate Community Service
· Student philanthropy
· Student volunteerism

Graduate Community Service
· Student philanthropy
· Student volunteerism

Leadership
· Student philanthropy
· Student volunteerism

Community Engagement
· Student philanthropy
· Student volunteerism
Building Momentum

Education Innovation Fund
75 pre-proposals, from 53 departments across 14 schools/colleges/units have been submitted for review. Final award announcements are expected by April 19th.

Summer Course Offerings
26 online courses will be developed over the next year to be delivered during summer sessions.

Post-Bac Degrees and Certificates
Seven new post-baccalaureate programs designed for post-traditional audiences will be launched in the next 8-12 months (4 professional masters and 3 Capstone certificates).

Massive Open Online Courses (MOOCs)
Four MOOC courses will be offered this fall as we experiment with this new form of learning.

EI Advisory Committee
was formed to advise EI sponsors and Core Team on policy, engagement and direction and success. This committee includes members or designees of the UC, ASEC, ASM and members of “EI Points” (school or college leads).

Blended Learning Fellowship Program
A dozen representatives from schools and colleges across campus who will learn more about different models, design approaches, assessment techniques and technologies for blended learning environments. They’ll contribute as UW instructors to help the campus move forward in designing quality learning experiences for our students.

EI Inventory
Nine schools/colleges reporting to date, 128 EI projects:
- 41 curricular redesign.
- 27 blended learning.
- 44 online learning.
- 59 new revenue - non-traditional.
- 40 new revenue - traditional.
- 34 structures, and
- 25 policy or procedures.
Note: many initiatives impact more than one category.

Opportunities to Engage

Check out your School/College’s EI approach. Talk with your S/C EI Point Person.

Ask for a tailored “Road Show on Blended Learning” for your school/college. Contact Ron Cramer at rrcramer@doit.wisc.edu.

Rethink or update your curriculum. Consider blended learning approaches.

Rethink departmental processes and structures. Would collaborations or partnerships help you leverage your resources?

Reach new audiences through professional masters or capstone certificates.

Identify what you are already doing that can scale for greater gains. Share them with others.

New Toolkits and Resources:
See the EI website for a number of toolkits and resources, including:

Tips for Considering and Proposing Departmental Restructuring.
Curricular and Course (Re)Design Toolkit
Development Toolkits and Assistance for For-Credit and Noncredit Programs

“Who Can Help?” - A list of experts available to help with your various EI efforts.

“EI Points” Contact Information – see who is the EI Point for your school/college

Educational Innovation

Improve capacities and generate new resources to enhance student learning and research excellence.

Phase Two of Educational Innovation: A Framework for Action 2012-2013

VISION
What are we trying to do?

GOALS
What does success through innovation look like?

OUTCOMES & EI PROJECTS
What will we do to get there?

METRICS
How will we know we have achieved success?

- Improve capacities and generate new resources to enhance student learning and research excellence.
- Transform education to enhance learning.
- Generate savings and resources.
- Improve learning through redesigned curriculum.
- Curriculum redesign.
- Project-based learning.
- Integrated baccalaureate degrees.
- Improve delivery through technology and student experiences.
- Blended learning.
- Online degree completion.
- UW-Madison Experience Online.
- Serve more students and graduate more students.
- Enrollment planning.
- Expanded audiences.
- Post-baccalaureate degrees and certificates.
- Create agile infrastructures.
- Structures and collaborations.
- Calculating: Expanded use of available time.
- Revenue generating models.
- Partner internally, externally, and nationally to advance EI goals.

Contact

Chris Olsen and Jeff Russell - Co-chairs.
John Coleman, Maury Cotter, Mo Bischof, Linda Jorn, Ben Miller

wmabosch@wisc.edu, jrmiller1@wisc.edu

www.edinnovation.wisc.edu
Leading a SEA Change with the Office of the Registrar
Staff Engaged Assessment to Facilitate Organizational Change

(1) Assessment Team Gathers Data
14,000+ Data Elements
(2) Staff Working Groups
Analyze Data
4 weeks
(3) Analyzed Data
with Key Findings and Recommendations

Assessment Team
CENTRALIZED Data Collection
MIX-METHOD approach for Assessment Data
- Survey
- In-Person
- Interactive (note cards, clickers)
- Anonymity
ID STAKEHOLDERS
Bring in OUTSIDE FACILITATOR
Create TIMELINE for Process

Working Groups
CROSS-REPRESENTATION across Areas
Designate GROUP LEADS
Establish DEADLINES for Reports
TRUST your Staff

Contact Us
Office of the Registrar
Scott Owczarek
owczarek@em.wisc.edu
608-262-3811
Jeremy Traska
jjtraska@em.wisc.edu
608-262-0081

Office of Quality Improvement
Darin Harris
djharris@wisc.edu
608-262-1289

Goals
GATHER EXTENSIVE INPUT from internal staff and campus partners,
QUICKLY ANALYZE DATA to make recommendations and ENGAGE ALL-STAFF with the assessment process.

Challenges
The Assessment Team was faced with LIMITED TIME to review, analyze and make recommendations based on a HUGE AMOUNT of assessment DATA.

Solutions
We utilized SEA CHANGE to achieve our goals.
Staff Engaged Assessment is when the Assessment Team Gathers Data and designs staff Working Groups to Analyze themed areas of Data and Report Key Findings and Recommendations.
Conserving the Future: Professional Programs in Environmental Conservation
The Nelson Institute for Environmental Studies

Where conservation leadership begins...

Program attractions
- Built on the legacies of Muir, Leopold & Nelson
- 15 month blended learning curriculum
- Summer Conservation Institute with leading conservation practitioners
- Exclusive course sections and content
- Professional leadership training
- International and regional placement services

Program Mission
To train conservation leaders in practical interdisciplinary skills to tackle complex decisions in a changing world.

<table>
<thead>
<tr>
<th>Begins 2014</th>
<th>Summer Conservation Institute</th>
<th>Fall On-campus intensive</th>
<th>Spring Distance</th>
<th>Summer Leadership Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-month program</td>
<td>Cohort Leadership (2 cr) Conservation Planning 900 (4 cr) Environmental Policy 843 (4 cr) 10 cr</td>
<td>Cohort Seminar 975 (1 cr) Sustainable Development 900 (3 cr) Biology course (3 cr) Human dimensions course (3 cr) 10 cr</td>
<td>Professional Practice 976 (3 cr) Conservation Biology 651 (3 cr) Conservation Tools course (3 cr) 9 cr</td>
<td>Exit Presentation 999 (3 cr) 3 cr</td>
</tr>
</tbody>
</table>
Collaboration by Campus Growing Facilities Helps Plant Sciences to Thrive

Shared Benefits

Shared Goals
Plant Scientists are hindered by lack of knowledge of:
- best practices in plant cultivation
- campus growing spaces and support services
- cultural requirements of specific plant species
- plants to use for teaching and how and when to grow them

Shared Effort
Growth facility managers worked together to meet these needs with:
- a joint website with links to resources and UW growth facilities
- a hands-on workshop to teach plant care best practices
- coordination with the UW Office of Biological Safety
- The Teaching Greenhouse CD by UW Botany

Impact
Work by UW Plant Scientists is essential to the future of:
- Food Security
- Global Health
- Bioenergy
- Agriculture
- Environmental Conservation

The staff of UW greenhouses, gardens, and growth chambers support plant science research, instruction, and outreach all over campus by cooperating across department and college boundaries.

Plant Growth Facilities
http://plantcare.wisc.edu

CALS D.C. Smith
Instructional Greenhouse
Johanna Oosterwyk 608 262-3844 jmooster@wisc.edu

CALS Walnut Street
Research Greenhouse
Lynn Hummel 608 265-8053 elhummel@wisc.edu

L&S Department of Botany
Greenhouse and Garden
Mohammed Fayyaz 608 444-8918 mmfayyaz@wisc.edu

UW Graduate School
Biotron
Bjorn Karlsson 608 265-5012 bhkarlsson@wisc.edu

... and others
Administrative Process Redesign

Departmental Processes

**Kaizen Process:**

- **Preparation**
  - Typical issues include:
    - Operational bottlenecks
    - Need for increased productivity
    - Resource constraints
    - Process cycle times are too long
    - Excessive inventories

- **Blitz**
  - Focus on:
    - Improving the value stream and achieving flow
    - Specific problem(s) and specific goal(s)
    - Action vs. analysis
    - Processes that can be managed and reviewed daily
    - Short-term, specific improvements

- **Follow-up**
  - Survey process participants
  - Track open action items to completion
  - Provide a visual check-list to aid team members in completing their tasks

**Example:** Transportation Services

- **Before:**
  - Disorganized equipment
  - Bottlenecks in space
  - Lack of inventory controls

- **During:**
  - Create process diagrams
  - Reorganized space and inventory
  - Removed unused and excess materials
  - Identified and acted on short-term improvements
  - Identified long-term space requirements

- **After:**
  - Materials organized for optimal access and inventory
  - Record new times
  - Survey staff for feedback on improvements
  - Prepare requests for longer-term solutions

Cross-Campus

**DMAIC Process:**

- **Define**
  - The process
  - High-level goals
  - Voice of the customer

- **Measure**
  - Map the process
  - Identify key points
  - Collect the data

- **Analyze**
  - Assess performance
  - Find the root of the problem

- **Improve**
  - Determine what could fix the problem
  - Plan implementation for the best solution

- **Control**
  - Gather new data points; is it working?
  - Are we sustaining success?
  - Do we need to revisit?

This year a team revisited the work of a previous team – an excellent, but underutilized component of the control step.
Supporting improvement along a continuum...

**Processes**

**Example:**

**Access to IT Systems**

The Access to Campus IT Systems Project revisited the work of the APR project. The solution implemented by the earlier project team was an “IT Access List” webpage hosted by the CIO as a resource for those involved in securing access to campus IT systems for themselves or others.

The page included links to appropriate access request forms, for the systems most frequently used by UW-Madison staff.

**Control**

The current team was charged with reviewing the process to ensure current, accurate information through a common resource, as well as identifying where and how users should access the information.

**Findings**

No updates had been made in the last two years.

This team then:

- Reviewed all system information;
- Created a method for ongoing, regular review of this information;
- Incorporated mechanisms for feedback and suggestions.

The team crafted recommendations for:

- Hosting and security
- Site content and list criteria
- Processes for content ownership and management
- Continued exploration of automated solutions
- Ongoing metrics

**Enterprise Design and Implementation**

**Guiding Principles for AE:**

- Inclusivity
- Transparency
- Seek cost savings
- Support teaching, research and outreach
- Improve levels of service and efficiency
- Maintain or reduce staff workloads
- Follow the principles of Lean Six Sigma as practiced by APR
- On-going Feedback Mechanisms
  - In discovery
  - In implementation
  - In post-implementation evaluation

**Projects Include:**

- Data Center Aggregation
  - [datacenterservices.wisc.edu](http://datacenterservices.wisc.edu)
- Email & Calendaring
  - [365transition.wisc.edu](http://365transition.wisc.edu)
- Strategic Purchasing
  - Office Supplies
  - Computer Bundles
    - For UW Preferred Products
      - [bussvc.wisc.edu/purch](http://bussvc.wisc.edu/purch)
- MRO
- Scientific Supplies
- Instructional Space Utilization
- Enterprise IT Decision Making
- Policy Framework

---

**Join Us!**

**AE Weekly Wrap-up Open Meetings**

**Every Friday this semester**

3:00-4:00 pm

Union South
WEB ACCESSIBILITY

OF YOUR WEB VISITORS MAY NOT RECEIVE YOUR MESSAGE

WebAIM.org estimates about 20% of Web users have some disability. Few organizations would consider it wise to turn away 20% of its users. Your site's accessibility sends a positive message about your organization's commitment toward those it serves.

Why...
...should your site be accessible?
→ Equal Access
→ Better Cross-Device Access
→ Higher Search Rankings
→ It's Your Responsibility

Items...
...that should be accessible.
→ Websites & Apps
→ Word Docs & PDFs
→ Videos & Podcasts
→ Instructional Materials

Resources...
...that can help your site's accessibility.
Scan this QR CODE
or visit
doit.wisc.edu/accessibility

Contact Us...
...about making your site accessible?
accessibility@cio.wisc.edu
The Art of Engagement and the Engagement of the Arts

**Investigating**
We asked arts faculty (▲), staff (○), students (■), and others (★)

What is the state of the arts at UW-Madison?

Over 200 people responded to our survey

- Arts faculty meetings
- Arts Assembly meeting
- Online survey

**Understanding**
Common issues emerged from the responses

- Lack of curricular integration
- No dean-level representation
- Lack of arts resource coordination

**Evaluating**
We presented the list of issues to the larger arts community, who discussed and confirmed our findings

- Arts Community Forums
  - Dean
  - Curriculum
  - Resources
  - YES, these are the most important issues

**Communicating**
We communicated our findings and recommendations widely, including to the Arts Departments’ faculty and staff, Arts Assembly staff, college Deans, Campus Committees, the Chancellor, and the Provost

**Recommendating**
We ranked issues by how often they appeared in the responses

- Dean
- Curriculum
- Resources

- ★ Form a college of the arts
- ★ Campus arts requirement
- ★ Centralize arts resources

More information
arts.wisc.edu/artsinstitute/cota/ 608-263-4086

Arts Institute Members
- Art Department
- Art History Department
- Bob Center for Arts Administration
- Chazen Museum of Art
- Cinematheque
- Communication Arts Department
- Creative Writing Program, English Department
- Dance Department
- Design Studies Department
- Office of Multicultural Arts Initiatives
- School of Music
- Theatre and Drama Department
- University Theatre
- Wisconsin Union Theater
Growing FIGS: Holistic Program Assessment... ...from Seed to Fruit

Shaping our practice

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

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

Learning from our efforts

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

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

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

What we know
What we’ve done with what we’ve learned
New questions to ask
Internship Program as a Vehicle for Campus-Wide Student Engagement

Internship Program
- The Office of Sustainability (OS) seeks out high-achieving students from diverse academic and extra-curricular backgrounds, who have innovative ideas to expand sustainability efforts on campus.
- In turn, the OS connects interns with means to enact their ideas and see those ideas come to fruition.
- Weekly intern meetings and regular one-on-one meetings with OS staff ensure peer-to-peer communication and professional growth.
- The OS provides a network for students to engage with administration/leadership in operations and academia.

Communications
The OS hired a Communications Intern to compile Office updates and opportunities into TWO weekly newsletters – one for students and one for the greater community.

Got Ideas?
The OS offers internships to students with specific ideas to implement on campus. 2012-2013 projects include:
- Launching an aquaponics system in the Wisconsin Institute of Discovery
- Installing a rain barrel system along the Lakeshore Path
- A move-out program for Housing that diverted more than 16 tons of useful furniture and appliances from the landfill to other students, Good Will, and St. Vincent’s.

Engaging the Future: Bringing Together Student Stakeholders in Sustainability

Establishing effective student-centered programs around sustainability through an agglomeration of Student Orgs, student governance, and internships

www.sustainability.wisc/student-engagement

Sustainability Council
Est. Fall 2012

Sustainability Council Development
- The Sustainability Council is a completely student-run endeavor, developed by Office of Sustainability (OS) interns who recognized the lack of cohesion between like-minded student groups and campus operations.
- Starting in October, the Student Leader worked with other OS interns to form a comprehensive list of ALL active Student Orgs that work in the realm of social, economical or environmental sustainability.
- The Student Leader contacted each Student Org and campus initiative independently and met one-on-one with interested leaders - ensuring member input was part of the Council’s foundation.
- The first meeting, held in November 2012, welcomed 14 member organizations. Since then, the Council had grown to 22 members.

Contact / Staff
- Sabrina Bradshaw, Sustainability Education and Outreach Coordinator sbradshaw@sustainability.wisc.edu
- Frank Kooistra, Sustainability Operations Coordinator fkooistra@sustainability.wisc.edu
- Meredith Keller, Student Leader / Student Programs Coordinator mkeller3@gw.wisc.edu

The Student Arm of the Office of Sustainability (OS)
A collection of over 20 Student Orgs and campus initiatives that meet each month to:
- Build their capacity to reach the student body and campus operations
- Align & share resources
- Plan events to further their mission
- Ensure knowledge of each other's campaigns to prevent inefficient operation

Operated by OS Interns with support from leadership:
- Created by two interns in the summer of 2012.
- Established and led by the Student Leader / Student Programs Coordinator.
- OS staff member attends each meeting to provide operational support.
Engaging the Future: Bringing Together Student Stakeholders in Sustainability

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Outcomes

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Growing the Future: CALS Strategic Planning

While the number of CALS faculty has been steadily declining, CALS student enrollment has skyrocketed. Addressing this gap provided an opportunity to look at all aspects of the college and create a new strategic plan.

Faculty FTE: % change 1979-2012
Undergraduate enrollment: % change 2003-2012

Deliverables
- Guiding Principles
- Priority Themes
- Mission, Vision, Tagline
- Collegiate structure guidelines
- Recommendations concerning teaching, training & learning

Timeline
- June 2012 – Admin Team frames process
- September 2012 – Dean charges planning committee
- October-November, 2012 – APC & Student council visits, stakeholder surveys & meetings
- February, 2013 – draft report
- March, 2013 – APC review & public comment
- April, 2013 – chairs final discussion & BOV review

Committee Members
- Richard Amasino, Faculty, Biochemistry
- Murray Clayton, Faculty, Plant Pathology
- Ian Coxhead, Faculty, Ag & Applied Economics, Chair
- Susan Crane, CALS BOV
- Cameron Currie, Faculty, Bacteriology
- Nancy Esser, Academic Staff, Ag Research Stations
- Christen Geyer, Student - Undergraduate
- Randall Jackson, Faculty, Agronomy
- William Oemichen, CALS BOV
- Mark Rickenbach, Faculty, Forest & Wildlife Ecology, APC
- Pamela Ruegg, Faculty, Dairy Sci
- Dietram Scheufele, Faculty, Life Sci Communication
- Adrienne Shelton, Student - Graduate
- John Shutiske, Assoc Dean - Extension & Outreach
- Steve Switzer, Classified Staff
- Thomas Szalkucki, Academic Staff, CASI
- Monica Theis, Academic Staff, Food Sci
- Kathryn VandenBosch, Dean
- Stephen Ventura, Faculty, Soil Sci, APC

Contact Information
- Heidi Zoerb, Assistant Dean for External Relations & Advancement
  hezoerb@wisc.edu
- Kara Luedtke, Development Specialist, External Relations & Advancement
  kluedtke@cals.wisc.edu

www.cals.wisc.edu/about-cals/administration/strategic-planning/
A Third-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
When multiple departments, units and offices from UW–Madison want to meet with the same companies, how do we achieve goals, avoid confusion and maintain strong relationships with those companies?

- The objective of this program is to increase campus-wide communication and collaboration around strategic corporate relationships, ultimately resulting in increased and improved overall interaction and engagement.

- We bring together key university personnel to discuss top corporate partners, upcoming meetings, methods for strategic collaboration and holistic engagement.

Our “How-To” Process

1. Meetings are always 90 minutes in length.
2. Each meeting focuses on a pre-determined company.

3. Meetings are primarily used to identify campus-wide priority corporate partners, and develop strategic approaches, including specific desired outcomes and next steps. Emphasis is on approaching corporations in a holistic manner, coordinating and leveraging existing relationships to maximize benefits for UW–Madison and the corporate partner.

4. Attendees are also given a short amount of time to summarize existing relationships and interactions, as well as outline upcoming meetings/projects. Ultimately this will lead to improved and enhanced collaboration and commitment.
In July 2012, UW–Madison’s Office of Corporate Relations, College of Engineering, College of Agricultural & Life Sciences and the Wisconsin School of Business hosted campus’ inaugural Corporate Open House. Inviting corporate partners to campus provided both an opportunity to say thank you for their collaboration, and a chance to explore additional ways companies can engage with the university.

The successful 2012 event drew approximately 100 people, and featured campus leadership, researchers, and tours. The event also included presentations from campus partners and sessions on how to do business with UW-Madison.

Corporate partners include:

www.ocr.wisc.edu/openhouse/

This year, the Corporate Open House is scheduled for August 22, 2013, and will feature a keynote speech from Tom Gentile, President and CEO of GE Healthcare Systems. Additional topics will include UW research, corporate best practices, and campus partnership opportunities.

Campus participants include:
Office of Corporate Relations, University of Wisconsin Foundation, College of Agricultural & Life Sciences, College of Engineering, College of Letters & Science, Graduate School, Morgridge Institute for Research, School of Human Ecology, School of Medicine and Public Health, School of Nursing, School of Pharmacy, School of Veterinary Medicine, University of Wisconsin Foundation, Wisconsin Alumni Association, Wisconsin Alumni Research Foundation (WARF), Wisconsin Institute for Discovery, Wisconsin School of Business, Badger Sports Properties
GOAL: Create One Email to Answer Any Department Visitors’ Question

From: Sharon Pittman - pittman@astro.wisc.edu
Date: January 24, 2013 11:52:26 PM CST
To: visitor@wisc.edu
Subject: Dept. of Astronomy, Univ. of Wisconsin Madison Visit

Hello Dr. Wu,

I am Sherr Pittman with the Dept. of Astronomy at the University of Wisconsin Madison. I will coordinate your visit arrangements. I have been notified by Prof. Stuninov that you will be visiting the department on Jan. 24 and 25th.

Hotel arrangements have been made for you at the Campus Inn on 601 Langdon St. Madison, WI 53703. Telephone: 608-262-7685, confirmation number: 12845678. web: www.thecampuss.com.
email: reservations@thecampus.com

When you arrive in the department, please pick up your room key in 2554 Sterling Hall in the administrative office suite. Your office while you visit will be 4518 Sterling Hall.

There are two items of information that we may need to prepare for your visit:

1) If Angela Norgaard requested that a non-employee set-up form be filled out and returned via email for reimbursement of your expenses, the form is attached below for your convenience. Angela’s email address is annorg@astro.wisc.edu, or her room number is 2548 Sterling.

Thank you!
Attachment: USE THIS NON-EMPLOYEE FORM.doc

2) Sterling Hall has wireless Internet access for your personal computer. I have set up a Guest account for you (see information below). If you would like to obtain access to a department computer while you are here, please let me know and I will notify our computer staff.

Below is your log-on and password information for the UW wireless internet. Please save this email for future reference.

Your Net ID is: temp_astro
Your password is: c068d/865X

To connect to the network with campus wireless, you need a NetID and a laptop with a wireless network card. Just open your laptop and browser and log on. The network will capture your session, authenticate you with your NetID, and then connect you back to your original destination. If you have questions or problems with the campus wireless service, please contact the Help Desk at 264-HELP or visit: http://helpdesk.wisc.edu.

For your reference, you can view a document on the UW Responsible Use of Information Technology Policy at:
http://www.sio.wisc.edu/policies-requests/resume-agps

3) To assist you during your stay, here is a link to a Campus Map, and information guides are also attached:
Campus Map: map.wisc.edu
Attached: Short-Term Visitor Memo.pdf
Attached: Things To Do in Madison.pdf

We look forward to your visit. Please let me know if you have any questions or need further assistance.

Best regards,
Sherr

Sharon Pittman
Graduate, Undergraduate and Timetable Coordinator
Department of Astronomy
University of Wisconsin Madison
Rm 2554 Sterling Hall
475 North Charter Street
Madison, WI 53706-1582
Phone: (608) 262-3775
Fax: (608) 262-6384
Email: pittman@astro.wisc.edu
The Network for Health Equity in Wisconsin (NHEW)

There is growing recognition that diseases with the most dramatic impact on population health, such as diabetes and cardiovascular disease, have complex etiologies and risk factors operating at multiple levels. Despite this, efforts to reduce major inequalities have not been effective and disparate outcomes amongst socioeconomic groups (based on income, age, gender, and education) across geographies (urban vs rural) and between major race and ethnic groups persist. Furthermore, access to healthcare, health care quality and population health are inextricably linked, yet few studies have been designed to adequately address these relationships. Integrated multi-level data, interdisciplinary partnerships and novel epidemiologic approaches are needed. Three novel applied epidemiologic initiatives and one healthcare model have been combined to create a novel and unique infrastructure for exploring population health called the Network for Health Equity in Wisconsin (NHEW).

Individuals: Survey of the Health of Wisconsin (SHOW) is an annual survey of representative samples of 800-1000 adult residents and their communities including data on demographics, employment, medical history, stress, mental health, health literacy, health behaviors, access to health care, neighborhood characteristics, health and quality of life. SHOW includes a physical exam, blood chemistry, DNA extraction, as well as blood and urine collection for long term storage of biologic samples. SHOW also provides information to support innovative health disparities research ranging from adult oral health screenings to etiologic investigations of gene-environment interactions of Vitamin D exposures to translational community based participatory research.

Table 1: Select demographic characteristics of SHOW participants 2008-2011 (n=2,479*)

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Percentage (%)</th>
<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 25-39 yrs</td>
<td>37.6 (34.3, 40.8)</td>
<td></td>
</tr>
<tr>
<td>Age 40-59 yrs</td>
<td>42.5 (39.5, 45.6)</td>
<td></td>
</tr>
<tr>
<td>Age 60-74 yrs</td>
<td>12.2 (12.0, 12.5)</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>52.5 (51.3, 53.7)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>47.5 (48.7, 50.2)</td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>82.0 (82.2, 87.7)</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>6.4 (7.8, 8.2)</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>9.9 (7.3, 12.5)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2.7 (2.3, 6.9)</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS Degree or &lt; 12</td>
<td>30.0 (27.9, 32.8)</td>
<td></td>
</tr>
<tr>
<td>Annual Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;$25,000</td>
<td>21.2 (18.7, 23.8)</td>
<td></td>
</tr>
<tr>
<td>$25,000-$49,999</td>
<td>30.2 (28.9, 32.7)</td>
<td></td>
</tr>
<tr>
<td>$50,000-$99,999</td>
<td>36.3 (34.4, 38.5)</td>
<td></td>
</tr>
<tr>
<td>$100,000 or more</td>
<td>16.4 (14.5, 19.9)</td>
<td></td>
</tr>
</tbody>
</table>

Health Care: Wisconsin Collaborative for Healthcare Quality (WCQI) is a consortium of health care provider organizations (physician groups, health plans, and hospitals) sharing health care quality data. Member organizations develop standardized performance measures at the system, clinic and provider levels. These measures combined with SHOW data provide novel resources to better understand health care's role in addressing health disparities.
Utilizing client records for a collaborative survey project: A process for contacting families while maintaining confidentiality

Elizabeth Oftedahl, MPH, Division of Public Health, Wisconsin Department of Health Services; Lori Anderson, PhD, RN, CPNP; Ann McCall, MSW, School of Nursing, University of Wisconsin-Madison

Background
- Requests often come in from outside agencies for public health data.
- Because of security and confidentiality issues, the requests are nearly always refused.
- The Department of Health Services MCH/CYSHCN program staff wanted to create a method for granting requests that would not violate security and confidentiality of client records.
- Request from UW-Madison School of Nursing to access families in SPHERE database to be used for a survey of parents of school-age children with chronic health conditions to examine the relationship between the quality of care provided at school and child quality of life and family difficulty.
- IRB approval requested and granted at DHS and UW

Methods
- SPHERE developer derived data for approximately 800 families of CYSHCN who met the following criteria:
  - Documented as CYSHCN
  - Of school age
  - Street address, city, state, zip code included in the record
  - Each record was assigned a tracking number by the CYSHCN Epidemiologist
  - Mailing labels generated by the CYSHCN Epidemiologist
  - Department of Health Services mailroom staff accepted responsibility for packing and mailing all items with names and addresses
  - Pre-survey letter sent out signed by the Bureau of Community Health Medical Director and UW Assistant Professor to announce and describe the survey to come; an ‘opt out’ postcard was included with the letter
  - Records for all letters returned as “undeliverable” marked as such and removed from the survey mailing list
  - Records for all postcards returned marked as ‘opt out’ and removed from the survey mailing list
  - Final contact list developed by the CYSHCN Epidemiologist and assigned a final tracking number; a copy of the list with only the tracking numbers was provided to the UW graduate student working on the project
  - Survey developed, finalized, and packed along with information letter, $2 bill incentive, and return envelope at UW-Madison
  - Survey package, prepared at UW, was mailed from DHS with anonymous surveys to be completed and returned directly to the UW
  - Surveys returned – anonymously – to UW-Madison
  - Oftedahl kept the master list and updated it
  - Anderson/McCall kept a blind numbered list and updated it from information sent periodically from Oftedahl
  - A second full survey mailing was sent a month later to all who had not yet responded or opted out
  - Costs for mailings and data retrieval were paid by the UW

Results
- 779 pre-survey letters were sent
  - 189 were returned as undeliverable and removed from the mailing list
  - 49 postcards were returned and 2 parents called to opt out and were removed from the mailing list
- 540 survey packets were mailed
  - 23 surveys or reminder postcards were returned as undeliverable
  - 5 blank surveys were returned (treated as opt outs)
  - 1 survey was returned as a duplicate – same family
- 211 total surveys were returned
  - 180 completed surveys were returned
  - 31 surveys indicated the child was not a CYSHCN
- Final response rate: 36% (190/516)

Lessons Learned
Wisconsin MCH/CYSHCN created a process for allowing a partner agency to survey families without ever knowing their names or addresses. This process successfully demonstrated that confidentiality can be maintained at the same time that valuable information on families with special needs children can be collected.

The survey was in English only. However, one non-English speaking family was offered the option of orally completing the survey confidentially through the local public health department.

The pre-survey letter identified a large number of families who had moved and did not have an active forwarding address on file – kept costs down as subsequent mail was not sent and helped account for nonresponders.

Contact Information
Elizabeth Oftedahl, MPH
CYSHCN Epidemiologist
Elizabeth.Oftedahl@dhs.wisconsin.gov
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Lori Anderson, PhD, RN, CPNP
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University of Wisconsin-Madison
lisonder@wisc.edu
(608) 262-6932

Ann McCall, MSW
Graduate Student, School of Medicine and Public Health
University of Wisconsin-Madison
ammcall@wisc.edu

Wisconsin Department of Health Services
Maternal and Child Health / Children and Youth with Special Health Care Needs Program

Funding for the MCH program is provided by the Title V Maternal and Child Health Block Grant.
Extending the reach

Identify partners to assist with creating the festival and making it happen by reaching out to their various networks:
- Volunteers
- Members
- Followers/friends
- Media partners

- Cultural Coalition of Wisconsin
- Greater Madison Convention & Visitors Bureau
- Madison Children’s Museum
- Morgridge Institute for Research
- Science Alliance
- UW–Madison
- UW–Madison Arts Institute
- UW–Madison Center for Humanities
- Wisconsin Academy of Sciences, Arts & Letters
- Wisconsin Alumni Association
- Wisconsin Arts Board
- WARF
- Wisconsin Institute for Discovery
- Wisconsin Institute for Science Literacy
- Wisconsin Public Radio
- Wisconsin Public Television
- Wisconsin Union
- Wisconsin Union Directorate

Tap into national networks
- Science Festival Alliance
- NOVA
- Alfred P. Sloan Foundation
- Howard Hughes Medical Institute

Do something unexpected

Growing a following

Program something for everyone:
- Field trips
- Teacher workshops
- Exploration stations
- Film and drama
- Music and art
- Lecture and discussion
- Food and sports

Promote widely through diverse avenues
- Social media
- Radio, TV
- Newspapers
- Billboards
- Event calendars
- Magazines

Build on success
- Find out what attendees like
- Fix problems at unpopular events
- Grow enthusiasm throughout the year through engagement, programs, volunteer opportunities

What is a science festival?
Science festivals are large, inspiring celebrations of the fascinating world of science and technology that are uniquely influenced by the communities in which they take place all over the globe. – Science Festival Alliance

The Wisconsin Science Festival
- Began in 2011
- A chance to see science through every possible lens, from art to music, from film to food, from athletics to exploration
- Year 1: 3 days, 5,000 attendees, 8 venues on campus and in Madison
- Year 2: 4 days, >18,000 attendees, 38 venues on campus, in Madison and around the state
- Year 3: planning in progress

Lessons from the Lean Startup Model
- Build: Program the festival with partners who bring unique perspectives, established followings and wide-ranging networks
- Measure: Gather data on who, what, where and why elements succeed and fail
- Learn: Survey attendees, participants, sponsors, volunteers; adjust programs, venues, promotion to improve for the next year

Presented by WARF Programming Staff
The Big Learning Event planning committee and the UW-Madison community contributed more than 125 speaker ideas for BLE 2013, across six disciplines.

By developing criteria, using voting and rating methods, and being aware of current events and our own committee’s enthusiasm, we narrowed the list down to five dynamic speakers for The Big Learning Event 2013:

- **Jill Tarter**, astronomer and former Director of the Center for SETI
- **Lynda Barry**, author and cartoonist
- **Etienne Wenger-Trayner**, a leader in the field of social learning systems
- **Saleem Ali**, environmentalist
- **Molly Carnes**, the first woman tenured in the Department of Medicine at UW-Madison

**Narrowing:**
- Develop Criteria for Selection

**BLE Examples:**
- Discipline
- Speaking Ability
- “Plays well with Others”
- Current Appeal
- Apply Criteria and Rate/Rank

**Deciding & Selecting**
- Review Composition of Speakers
- Check Availability and Interest
- If not available, go back the list and reassess the next speaker on the list
ELECTRIFYING DOCTORAL DISSERTATIONS
Publishing research and sharing knowledge in the electronic era

The Opportunity
Doctoral students printed their several hundred page dissertations, and carried them up to Bascom Hall for the final review. Graduate School staff checked for content and layout, and if revisions were needed, students would start over, including another printing and appointment. When approved by the Graduate School, dissertations were shipped to UMI ProQuest, one batch per semester. ProQuest scanned dissertations into PDF format, and printed hardcopy books. The time to publication was six to ten months, and revisions usually required a reprint.

Our Approach
The Graduate School has a long-established relationship with UMI ProQuest Dissertation Publishing, which has published over 2 million graduate works since their origin in 1938. They provide access to dissertations and theses for thousands of libraries worldwide. It seemed only natural that we would continue this relationship, utilizing their new electronic submission and workflow tools. We also knew it would be important to provide detailed instructions about the new process; so we created a comprehensive guide to electronic dissertation submission, found here: go.wisc.edu/hu617w

The Impact
Students are now given the option to submit via paper or electronically. A face-to-face appointment with a degree coordinator is still a requirement for graduation. Overwhelmingly, students choose electronic submission, because it is convenient, less expensive, and results in a better quality publication.

Electronic submissions allow for:
- high-quality color tables, charts, photos, and other images within dissertations
- supporting documents like musical recordings, spreadsheets, films, and maps
- easy-to-use workflow processing for Graduate School staff, including automated emails to students at various points within the review process

Feedback
I like the convenience of submitting electronically, and not having to be concerned about figure quality of a printed version.

It's very efficient, and costs less than the manual process. I highly recommend it.

LOVED being able to deposit and pay online... Saved me time and resources.

It took no more than 3 hours to make all the necessary corrections and obtain the final approval of the formatting. I did not have to continually come back to the office for another appointment. Almost everything was done online and it went very smoothly.
WHAT ARE YOUR ORGANIZATION PAIN POINTS?

Get a prescription from the Business Analysis Community.

**What is Business Analysis?**
Business Analysis elicits positive organizational change by gathering needs and recommending solutions.

**How can a Business Analyst help? We...**
- Listen carefully
- Understand needs
- Document requirements
- Analyze possibilities
- Propose solutions
- Guide implementation
- Leverage your investment in a solution

**How we work with you...with Our Beliefs**
Once we understand your requirements (unmet needs), we:
- Provide an informed analysis
- Recommend solutions
- Help you choose THE solution to meet your needs

**Suitable Solutions**
Several administrators have mutual interest in improving a common service for students. The Business Analyst facilitated stakeholder meetings, captured and vetted student requirements, and translated these requirements into the technical design for an effective solution.

**Contact us to get started.**
Bruce Maas, CIO’s Office
✉️ cio@wisc.edu

Bob Mayville, DoIT
✉️ robert.mayville@doit.wisc.edu

Scott Converse, Executive Education,
✉️ sconverse@exed.wisc.edu

**Scan or Visit:**
go.wisc.edu/businessanalysis
for more information on Business Analysis.
Scholarships@UW-Madison

In the four years since its inception, Scholarships@UW-Madison has partnered with campus organizations to dramatically increase visibility and accessibility of scholarship opportunities.

A Collaborative Project

Campus Recruitment

Since 2011, campus participation has increased from 35% to 86%:
- All schools and colleges participating
- 101 organizations list over 800 scholarships on the public website
- 91 organizations use the online application for their scholarship opportunities

Development Process and Community

Users provide direct input on development projects:
- Scholarships@UW-Madison users have participated in the development of Awarding, Evaluation, Reporting, and Usability modules and enhancements through Feature Working Groups
- Agile development method allows for development of new features on an as-needed basis, accommodating new processes as user base grows

Training and Monthly Meetings create a community:
- Modular training offered three times a year; users only require training in modules that apply to their role(s)
- Scholarship officers worked with Undergraduate Admissions to create a coordinated scholarship cycle for incoming students
- Scholarship Working Group meets monthly, offering version previews, user presentations, tips and tricks, and technical assistance

Alison Rice and Trent Mendez

UW-Madison College of Letters and Science and Office of Student Financial Aid
Project Sponsors: Joanne Berg, Susan Fischer, and David Ragenkopf
MIU Goal: Enhance Transfer Student Experience

To meet this goal, the Transfer Transition Program created a new student position to do outreach & network with transfer students in their first semester at UW.

Transfer Ambassadors:

Helping students connect to UW-Madison - it's what WE do!

Web: transfer.wisc.edu/Transfer_Ambassadors.php
Email: transferpeer@studentlife.wisc.edu
Twitter: @uwtransferpeer OR twitter.com/uwtransferpeer
Phone: 608-890-4690
The problem
Each post-award accountant at RSP has a portfolio of several hundred awards to manage. At the outset of this project, accountants managed invoice and financial report deadlines using paper ticker sheets. These ticker sheets were unique to the individual, stored privately, and neither easily accessible nor understood by others who viewed them. Some awards were not tracked at all. This manual method of tracking awards led to past-due invoices, missed financial reports and ultimately, a backlog of uncollected awards.

The need
The accountants needed a more robust way to manage their portfolio.

The managers needed a more efficient way to assess workload among their team members.

The organization needed a solution that would easily integrate with other electronic tools including SFS, WISDM, WISPER, and other internally developed systems.

The process
A workgroup was created that included an IT specialist, a manager and several accountants.

The group utilized the following tools as they worked toward a solution:

- Functional specifications
- Wish lists
- Pictures, drafts
- Multiple levels of testing
- New e-mail address for feedback

The solution: WiT
The workgroup developed and implemented a single web-based solution called WiT or Wisconsin Tickler. This system pulls data from several electronic sources, including the university-wide accounting tool WISDM and allows accountants to add notes, documents and reminders specific to an award.

WiT includes sixteen reports that display information like upcoming invoices and reports, awards in overdraft, and awards needing follow up. The accountants are able to customize their WiT homepage to only display the reports that best help them manage their portfolio.

WiT provides the managers with an overview of their team’s workload. The system also makes it easier to manage coverage when a team member is out.

The success
The implementation of WiT has been successful because of the careful steps initiated at the outset of this project. Ensuring the workgroup included representatives from all areas of our department and continuously providing the users with an opportunity to provide feedback throughout the process has been critical.

The workload of accountants has been eased by providing a snapshot of relevant information needed to manage awards.

The success of WiT has inspired other tools that interact with WiT on a daily basis, improving business processes from award setup to closeout.

The successful development and implementation of an internal electronic tool that replaced a dearly loved and trusted paper tickler system.
In 2008, University Health Services (UHS), the student health center on campus, made a commitment to go green to lessen their impact on the environment, and protect the health of building occupants, visitors, and cleaning personnel.

**What is Green Cleaning?**
Green cleaning refers to using cleaning methods and products with environmentally-friendly ingredients designed to preserve human health and environmental quality.

**Green Products Are Non-Toxic, Plant-Based, and Effective!**
- No caustics
- No dioxane
- No phosphates
- No petrochemicals
- No bleach
- No ammonia

**Beyond Chemicals.** A green cleaning program may also include changing to 100% recycled, chlorine-free paper products, using microfiber mops and cloths, investing in new equipment, and adopting new procedures.

**The Dirty Side of Non-Green Cleaning**

- 87%: The percentage of time an average person spends indoors
- 100x: The number of times higher that indoor air pollution levels can be above outdoor air pollution levels
- 6 billion: The number of pounds of chemicals used each year to clean commercial buildings
- 3.5 million: The number of cleaning industry employees exposed to chemicals

**Healthier employees mean happier employees:** Statistics show increased worker satisfaction and improved morale when the facility is maintained using green cleaning.
Building Better Collaboration through Focus Groups

Brianne Markowski, Trisha Prosise, Sarah McDaniel

Contact: smcdaniel@library.wisc.edu

Background

Five large courses across campus, that reach the majority of first-year students, fulfill the General Education Communication A (Comm-A) requirement. In these five courses, librarians collaborate in the planning and teaching of the required information literacy outcomes through a blended learning approach. Evaluating the effectiveness of both the web-based module and classroom session across five courses poses a unique challenge. Previously, we employed various methods including University General Education Committee studies of student learning outcome attainment and annual instructor surveys.

This year, we made significant progress in the evaluation of the information literacy components by convening instructor focus groups to facilitate conversations about learning outcome attainment and instructional strategies.

Focus groups improved collaboration between stakeholders.

Focus groups generated shared recommendations.

Focus groups incorporated instructor-suggested content informed requirements for the next gen module.

Focus groups improved assessment quality.

Focus groups improved assessment functionality.

Lessons Learned

- Working with a knowledgeable facilitator through the full focus group cycle led to more effective communication, analysis of results, and improved follow-through on recommendations.
- Focus groups generated evidence needed to create solutions together.
- The focus group process opened new opportunities for increased collaboration.

The process included articulating questions, working with an external facilitator to develop a script for the focus groups, recruiting and communicating with participants, analyzing results, developing recommendations, and communicating outcomes to stakeholders.

Next Steps

- Continue to implement shared recommendations.
- Hold ongoing discussions with course instructors to sustain collaborative improvements to information literacy outcomes.
- Hold focus groups with Comm-A students to further improve assessment and inform development of next-generation online modules.
- Develop plans and seek funding for next-generation blended learning modules.
- Sustain current collaborative atmosphere with all stakeholders and continue to work with campus partners.

Thank you to our collaborators:

Elaine Klein (Director of University General Education), Sonia Sedivy (Testing and Evaluation), Nancy Thayer-Hart (Facilitator, Office of Quality Improvement), John Thomson (Learn@UW Team), UW-Madison Libraries staff, the Communication A Directors Subcommittee of the University General Education Committee, and the instructors and students of the five Communication A Courses (Communication Arts 100, English 100, English as a Second Language 118, Engineering Professional Development 155, and Life Science Communication 100).
SOAR Peer Advisor Training 2012: Helping Peer Advisors “SOAR”
Creating Community & Competence Through Cross-Campus Collaboration & Innovation

History of Cross-Campus SOAR Peer Advisor Training

“In the spring of 2011, our new Peer Advising Program Coordinator, Tyree Bolden, initiated gathering a committee of interested advising colleagues from seven schools and colleges to train new peer advisors working with the 2011 SOAR program. The goal was to create a cross-campus training that encompassed academic, counseling, and interpersonal skills, and to help peer advisors understand students' needs and support them. The training was successful, and it expanded even further in 2012, including all new campus colleagues and training in the planning and implementation of training topics, as well as adding new modules.” 

Who Are SOAR Peer Advisors?

“What a special group of people! I had the opportunity to work with about 20 peer advisors from different backgrounds and experiences. They were all amazing and so helpful. I learned a lot from each of them.”

“...students with special training in academic rules and regulations as well as interpersonal skills who work as a part of an advising team to provide guidance, support, and referrals for undergraduate students.”

“The cross-campus peer advisor training is a great example of how advisors can work together on this large and decentralized campus to improve advising for undergraduates.”

Peers Advisors, along with academic advisors, made registration and began advising them in SOAR.

Wren Sing, Director, Undergraduate Advising

Peer Advisor Training Outcomes

Developing Community:
- 98% of students agree or strongly agree that the cross-campus training helped build relationships across departments.

“Alps training helped the peer advisors bond right away, allowing us to learn to collaborate and work as a team to solve problems while still having fun.”

Reflecting on Diversity, Identity, and Inclusivity:
- I was much more aware of cultural and ethnic diversity on campus. I didn't know that race, religion, gender, social class, and ethnicity were such is an issue. I have never made anyone feel uncomfortable on campus.

“I came from an excellent high school and took a three-generation college student, so it was difficult for me to conceptualize the sorts of conversations I would have with students who were not so fortunate in their academic situations.”

Learning Best Practices for Advising:
- I liked the small group role plays. I've found that a lot of situations we discussed have necessarily come up at SOAR. I feel very prepared to work through these situations.

“The role play activity on the last day helped solidify my confidence as a peer advisor. It was good to see others succeeding in the area.”

Building a Toolkit of Campus Resources:
- For the most part, I felt confident starting on the first day. I wish we had more training on McNair Services and degree planner.

“Starting together in the morning and breaking off into our specific-colleges was helpful to make the day's work feel meaningful.”

Participant Outcomes

89% of SOAR participants said, “I am satisfied with the academic advising experience at SOAR” (n=1136)

“Having an actual student's perspective as well as a professional advisor gave me a lot of input into the actual service.”

92% of SOAR participants said, “I know why I've been taking those courses that I've taken at SOAR” (n=1133)

“It was extremely helpful having peer advisors there to help decide on classes. They had given me advice, especially since they were studying within your college and even your major. It was also nice being able to work in small groups, as my questions were always answered by a faculty member or peer advisor.”

Objectives
- Building a Toolkit of Campus Resources
- Learning Best Practices for Advising
- Developing Community
- Reflecting on Diversity, Identity, and Inclusivity

Staff Involvement & Engagement

Group members met 12 times from Nov. 2010, totaling over 200 hours, and over 20 hours devoted to the training.

SOAR Cross-Campus Training Grid

Monday, May 21
Day 1

8:00 – 10:00 Welcome, introductions & ALPs

10:00 – 10:30 Team building activity

10:40 – 11:35 Diversity & Social Justice Discussion

11:45 – 1:00 Break/Peer Advisor Lunch & Activity

Tuesday, May 22
Day 2

8:00 – 10:00 Circles of Self-Identity Exercise

10:00 – 10:30 Advising Techniques cont'd.

11:45 – 1:00 Building a Toolkit of Campus Resources

Wednesday, May 23
Day 3

8:00 – 10:00 Warm-up and Advising Techniques cont'd.

10:00 – 10:30 Working with transfer students

11:45 – 1:00 Reflecting on Diversity, Identity, and Inclusivity

Thursday, May 24
Day 4

8:00 – 8:30 Resources Exercise with Tyree Bolden

8:30 – 9:05 Confidentiality & FERPA training - Scott Olczak

9:10 – 10:10 Enrollment Tools: MyUW / Student Center, wait-list course register, college schedule planner

10:10 – 12:00 Professionalism / Etiquette-skills with Tyree Bolden

10:10 – 12:00 Professionalism / Etiquette-skills with Tyree Bolden

10:10 – 12:00 Professionalism / Etiquette-skills with Tyree Bolden
Office for Equity & Diversity (OED) Learning Communities (LCs)

The OED Learning Communities GOALS

- To develop attitudes and understanding for engaging with all human differences
- To acquire tools and skills to help build inclusive working, teaching, and living environments
- To effectively interact and communicate across all human differences
- To learn and practice ways of engaging with conflict
- To build inclusive and equitable relationships across campus, the greater Madison community, Wisconsin and beyond

Our Expanding Response and Reach

The OED has expanded existing and created new LCs, customized approaches to meet the discipline-specific needs of Schools/Colleges and Units on campus, the state, and the nation, such as:

- OED Leadership Institute
- Student SEED (2 sections in Counseling Psychology) OED and Chadbourne Residential College
- UW-Madison Department of Geriatrics and Gerontology
- Wisconsin Department of Administration
- Ho-Chunk Nation Department of Public Instruction
- University of Oregon Student SEED
- Bates College, Maine, Student SEED

OED Learning Communities
Office for Equity & Diversity
179A Bascom, 500 Lincoln Drive
skapani@cdp.wisc.edu
608/263-2378
Bringing People Together

- The Pyle Center has more than 135,000 sf of meeting space for meetings and conferences.
- We observed customers’ behavior and believed there was an opportunity to provide a new kind of space—one which supported strategic planning, brainstorming, and unstructured meetings.
- Space for this new room became available when Event Planning & Sales moved to new offices on the first floor, and their former offices were empty.
- We are continually seeking ways to add value to our customers’ experiences.
- This project was a chance to try a new idea with a modest investment.

The Pyle Center’s New Inspiration Room

Opened in fall 2012, the room features:
- Free wireless
- Space for catering and storage
- Flexible soft seating that’s easily moved
- A coffee table
- Arm tables on some chairs

The size of the room easily accommodates up to fifteen people. The open design allows for whiteboards, and all the walls may be used from floor to ceiling for displaying notes and other materials.

To reserve this space, contact Event Planning & Sales at scheduling@ecc.uwex.edu or call 608-262-0881.

Results

- Initial client feedback has been extremely positive.
- In the first six months, we’ve had 40 reservations for the space, 95% of which have asked for the space by name.
- Total usage is significantly higher than usage of several of our established meeting rooms.
- Many users plan multi-day events, settling into the space and spending dedicated time working together—suggesting the space is being used as anticipated.
- We’re continuing to use customer feedback to improve this space.
- Groups are spending less than $18 per event, a very affordable meeting cost, and many are using the dedicated space to enjoy a technology-free experience.

University of Wisconsin—Extension

The Pyle Center • The Lowell Center • Two great locations • One smart choice
www.conferencing.uwex.edu
Engaging the Wisconsin Experience
Academic & Career Planning Seminar for Sophomores

Why sophomores?
- Sophomores are ripe for learning how to move from a passive to a more active engagement with their education
- Sophomores are in transition to a more specialized academic program
- Desire to participate [minus] course ineligibility = sophomore slump
- Engagement + connections with department = success
- Sophomores are ready and have time to create, develop, and experiment with their academic and career goals

Who are you?
Assess academic interests and goals, personal and professional interests, personality, skills and values.

How do you get there?
Set and assess academic and professional goals; articulate the value of your degree; utilize self-marketing tools (resumes, cover letters, interviewing), social media, and networking.

Where are you going?
Interaction with faculty; making course choices around academic focus; engaging in academic research opportunities; study abroad, internships, volunteering, career research, and part-time work.

Future Steps
- Develop “plug and play” syllabus
- Expand departmental participation within L&S
- Greatly increase student participation

Student Responses
- “I thought all of the material was applicable to my own journey as a student and it got me to think about and pursue opportunities I never would have done without this course.”
- “I’ve gained so much knowledge and the thought of actually approaching a career is much more accessible and certainly not a scary mystery anymore.”
- “I learned how to integrate all facets of university involvement in order to funnel experience into a singular, pointed focus.”
- “It has really changed the direction that my academic career will take.”
- “Everyone needs to learn the skills I picked up in this class.”
- “It gave me the tools to find a path for the rest of my education and career.”

Course facts
- Piloted in the International Studies Major in fall 2012
- Co-taught by career and academic advisors
- 1-credit seminar met once/week for 90 min.
- 12 students enrolled
- Credit/no credit grading basis
- Students produce a final portfolio, consisting of reflection pieces, skills evaluations, and resume and cover letter

A sophomore-level course that teaches self-reflection, campus engagement, academic decision-making and goal-setting skills to help students prepare for opportunities beyond graduation and beat the “sophomore slump.”

Project Goals
- Create a course that integrates academic and career advising within an academic framework
- Develop a sustained sophomore-level experience
- Collaborate across units
- Develop a course that could be exported to other departments

Contacts
Andrea Lowe
L&S Career Services, alowe2@wisc.edu
Rebekah Pryor Paré
L&S Academic Progress Services, pare@wisc.edu
Ricardo Court
Int'l Studies Major, court@ismajor.wisc.edu
The Issue

Currently there are 13 different systems, interfaces and data sources that SOAR Advisors need to utilize.

This causes gaps for students because the process is too scattered. Local solutions, technology-driven decisions, siloed architecture and independent development are all contributing factors to these gaps.

The Solution

Improve advisor tech by creating 1 interface to consolidate and streamline all resources to improve accuracy for SOAR Advisors.

We can all help accomplish this through campus collaboration.

SCAN or VISIT for more information about

The Advising Architecture Review Board (AARB)
go.wisc.edu/AARB

SOAR Advising Module (SAM)
go.wisc.edu/SAM

A Pharm.D. Student Philanthropy Initiative

A structured student philanthropy initiative for the millennial generation in a professional school environment.

   - The objective was to build a culture of philanthropy among current students and assist them in understanding the act of giving back, regardless of amount. The students have achieved this place in their professional career with the help of others, now is their opportunity to give back.

   - First-Year Pharm.D. students
     - $1.00 voluntary donation in return for pledge from Dean of School
     - Students write notes of gratitude
     - Power of philanthropy demonstrated with awarding of a student scholarship
   - Second-Year Pharm.D. students
     - Dean of School hosts a seminar reinforcing messages of philanthropy and gratitude
     - Students receive piggy banks to collect change—encouraged to decorate their piggy banks
     - Students write notes of gratitude
     - Piggy bank emptying event held in spring and “Best Dressed Piggy Bank” receives an award
   - Third-Year Pharm.D.
     - Dean of School hosts a seminar reviewing their philanthropic efforts from years one and two
     - Students write notes of gratitude
     - Students receive “UWMadPharm Student Philanthropist” pins shaped like Wisconsin
   - Fourth-Year Pharm.D.
     - Coordinated through class leaders
     - Students encouraged to make multi-year pledges
     - Cumulative dollars raised (years 1-3), plus fourth-year efforts establish the Class Scholarship Fund

3. Lessons Learned:
   - Student ownership of the initiative is extremely beneficial.
   - The four-year framework is necessary to build a consistent culture.
   - The messaging with most impact is about “giving back”—attitude of gratitude—not just about giving money.
   - Is innovative and provides multi-touch points throughout their four-year experience.

4. Results:
   - 2013 is the fourth year of the program with participation rates increasing each year.
   - The $10,000 minimum endowment level established for the program has been reached annually.

5. Next Steps:
   - With one complete four-year cycle accomplished, the focus will shift to packaging—messaging the program to establish familiarity with the entire concept.
   - Integration with School’s Advancement Team (Communications, Development, Alumni Relations) initiative to instill a culture of lifelong engagement with the School.

School of Pharmacy
UNIVERSITY OF WISCONSIN-MADISON

PHARMACY.WISC.EDU
The Red Folder

Promoting, Protecting, and Restoring Student Health and Well-Being

University Health Services
333 East Campus Mall, 7th floor
608-265-5600
24-Hour Mental Health Crisis Services: 608-265-5600 (Option 9)

Mental Health Services
- Individual, couple/partner, and group counseling
- 24-hour crisis services
- Let’s Talk consultations throughout campus
- Alcohol and other drug assessment and treatment
- Stress management services

Our staff includes: clinical social workers, psychologists, counselors, psychiatrists, nurse practitioners, case managers, wellness providers (massage therapists, nutritionists, exercise specialists)

More info at: www.uw-madison.edu/services/counseling

All students may experience issues and concerns that impact their ability to perform academically.

**The Red Folder Program** will help you learn to **Recognize** a student in distress, **Respond** to their concerns, and help you to **Refer** them to the appropriate resources, on or off campus.

Getting the best results.

What is the Red Folder Program?

A short, informative presentation by a UHS Mental Health Provider which gives you the opportunity to:

- Learn the three ‘R’s — specific and effective strategies to help you Recognize, Respond to, and Refer students in distress
- Ask questions about situations you’ve encountered
- Learn information about valuable campus resources that can help

The Red Folder is free for your personal use and reference.

Interested in The Red Folder Program for your staff meeting?

Contact: Amanda Njola
UHS Associate Director of Campus-Based Services
njola@uhs.wisc.edu
608-263-5800

University Health Services
BUILD A CULTURE OF CONTINUOUS IMPROVEMENT IN ORDER TO ACHIEVE:
Better Care, Better Health & Lower Costs

FIND a Process to Improve
UW Health has many opportunities for improvement in quality, safety, efficiency, and service, with many faculty and staff ready and waiting to IMPROVE and MAKE A CHANGE.

BUT...
MULTIPLE IMPROVEMENT METHODS, NO STANDARD IMPROVEMENT CURRICULUM, VARIATION IN IMPROVEMENT KNOWLEDGE

SO...
WE SHOULD BUILD A COMMON LANGUAGE & STANDARDIZED APPROACH TO IMPROVEMENT WORK, RESULTING IN BETTER CARE, BETTER HEALTH & LOWER COSTS!

ORGANIZE a Team
Sally Kraft, MD, MPH - Physician Lead; Susan Rees, MS, RN, CPHQ, CENP - Executive Lead; Pratik Pranjapi – Project Manager; Anne Gravel Sullivan, PhD - Graduate Medical Education; Celeste Demitriou, NP – Program Manager; Heidi Menaker, HSE – Project Manager

CLARIFY Current Knowledge
State of the Organization
- Approx 14,000 Employees
- Too many processes to count, all occurring at once, causing breakdowns, bottlenecks, adverse events, and miscommunication
- Everyone is trying to do a good job but lack of alignment leads to isolated successes and a failure to achieve rapid improvement at an organizational level

State of Improvement Work
- Multiple education programs, with multiple improvement methodologies
- Improvement work done in silos across the organization
- Requests to Quality, Safety, & Innovation are ad-hoc, without organizational tracking or alignment
- Failure to coordinate and align improvement work to strategic organizational goals

UNDERSTAND the Root Causes

SELECT the Improvement
By Dec 31, 2012, 1,000 learners will have completed the UW Health basic standardized improvement education series, in support of our goal of increasing organizational capacity for improvement and achieving strategic goals.

PLAN & DO the Improvement
Develop & Implement our Standardized Framework to Performance Improvement, the UW Health Improvement Network (UWPHIN):

How are we working to achieve our desired future state?

Develop a Process to Improve
Develop Guiding Principles
Implement an Education Program
Adapt a Standardized Improvement Framework

CHECK the Results
UW Health Staff and Faculty Educated in UWPHIN 2012

ACT and Determine Next Steps
- Create expectations for clinical departments to participate in and share improvement work in support of organizational goals and using standard tools and documents
- Implement quarterly in person learning sessions for improvement teams
- Devise a comprehensive marketing plan
- Link improvement work to Graduate Medical Education (GME), Continuing Medical Education (CME), and Maintenance of Certification (MOC)
- Implement requirements for departments to complete an improvement using A3
- Utilizing the Logic Model for program evaluation, deliberately link improvement results to long-term, strategic organizational goals
Challenge:
- Opportunities to advance English language skills and other educational areas for UW-Madison employees
- Tutors need support to plan lessons and teach learners whose goals and needs vary
- Promote cross-cultural interactions and understanding in an educational setting

Changes Made:
- Created a program to match employees with tutors who help employees improve language and other work-related skills
- Promoted the program to employees
- Recruited tutors through collaborations with Service Learning, language classes, campus departments and colleges, students organizations and the community
- Trained tutors through workshops on various topics

THE UW-MADISON VOLUNTEER TUTORING PROGRAM
Employee Success through English and Work Skills Training!

Learners:
- UW-Madison employees
- UW Madison Volunteer Tutoring Program

Tutors:
- Students, staff, and community members

Testimonials:

“I learnt a lot from my tutor, including my pronunciation, my speaking and American culture, and so on.”

“I really enjoyed this experience with my tutor and am very thankful to her and the whole program.”

Results (2011-13):
- Served 354 employees from 49 different campus colleges, divisions and departments
- Logged more than 4000 tutoring hours
- Trained 124 tutors
- 59 tutors who completed the Tutor Training Certificate program
- Fulfilled service learning class requirements for 39 students who became tutors

Lessons Learned:
- Empowered employees and built their confidence using English
- Fostered workplace communication
- Provided practical teaching experience for tutors
- Provided cultural learning opportunity for employees and tutors

Next Steps:
- Expand collaboration with the campus and community

Contact us: Cultural Linguistic Services, Office of Human Resource Development
21 N. Park St., Suite 5101, Madison, WI 53715
Jzong Thao, jthao@ohr.wisc.edu or (608)263-2217
Brenda Ferreira, bferreira@ohr.wisc.edu or (608)265-5056
Jen Sell, jsell@ohr.wisc.edu or (608)265-6651
Engaging the Wisconsin Idea

Harnessing the Power of Hip Hop to Create Flexible Platforms that Engage The Global Community

Building a framework that is flexible so it can be used in different contexts

- BTL Festival/Workshop Format
  Requested to be used in Hong Kong, South Africa, Panama, China, Brazil, Nicaragua, and in over 6 cities in the U.S.A. based on participant experiences at the Festival who wanted to bring that experience back to their communities.

Use of available technologies
- Use the power of LIVE Streaming to share learning experiences worldwide in real time as distance learning.

Bring The Learning
Physics of Breaking

Curriculum Development and Engaged Learning

- Be open to unlikely partnerships and actively seek them out. See beyond the boundaries of silos and create unique pathways for bridging between disciplines, generations, communities and offices.

- Wonders of Physics
- UW Physics Learning Center
- Wisconsin Institutes for Discovery
- McNair Research Scholars Program
- Madtown Breakers Student Group

BTL International

Community and Campus Youth

UW Student & UW Alumni Artist Practitioners

Campus Partners

Knowledge Base, Best Practices, and Resource Sharing

International and National Partners

We work to connect to the social & cultural rhythms of the youth we seek to serve through the power of Hip Hop Culture to unite and to scaffold them into a journey of engaged learning, identity building, development and global citizenship.

Art and Technology as Evaluation/Assessment

Make the Experience Real and Honest with input from those you seek to serve so that your intentions and impacts grow in alignment

Be creative in your evaluation and assessment delivery to engage participants where they are at

- Wall of Feedback – Sticker Visual Art Chart
- Gain insights about participant experience while building a live art piece with the feedback

- Video Narratives – LIVE Storytelling
- Using video to garner critical feedback and support for your project through personal stories of participants while they are in the experience.

- Prompt the Collective Narrative
- Interactive Website that allows participants to upload photos of their experience during your conference/event to create a live photo gallery and archive.

BTL Festival

What we do matters and WE can make a difference – a Wisconsin Experience that celebrates the intrinsic value of Hip Hop Culture

Capstone Culmination of year round offerings, programming and efforts with participation from over 16 cities worldwide!

Contact: Katrina Brock Flores – Katrina.Brock@gmail.com
MAKING ASSESSMENT WORK
In A Cross-Campus Incubator for Holistic Student Success

THE STUDENT SUCCESS INSTITUTE
A Collaborative Innovation & Improvement Forum
~Students, Faculty, Academic & Classified Staff, Administrators~

WHAT?
Address student engagement and holistic success gaps: academic, personal, social, professional.
Enhance the UW array of responsive student involvement and success pathways. SSI Team Projects help create more authentically inclusive & responsive teaching, learning, living and working environments that promote equity, inclusive excellence and social justice.

HOW?
Use Multi-Level Developmental Assessment & Evaluation processes to enact success-related PROJECT interventions while cultivating the "SELF-as-Responsive-Instrument" and change agent.

Semester-Long Meetings with optional academic credit

- Student Success Institute
  ~Fall 2012 Cohort
- Student Success Institute
  Clinic: Growing A Multi-Cohort Community ~Spring 2013

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INTERCONNECTING UW SUCCESS RAMPS & SAFETY NETS

EMERGING VISIONS FOR CAMPUS TRANSFORMATION

WHO? Agenda
SSI Project DEVELOPER
WHAT? Agenda
SSI Project DEVELOPMENT

MAPPING SELF & OTHERS
- Cultivate & Activate Self-Empathy and Social Empathy.
- Discern Strategic Connections: Human Systems Dynamics.

MAPPING CONTEXTS
Understand the sociopolitical terrain for intervention and empowerment: Simple, Complicated, Complex Environments.

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

MAPPING SELF IN CONTEXTS

- Developmental Evaluation Spiral
- Integral Educator Self-As-Responsive Instrument Model:
  Self-to-Self * Self-to-Others * Self-to-Systems
- Forcefields of Readiness & Preparedness: Dynamic micro/macro assessments of expediters vs detractors

A unique campuswide community of Student/Workforce Partners. We are boundary-spanning EXCELLENCE FACILITATORS: engaging students as active agents, architects and partners in their Wisconsin Experience for equity, inclusive excellence and holistic success.

EVERYONE A TEACHER * EVERYONE A LEARNER!
WINning as Students: The Wisconsin Involvement Network

win.wisc.edu

WIN is an online network that helps students identify, connect to, track and reflect upon involvement opportunities and events around campus.

VISIT WIN.WISC.EDU TO LEARN MORE!
One Worldwide Hotspot.
Hundreds of UW Locations and Thousands of Locations Worldwide.

What is eduroam?
eduroam (education roaming) provides secure, free wireless access throughout campus and worldwide.

Who can use eduroam?
All UW faculty, staff, students and eduroam-enabled institute visitors can use the eduroam network.

Why use eduroam?
Wander between buildings without having to reconnect to the network.

Where can I use eduroam?
The UW campus and at thousands of locations worldwide. See all locations at eduroam.org > Where can I eduroam?

How do I connect to eduroam @ UW-Madison?
1 Visit
Visit any UW location with the eduroam wireless zone decal.

2 Setup
Scan the eduroam QR Code or visit go.wisc.edu/eduroam and follow the easy setup instructions.

3 Access
Log in to eduroam once; you’ll never have to log in again!

“I extensively used eduroam...”
“...the connectivity was better...”
“...logging on was simple...”

- Wesley H. Smith, Professor of High Energy Physics

Scan QR code or visit go.wisc.edu/eduroam for easy setup instructions for your device.
The Answer Is Within You. Peer Coaching Helps You Find It.

What is Peer Coaching?
Peer Coaching is the skill of listening to a peer describe an issue and help them to self-identify potential solutions. This is done by listening with CARE (Concentrate, Ask Questions, Recap and Express Interest).

What Can Peer Coaching Do For Me?
- Solve problems
- Increase communication
- Establish a community of trust
- Reduce barriers to teamwork by building partnerships

Sponsors
Bruce Maas
CG and Vice Provost for Information Technology
Dan Jacobsohn
Assistant Vice Provost for Academic IT Relations

Contact Us Today
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Stefan Wahe
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Go Green while saving Time and Money with Electronic Report Distribution

**NO**
No more paper invoices, contracts, terms & conditions, statements and letters.

**YES**
Say YES to Electronic Report Distribution.

About Electronic Report Distribution (ERD)
ERD takes electronic documents from creation to the end-user safely and quickly. Handling the technical details for you to ensure your distribution is successful.

Advantages of ERD
- **Significant savings** in printing, equipment and postage
- **Faster delivery** to the end-user
- **Simplified archiving** with built-in retention periods
- **Always secured** with the latest patches and updates

ERD helps OOOT.
The Registrar’s Office uses ERD to run their On-Line Ordering of Official Transcripts (OOOT) system.
OOOT needed to be processed in 5 different ways and delivered to the printer.
ERD was able to accomplish this to exact specifications.

Scan, visit or email to get started.
cypress@doit.wisc.edu
doit.wisc.edu/rpt_dist
Stop Fighting Fires.
Manage your technology.

We’re here to help!
Get a FREE security consultation.

Act, Don’t React
with IT Security Baseline Best Practices
- Use a firewall
- Keep patches updated
- Install & use antivirus software
- Run Identity Finder on all devices

Don’t Take the Risk
Security Tools Help
- Protect against unauthorized access
- Detect intrusions and send alerts
- Monitor security
- Ensure IT Security Baseline minimum protection requirements

2-3 MACHINES ARE HACKED ON CAMPUS PER DAY

Scan or visit cio.wisc.edu/security-baseline.aspx to get started.

FIND IT. DELETE IT. PROTECT IT.
4 : Access Control (cont.)

4.1.11 Sessions idle for more than 15 minutes should require users to re-authenticate (i.e. Screen Lock)

4.1.12 Users should not be allowed local admin privileges

4.1.13 Vendor access should be approved and monitored

4.1.14 Administrative account passwords (e.g. root or enterprise domain admin account) should be managed centrally in a secure repository

4.1.15 Default passwords should be changed in applications and devices

5 : Physical Security

5.1.1 An inventory of publically accessible network jacks should be maintained

5.1.2 Access to publically accessible network jacks should be restricted

5.1.3 System backups should be stored in a secure location, preferably in an off-site facility, such as an alternate or backup site, or a commercial storage facility

5.1.4 Servers should be kept in a locked room

6 : Monitor Access to Info Systems

6.1.1 Critical system clocks should be time synchronized through the use of time synchronization technology

6.1.2 Viewing of log files should be limited to those with a job-related need

6.1.3 Log files should be promptly backed up to a centralized log server

6.1.4 Follow-ups to exceptions in log files should be required

7 : Info Security Policy Awareness

7.1.1 A departmental security contact should be assigned to the department

7.1.2 The security contact should be responsible for the department’s IT security

7.1.3 The security contact should act as a point of contact with OCIS

7.1.4 The security contact should monitor and review log information in the OICS security event manager

7.2 : Info Security Policy Awareness (cont.)

7.2.1 The IReport Policy should be adhered to at all times

7.3.1 The Electronic Devices policy should be adhered to at all times

7.4.1 The IDispose Policy should be adhered to at all times

7.5.1 The Responsible Use of Information Technology Policy should be adhered to at all times

8 : Supporting Process

8.1.1 An inventory process for tracking additions and removal of IT assets including servers, workstations, printers, firewalls, and other network devices should be documented and followed

8.1.2 An inventory process for tracking custom applications, purchased software, and databases should be documented and followed

8.1.3 A documented change management process for tracking changes to firewalls, servers, workstations, printers, and other network devices should be followed

8.1.4 Documented patch management processes and procedures for servers and workstations should be followed

8.1.5 Documented patch management processes and procedures for custom applications and purchased software should be followed

8.1.6 Documented processes and procedures for the storage and disposal backup media should be followed

8.1.7 Documented processes and procedures for auditing all system and user account roles and access should be followed

8.1.8 A continuity of operations plan should be documented and maintained

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Scan or visit [cio.wisc.edu/security-baseline.aspx](cio.wisc.edu/security-baseline.aspx) for more information on IT Security.

FIND IT. DELETE IT. PROTECT IT.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
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</table>
| 1 : Network Security | 1.1.1 Protect networked devices with a firewall(s)  
1.1.2 Firewall operators should complete the DoT firewall training class  
1.1.3 Firewalls should restrict inbound connections to systems of interest  
1.1.4 Firewalls should send logs to the OCIS security event manager  
1.1.5 Firewall rule changes should be documented and tracked  
1.1.6 Firewalls should be reviewed annually  
1.2.1 External vulnerability scans should be performed semi-annually  
1.2.2 Appropriate personnel should review the results  
1.2.3 Vulnerabilities should be remediated within 30 days  
1.3.1 Internal vulnerability scans should be performed semi-annually  
1.3.2 Appropriate personnel should review the results  
1.3.3 Vulnerabilities should be remediated within 30 days  
1.4.1 Alerts from OCIS should be monitored and responded to  
1.5.1 Departmental wireless access points should be managed  |
| 2 : Maintain Secure Endpoints | 2.1.1 Operating systems on endpoints connected to the network should be supported by the vendor  
2.1.2 Centralized endpoint management solutions should be in place to automate OS patching, application patching, workstation inventory, and application inventories  
2.1.3 An inventory of workstations should be maintained at all times  
2.1.4 An inventory of servers should be maintained at all times  
2.1.5 Critical operating system updates should be applied within 30 days of release  
2.2.1 Secunia: Corporate Software Inspector should be installed on all supported workstations  
2.2.2 Maintain an inventory of applications installed on workstations at all times  
2.2.3 Secunia: Corporate Software Inspector should be installed on all supported servers  
2.2.4 Maintain an inventory of applications installed on servers at all times  
2.2.5 Patch third party applications within 30 days of release  
2.2.6 Remove end-of-life applications from endpoints  
2.3.1 Use a host-based firewall on all workstations  
2.3.2 Manage host-based firewalls centrally  
2.3.3 Record host-based firewall logs centrally  
2.3.4 Use a host-based firewall on all servers  
2.3.5 Manage host-based firewalls centrally  
2.3.6 Record server host-based firewall logs centrally  
2.4.1 Install managed antivirus software on all workstations and servers (Example Symantec Endpoint Protection)  
2.4.2 Antivirus programs should report to a central console  
2.4.3 Antivirus programs should be configured to check for new signatures every 24 hours  
2.4.4 Clients should be set to scan endpoints at least weekly  
2.5.1 Install Identity Finder on all endpoints  
2.5.2 Identity Finder should be configured to scan user directories  
2.5.3 Identity Finder should be configured to scan for formatted restricted data  
2.5.4 Identity Finder should be configured to check for updates weekly  
2.5.5 Identity Finder scan results should report centrally  
2.5.6 Identity Finder should be configured to scan every 30 days  
2.6.1 The Center for Internet Security templates should be used as a baseline for creating common operating system configurations for workstations and servers  
2.6.2 Unnecessary services should be disabled prior to servers moving to production  
2.6.3 Open relay services should be disabled on email servers  
2.6.4 Access, security, DHCP, DNS, and firewall logs should be reporting to the security event manager  |
| 3 : Application Development Security | 3.1.1 Maintain a central inventory of custom applications  
3.1.2 Maintain a central inventory of all database services  
3.1.3 Web logs, access logs, and security logs should be reporting to the OCIS security event manager  
3.1.4 Source code should be stored in a source code repository  
3.1.5 SSL encryption should be required for sensitive pages  
3.1.6 Certificates should be valid, not expired, not revoked, and match all domains used by the site  
3.1.7 Maintain an inventory of active certificates  
3.1.8 IBM AppScan should be run using the OWASP Top 10 as a template on all custom web applications and web sites  
3.1.9 All databases should be scanned using the MacAfee Vulnerability Manager for Databases  |
| 4 : Access Control | 4.1.1 All users should be assigned a unique ID before allowing them to access system components or restricted Data  
4.1.2 System administrations should not use admin accounts for general purpose computing  
4.1.3 Users identities should be verified before performing password resets  
4.1.4 First-time and reset passwords should be set to a unique value for each user  
4.1.5 Each user should be required to change their password immediately after the first use  
4.1.6 Processes should be in place for deactivating user accounts under emergency circumstances such as terminations, compromise, or infection  
4.1.7 Inactive user accounts over 90 days old should either removed or disabled  
4.1.8 Passwords should adhere to the University of Wisconsin - Madison Chief Information Officer’s official password policy  
4.1.9 Service accounts should be used for internal application and database operations  
4.1.10 Repeated access attempts should be limited by locking out the user ID after no more than six attempts for at least 15 minutes |
What is Manifest?
Manifest is an easy-to-use tool for creating user groups and allowing them access to resources.

"...move group management into the hands of [your] users."
- WiscMail Admin

“...move group management into the hands of [your] users."
- WiscMail Admin

“...move group management into the hands of [your] users."
- WiscMail Admin

Manifest, Take Control
✓ Delegate group authorization
✓ Easily maintain groups of NetID's
✓ Create new campus and non-campus users

Features
✓ Free campuswide service
✓ Full integration with Shibboleth (web-based NetID login service)
✓ Intuitive web interface
✓ Enables shared enterprise services to register

How Manifest supports SROP
The Summer Research Opportunity Program (SROP) attracts students from other universities for several weeks over the summer.

In the future Manifest will grant these students access to campus services like Wiscard, Rec Sports facilities, the Union, campus wireless and libraries.

Easily manage group access to local and enterprise resources.
The stereotype threat is the fear of confirming a negative stereotype about one’s [racial/ethnic, gender, etc.] group. This fear can be such that it hinders optimal performance in an academic or professional setting by depleting cognitive resources.

Knowing is Half the Battle:
Key to overcoming this threat is education: we must inform people that this threat exists and is partially responsible for the achievement gap.

Who?
Everyone: The stereotype threat affects many people in various ways.

Core Values:
- Self-Love
- Artistic Expression
- Sankofa
- Perseverance
- Education
- Scholastic and Professional Excellence
- Community
- Health and Well-Being
- Sound Data

Vivaldi Ain’t All We Whistle

Whistling Vivaldi And Other Clues to how Stereotypes Affect Us

Claude M. Steele

Vivaldi Ain’t All We Whistle is a project based on Claude Steele’s Whistling Vivaldi And Other Clues to how Stereotypes Affect Us.

In it, he tells the story of a friend, a Black male, who noticed that when walking down the street, his presence alone made Whites uncomfortable. They’d cross the street and otherwise avoid him. Once he realized that he was being viewed through the lens of a negative stereotype, he began to whistle classical music to deflect the stereotype.

Vivaldi Ain’t All We Whistle uses art and the student voice to elaborate on Steele and others’ findings.

INSPIRING SUCCESS IN INDIVIDUALS WHO HAVE BEEN TOLD THAT THEY ARE DESTINED TO FAIL.

Althea R. Miller
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Dr. Angela Byars-Winston
ambwinst@medicine.wisc.edu

Special thanks to:
Dean Thomas Browne and Amanda Ngola for their previous work on this project.

To reduce the deleterious effects that the stereotype threat has on the performance of individuals through:

- Recognizing that the stereotype threat is a real psycho-physiological phenomenon affecting real people,
- Addressing the manner in which the stereotype threat affects people individually,
- Reducing the effect that the stereotype threat has through various educational techniques, and,
- Empowering individuals to fully engage in their purpose and goals.

Thereby closing the achievement gap in academic and professional settings.
**SSI STEM Partnership:**

**TRIO McNair Scholars Program:** Prepares low-income first-generation college students and students from underrepresented racial/ethnic groups for success in graduate education.

_Maya Holtzman, mholtzman@grad.wisc.edu_
_Eliot Nardi, enardi@wisc.edu_

**BTL Scholars Program:** Engages youth who are part of the East Madison Community Center to increase their literacy in physics through breakdance culture.

_Katrina Flores, kbfloraes@wisc.edu_
_Michael Randall, mrandall2@wisc.edu_

**Institute for Biology Education:** Works in partnership to increase the effectiveness of biology education and promote the success of all biological sciences students, at UW–Madison and beyond.

_Jennifer Ball-Sharpe, ballsharpe@wisc.edu_

**Physics Learning Center:** Provides supplemental instruction for introductory physics and training and teaching experience for Peer Mentor Tutors. Includes a program for Physics in the Arts in collaboration with First Wave.

_Susan Nossal, nossal@physics.wisc.edu_
_Taylor Scott, Tiffany Jones, Josh Weber_
_PLC staff: Larry Watson, Amihan Huesmann_

**Chemistry Learning Center:** Provides supplemental instruction for students studying chemistry.

_Tony Jacob, atjacob@wisc.edu_

**Vivaldi Ain’t All We Whistle:** Closing the minority achievement gap by addressing stereotype threat.

_Athea Miller, athea@vaaww.com_
_Dr. Angela Byars-Winston, ambwinst@medicine.edu_

**Intergeneration Communication:**

_Marcus Chestand, mchestand22@gmail.com_

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**Collaboration to Enhance ‘STEM’ Access & Success**

**Breakdance workshop held with community and campus youth.**

**Physics Learning Center study session led by Peer Mentor Tutor and SSI STEM team member Tiffany Jones.**

**McNair Scholars Class of 2012.**

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**The Student Success Institute (SSI)**

**Science, Technology, Engineering & Mathematics Student/Staff Team**

Students who are from historically underrepresented racial/ethnic groups, female students, first-generation college students, and students from lower income circumstances continue to be underrepresented in science, technology, engineering, and mathematics (STEM) majors. This challenge has been recognized by the University of Wisconsin and the National Science Foundation. Students and staff from several campus programs collaborated through the Student Success Institute to enhance access and success to ‘STEM’ majors.

FOR MORE INFORMATION OR TO JOIN OUR COLLABORATION PLEASE CONTACT:

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**MAYA HOLTZMAN**

MCNAIR SCHOLARS PROGRAM
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608-263-5517

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**SSI Project Strands**

- Provided feedback to a proposal for the development of the BTL Scholars Program that includes curriculum to address physics concepts and problem solving associated with breakdancing.
- Worked to increase student awareness of opportunities offered by the McNair Scholars Program.
- Peer Mentor Tutors from the Physics Learning Center provided input to help shape the Bio-Commons Project, a joint initiative of the Institute for Biology Education and Steenbock Library.
- Peer Mentor Tutors developed strategies to increase student engagement with course resources and outside learning of course material in introductory physics courses and in the Physics in the Arts course.
- Increased our use of assessment and evaluation techniques to guide program development.
- Developed a community to exchange ideas, strategies, and opportunities.

...With gratitude to Hazel Symonette for her mentorship of our project, and Athlea Miller for this poster design!