Fostering a Culture Driven by Insights

Use market research to improve the student and alumni experience

- **Develop Programs/Degrees**
  - **Common Research Questions**
    - What programs are most in demand with prospective students and employers?
    - What is the expected enrollment for new degrees/programs?
    - How can we position ourselves to meet future student needs?
  - **Example of Research in Action**
    - Demand for one-year master’s programs is growing, so WSB is launching three new MS degree programs this fall.

- **Optimize Marketing**
  - **Common Research Questions**
    - How is our brand/school perceived compared to our peers?
    - How can we increase enrollment for programs/degrees?
    - How can we optimize our website to provide a better user experience?
  - **Example of Research in Action**
    - Women and URM prospective students have unique barriers to applying to MBA programs, so WSB launched campaigns specifically to address those barriers and attract more applicants.

- **Improve Alumni Engagement**
  - **Common Research Questions**
    - How can we improve our engagement strategies for alumni?
    - What are the barriers and motivators to alumni giving?
    - How can we segment and target to better meet alumni needs?
  - **Example of Research in Action**
    - Alumni are geographically dispersed but want to stay informed, so WSB is launching a new webinar series this year.

- **Enhance Alumni Communication**
  - **Common Research Questions**
    - What are alumni communication behaviors or preferences?
    - What are alumni sentiments and perceptions of the School?
    - How can we design our website and magazine for alumni?
  - **Example of Research in Action**
    - Alumni want more “snackable” content, so WSB is designing an alumni newsletter to better align with alumni communication preferences.

Everything you need to get started is available through campus

1. **Access Alumni, Student, Prospective Student Contact Information**
   - WFAA
   - Registrar’s office
   - Request for information forms from your website
   - **PRO TIP:** Consider using new students as a proxy for prospective students and plan for incentives to entice participation.

2. **Conduct Primary Research**
   - Qualtrics (quantitative research)
   - 1:1 interviews, friendship pair interviews, observation, focus groups, etc. (qualitative research)
   - **PRO TIP:** Consider tools like Webex to connect with participants virtually and supplement with internal or market data whenever possible.

3. **Create an Insights Library**
   - Confluence
   - Intranet
   - **PRO TIP:** Share research in multiple ways to increase understanding, access, and action.
SEClRE & EFFECTIVE DATABASES
Set up a successful database with support from Data Resource Management Technology (DRMT)

THE NEW UW SYSTEM INFORMATION SECURITY POLICIES ARE CLEAR ABOUT HOW WE MUST PROTECT SENSITIVE OR RESTRICTED DATA. DRMT CAN HELP WITH DATA ENCRYPTION AT REST AND IN TRANSIT.

HAVE YOU TESTED YOUR BACKUP & RECOVERY PLAN? IS YOUR DATABASE UP-TO-DATE WITH SECURITY PATCHES? DOES YOUR DATABASE CONTAIN SENSITIVE OR RESTRICTED DATA?

DRMT TO THE RESCUE!
Several departments needed advice on database management options. DRMT expertise includes Oracle, MS SQL, MySQL and MS Access to name a few.

The Wisconsin Historical Society experienced performance issues on their MS SQL database caused by non-standard logging and backups. DRMT Database Administrators (DBAs) helped fix the errors which greatly enhanced performance.

The Art History Department digital collection curator struggled with a crashing MS Access database. DRMT assisted with an overdue upgrade that greatly improved database availability.

Rec Sports had an aging database server that needed a more cost-effective replacement. DRMT helped them migrate to our Shared Hosting platform saving them both time and money.

The Parks Lab MS SQL database server didn’t have a dedicated database admin. DRMT stepped in to create a better backup and performance strategy and continues to maintain the database, allowing lab technologists to focus on their real work.

UWPD implemented several new safety systems which required high availability and response. DRMT DBAs migrated their MS SQL databases to Always On Availability to meet 24/7 needs.

GO.WISC.EDU/DATABASE-HOSTING
Opportunity
People read about 20% of the words on a page. This percentage increases as the number of words on the page decreases.

The Plain Writing Act (2010) requires federal agencies to use clear communication that the public can understand. This saves the government and the public time and money.

Cultural Linguistic Services teaches verbal and written plain language strategies through a 3-part training series.

Plain Language Principles
- Write for your audience (why is the message important to your audience?)
- Write
  - Start with the most important information
  - Use active voice
  - Choose familiar words
  - Use short, simple sentences
  - Avoid jargon
  - Use first-person pronouns (I, you, we)
- Design
  - Leave 40-50% white space
  - Present small chunks of information (1-3 lines) with headings
  - Organize with lists and tables
  - Use consistent font type, size, and color

Benefits
Your audience is more likely to:
- read your message
- act faster
- make fewer mistakes
- require less clarification
- feel engaged, confident, and satisfied

What is Plain Language?
“Plain language is communication your audience can understand the first time they read or hear it.”

Before
Dear addressee,
This letter concerns your recent claim for Department of Veterans Affairs benefits. Before final action could be taken on your claim, we needed (Evidence). This evidence was requested in our letter dated (Date). Our records do not show we have received this evidence, therefore, we have disallowed your claim.

This disallowance does not mean that you cannot submit the requested evidence. You can do so at any time. However, if the evidence is not received before (Date), which is one year from the date of our first letter, benefits, if entitlement is established, cannot be paid before the date of receipt of the evidence.

If you disagree with this disallowance and believe the evidence now of record is sufficient for us to award you benefits, please refer to the enclosed VA Form 1-4107, Notice of Procedural and Appellate Rights, which explains your rights to appeal.

Sincerely yours,

After
Dear addressee,
We wrote to you on [date] for information to help us with your claim for benefits. We closed your file because we didn’t receive the information from you.

What We Needed
We asked you to send us:
- A certified copy of your marriage license
- A certified copy of Ronnie’s birth certificate
- Mary’s and Ronnie’s Social Security numbers

Time Limit
You still have time to send in the information we need. We may be able to pay benefits back to [date], if we receive this information by [date].

If You Think We’re Wrong
If you think we shouldn’t have turned down your claim, you should write and tell us. Read the attached form to learn about your rights.

Questions
Call us at 1-800-827-1000. Please have this letter with you when you call.

Sincerely,

Results
Individual
“I learned…”
- “to write for the audience, not [my]self”
- “the value of using bullet points and tables to simplify and clarify information”
- “that italics and all caps can actually be harder to read”
- “how to better chunk information and give my readers an option of what to read”

Organizational
- “We have increased response rate for our programs.”
- “My organization’s employees are better able to understand the information we send to them. This means that employees do things correctly the first time, and our workers answer fewer follow up questions.”
- “The knowledge I have from the [Plain Language] course touches +400 UW employees via how I write and organize our newsletter.”

Get Involved
- Visit plainlanguage.gov
- Register for Plain Language trainings through Cultural Linguistic Services

Contact us:
- Jennifer Sell
  jennifer.sell@wisc.edu
- Elizabeth Gaytan
  elizabeth.gaytan@wisc.edu

Source: plainlanguage.gov

How can you use Plain Language in your work?
- Giving instructions
- Training staff
- Giving feedback
- Writing policies
- Asking interview questions
- Explaining guidelines
- Creating marketing materials
- Drafting PowerPoints and emails
One Stop Shop

Using box for Agile Delivery of Course Materials

Challenge
Competing versions of course materials exist in multiple locations, with limited storage capacity, limited ability to collaborate, and limited flexibility to manage student access to and download of material.

Solution
Collaborate on and deliver course materials directly from Box into course LMS using Box Embed Code and Box Share Links.

Benefits
Streamlines setup, use, and updates
- Provides efficient, centralized access to all course files
- No longer need to duplicate files to upload to different courses
- Simple and efficient to set up and maintain
- Use common file formats rather than HTML code
- Streamline course design document collaboration with instructors
- Link or embed files and folders

Course content becomes LMS agnostic
- Works across all platforms/web browsers
- Simultaneously deliver course content across multiple course sites

Technology advantages
- Box permissions allow for flexible access control options
- Box is a UW-supported tool
- Unlimited storage in Box
- Anyone with a NetID or Box.com account can collaborate

Enhance user experience with embedded display
- Customize dimensions of the display
- Display multiple videos in a single page
- Delivery of accessible course materials including closed captioned videos

Files Supported
- PowerPoint
- Word
- Video
- PDF
- and more!

The Process

“Using Box embed to deliver course materials is a life changer. Gone are the hours wasted clicking through Canvas to find all the time-sensitive material that needs to be updated each semester, then deleting, changing, reuploading, and having duplicates of all critical material. Instead, I have master files living in one place, so I only have to change one thing to have all those changes trickle through every course, each semester. I think this honestly saves me 15+ hours per semester. Thank you for sharing it!”

- Katie Krueger, Instructor, School of Business

“If all of my professors used the Box embed method, I wouldn’t have to waste my time parsing through the Files tab in Canvas, and I would have so much more space on my computer without the need for downloading course material. My life would be much easier!”

- Kylie Hellenbrand, Student

Engineering Professional Development
COLLEGE OF ENGINEERING
UNIVERSITY OF WISCONSIN-MADISON
Strategic Planning Process

- Document review
- Listening sessions with faculty, staff and graduate students (n=45)
- Individual interviews with the dean, senior administrators, department chairs, and campus partners (n=32)
- Feedback sessions with the Senior Staff, Department Chairs, Global Education Committee, and Administrative Council
- Benchmarking with SoE peer institutions
- Literature review

Strengthening Global Engagement in the School of Education: Strategic Planning and Program Development

In September 2018, the School of Education launched a Global Engagement Office (GEO). GEO connects the SoE community with resources, knowledge and support to engage in and carry out globally-focused initiatives.

Guiding Principles

Global Lens | Global Reach | Global-Local Partnerships
Innovation Across Borders | Global Diversity | Inclusive Community | Transformation through Expanded Worldview

Global Engagement Office
Faculty Co-Directors: To Be Named
Kate McCleary, Associate Director | Zach Nelson-Houston, Coordinator
global@education.wisc.edu
Education Building, L127 | 1000 Bascom Mall

Resulted in 6 Strategic Priorities

Education Abroad, Study Away, International Internships, and International Field Research and Residencies

International Student and Scholar Wellbeing

Coursework and Programs

Research, Scholarship, and Creative Endeavors

International Partnerships

International Outlook
Emergency Preparedness is Everyone’s Responsibility

Expand and improve the emergency response system (ERS) of the Wisconsin State Laboratory of Hygiene (affiliate of UW SMPH) across a multi-campus organization to ensure a timely and focused response to all emergencies.

Project Goals
- Implement ERS required for CAP accreditation
- Design notification protocols to serve the specific needs of an environmental and public health laboratory
- Enable notification across all available technologies (Computer, Desk Phone, Mobile, Digital Signage, etc.)

Current State / Opportunity Areas
- Modify current call tree process to an integrated ERS employing the use of all available technology
- Use ERS to group specific areas within the laboratory for a more precise notification approach of impacted areas (data center, laboratory, reception, and entire organization / all staff)
- Provide a system that can be further integrated with emergency services (Fire/Police/Weather)
- Enable advance notifications using existing devices (desktop monitors, mobile and home phones)

Next Steps
- Complete and compile the master database of employee contact information required for system setup
- Identify and create emergency message templates that may be quickly edited for fast delivery to target audiences
- Identify and create more notification areas across the entire organization.
- Continue unit testing to be followed by integration testing of the complete solution

Future Development
- Develop notification procedures for the Laboratory Response Network as part of the CDC / FBI / APHL initiative
- Research areas of alternative notification systems for impaired employees or employees working in conditions where current ERS technologies are hindered by occupational environment

ERS Program Contact Information:
Allen Benson – WSLH CIO, OIS
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Terri Williams – WSLH COOP Manager
teri.williams@sh.wisc.edu 608-224-6261
Steve Jenson – ERS Program Implementation
steve.jenson@sh.wisc.edu 608-221-2065
Todd Howard – Singlewire Territory Manager
todd.howard@singlewire.com 608-421-7220
Learn@UW-Madison's

DIGITAL HOMEBASE

An Internal KnowledgeBase Site for Procedures & Reference Materials

LEARN@UW-MADISON

DoIT Academic Technology's Learn@UW-Madison oversees the Learn@UW suite of learning technologies including Canvas, AEFIS, Kaltura MediaSpace, Top Hat, and Piazza. These technologies help instructors manage course materials and grades, engage with students in and out of the classroom, author learning materials, and distribute video and audio files.

THE FIELD

Like many, the Learn@UW-Madison team stored internal “how-to” information in emails, scattered documents and our memories. We experimented with consolidating on a variety of platforms, but used none consistently.

THE PITCH

The team’s new technical writer proposed launching an internal KnowledgeBase (KB) site to:

- Increase efficiency by consistently documenting processes that previously had to be searched for or obtained through interrupting others
- Improve support provided to users of the Learn@UW suite of learning technologies by establishing standard and repeatable steps for troubleshooting
- Inspire a culture where all team members use the same digital platform to store information

THE HIT

An internal KB site was a home run due to these benefits:

- The team is already familiar with KB docs as we manage a public KB site to support users of Learn@UW tools like Canvas
- The ability to hide part of public KB docs meant special internal handling notes could be built in
- The DoIT Help Desk could be granted access to selected internal KB docs

BASSES LOADED

- Standard operating procedures
- STAR time reporting guidelines
- Team & vendor contact information
- Onboarding & offboarding documentation
- Links to materials like meeting notes in Google
- Forms for requests like conference attendance

STEALING DIGITAL HOMEBASE

Contact the DoIT KnowledgeBase (KB) team to see if an internal KB site would be a hit with your team.

kb-team@lists.wisc.edu

AT.DOIT.WISC.EDU/LEARN-UW-MADISON

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The IT Center of Excellence’s

IT PROJECT INTAKE PROCESS

Understanding the IT project pipeline and services

CHALLENGE
Widely distributed IT services at UW-Madison result in duplicate systems and applications, which is:
- An inefficient use of resources
- A lost opportunity for collaboration and synergies across campus

SOLUTION
The IT Center of Excellence created the IT Project Intake Process (IPIP) to:
- Foster campus IT collaboration
- Raise awareness of IT projects on campus
- Provide Enterprise Architects and Business Analysts to assist in evaluating how projects fit into the campus IT ecosystem

BENEFITS
- Increases campus awareness of upcoming projects
- Informs planning for cybersecurity and other considerations
- Identifies opportunities to use existing systems in place of standing up something new

72 PROJECTS REVIEWED
FROM 18 DIFFERENT CAMPUS UNITS

10 DAY MEDIAN REVIEW TIME
6 DAYS FOR LOW IMPACT SUBMISSIONS

CAN WE HELP YOU?
#1 ARE YOU PLANNING AN IT PROJECT?
#2 CAN WE HELP IDENTIFY IT PRODUCT SOLUTION OPTIONS?
#3 CAN WE HELP FIGURE OUT YOUR REQUIREMENTS?
#4 WOULD YOU LIKE TO CONSIDER CLOUD SOLUTIONS?

GO.WISC.EDU/IPIP

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WIHSE brings together engineers, health scientists, and healthcare professionals to transform health care to achieve the Quadruple Aim.

Quadruple AIM
(Sikka et al., 2015)

Four Research Themes

- Monitoring and anticipating safe care transitions for vulnerable populations
- Smart automation and technologies for coordinating and communicating diagnosis and treatment
- Smart and connected patient-centered care: Implications for clinical decision support, telehealth and sensing technologies
- Patient safety: Modeling, forecasting, responding to healthcare-associated complications

Health Care Today

- Preventable medical errors
- Not getting care in a timely and efficient manner
- 2025 health spending = 20.1% of GDP
- Stress and dissatisfaction among clinicians and patients

Carayon et al. (2007) “Evaluation of nurse interaction with bar coding medication administration…”

Health Care Tomorrow

- Highly distributed care
- Information-rich systems and processes
- Care provided in multiple locations by distant, different and sometimes competing institutions
- Care provided over patient journey

(Reid et al., 2005)

Son (Cat) and husband (Pat) of Susan Sheridan

Next Steps

Industry consortium
WIHSE is launching an industry consortium to engage with external stakeholders (healthcare delivery organizations, healthcare technology companies, health insurance providers and others) interested in transforming health care through engineering.

Executive Committee

- Pascale Carayon (ISyE)
- Oguzhan Alagoz (ISyE)
- Jingshan Li (ISyE)
- M. Elizabeth Meyerand (BME)
- Barbara Bowers (Nursing)
- Michelle Chui (Pharmacy)
- Peter Hoonakker (COPI)
- Maureen Smith (Medicine & Public Health)
- Nicole Werner (ISyE)
- Douglas Wiegmann (ISyE)
Student Digital Ecosystem
Connecting university wide, digital systems to better support faculty, staff and student success

- The Guide
- Lumen Course Approvals
- Lumen Program Approvals

- Canvas
- eText Pilot Program
- Unizin Data Platform
- Learning Analytics
- Digitally Enhanced Testing

- Starfish
- Advising Gateway

- Handshake
- CAREER SERVICES

- Course Evaluation Surveys
- Direct Assessment
- Learning Outcomes & Syllabi
- Program Reporting & Planning

WEBSITE: edinnovation.wisc.edu/student-digital-ecosystem | LED BY: A collaboration of units across campus
THE HELP DESK HANDOFF
How UW–Madison’s IT Help Desk can provide your user and service support

THE PROBLEM
The launch of the new Course Search and Enroll app would touch every student enrolling at the university. The Division of Enrollment Management (DEM) was concerned that they would not have the resources to provide technical support for all the users needing assistance during the critical enrollment periods.

THE SOLUTION
DEM chose to direct support through UW–Madison’s IT Help Desk to take advantage of the unit’s capacity and well-defined case workflows already in place.

THE BENEFITS
- Support cases were tracked in an effective ticketing system, not an email inbox
- Initial and basic technical requests were fully handled by trained Help Desk professionals
- DEM staff could focus on requests escalated to them or other important strategic work

Ask us about providing support for your users and service at
IT.WISC.EDU/HELP

Copyright © 2019 Board of Regents of the University of Wisconsin System. Designed and created by DoIT Communications.
The **International Projects Office (IPO)** facilitates internationalization at UW–Madison & abroad by administering service agreements that focus on consultation, capacity-building, and collaboration.

**OUR HISTORY**

IPO emerged out of UW–Madison’s partnership with Nazarbayev University (NU), an English-language research university in Astana, Kazakhstan, that was established in 2010.

UW–Madison is a member of NU’s original group of strategic international higher education institutional partners. The focus of this partnership is to connect the experience and expertise of UW faculty and staff with NU faculty, in a capacity-building project fundamentally informed by the Wisconsin Idea.

**WHAT WE DO**

Serve as a nexus for collaborative, fee-for-service, international projects

Assist in developing and managing international, fee-for-service contracts and grants

Provide administrative and logistical support for projects

Conduct pre-contract development due diligence

Ensure area, regional, and country-level expertise to inform all projects

**OUR CRITERIA**

- Be **internationally oriented**
- Focus on **capacity development**
- Have a **multi-unit and/or university focus**
- Have an **institutional impact**

**CONTACT US**

Dr. Elise Ahn, Director
254 Bascom Hall
Madison, WI 53706
intl-projects@intl.wisc.edu
608-263-3112

**PROJECTS INTERNATIONAL.WISC.EDU**
ACCOMMODATIONS
- 100 Overnight Sleeping Rooms
- Guest Services
- Available to Alumni

CONFERENCE SERVICES
- Day Meeting Packages
- Special Events
- In-house Catering Services
- In-house Audio Visual Services
- IACC Green Star Certified Facility

DINING
- Breakfast Buffet
- Lunch Buffet
- Smitty’s Study Pub

Every Experience, Every Detail, Every Day.
601 University Ave, Madison, WI 53715
www.fluno.com
608-441-7117
It’s About a Mission

That mission is to:
• **Coordinate** existing resources and expertise around a campus-wide data science strategy.
• **Connect** researchers and resources with each other.
• **Collaborate** to build community, develop new capacities, and pursue new lines of inquiry.

It’s About Goals

Those goals are to:

1. **Establish** data science competency across campus through training and facilitation.
2. **Expand** UW–Madison’s visibility as a major data science destination.
3. **Elevate** cross-disciplinary projects to promote innovation leading to new collaborative funding opportunities.
4. **Enrich** the Data Science Community fostering an engaging and collaborative data science ecosystem
5. **Engage** the community beyond UW–Madison through outreach initiatives.

The Data Science Hub empowers research teams to transform burdens into opportunities by coordinating and connecting data science expertise and resources.

It’s About People

Ultimately, the Data Science Hub is about bringing together the people who do the work and the people with the expertise to help them—creating a collaborative data science ecosystem.

The data science ecosystem includes:
• **Domain researchers** looking for knowledge and tools.
• **Data scientists, Affiliates, and Organizational Partners** sharing their expertise.
• **Facilitators** connecting researchers, data scientists, and affiliates.
• **Community members** attending workshops, seminars, and other events.
• **Administrators** developing and managing Data Science Hub activities.
• **Steering Committee** providing governance and oversight.

It’s About You!

• A thriving data science ecosystem requires the **combined talents and expertise** of those from across our campus community.
• You can help our ecosystem **thrive** by becoming an Affiliate or Organizational Partner of the Data Science Hub.

For more information:
- contact@datascience.wisc.edu
- datascience.wisc.edu
The Data Science Institute will perform and catalyze cutting-edge research in the foundations and applications of data science.

Data Science Institute catalyzes research in data science, translates research into practice by partnering with domain experts, and collaborates broadly with researchers across divisions via the Data Science Hub to advance scientific discovery.

Contacts

Brian Yandell, Interim Director, Data Science Institute
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Next Steps

• Campus approval Spring 2019
• Initial staffing Summer 2019
• Official launch Fall 2019
**Events and Activities**

- Finance and Analytics Lab
- Workshops with business experts
- Alumni board meetings
- Class sessions
- Collaborative projects

- Innovation Fund meetings
- #10YearsOut visioning session
- Presentations with prospective students
- Business Writer-in-Residence panel
- Informal learning and collaboration

**Building a Learning Community**

- Faculty
- Students
- Alumni
- Donors
- Corporate Partners
- Members of the Madison Community
- Prospective Students

**The Learning Commons**

- The Learning Commons provides spaces for active learning, collaborative work, independent study, presentation, and networking.
- Rooms and furniture can be moved to allow a fluid transformation of space. Technology is purposefully integrated throughout.
- The Learning Commons facilitates connections and brings together people with diverse roles.

**Data and Community Outcomes**

- **91 events**
  - Learning Commons hosted 91 events in its first semester
  - Cross-campus sharing
  - Student opportunities to network with employers
  - Research space for faculty
  - Lifelong engagement from alumni

- **1020 total hours**
  - Classes spent 1020 total hours in the Learning Commons during the first semester
  - Engaged/active learning
  - Innovative teaching methods
  - Cross-disciplinary collaboration
  - Skill development in industry software like Bloomberg/Capital IQ
Background

The UW campus has an array of analytical and visualization tools that are used by world class researchers to solve problems and make fascinating discoveries.

Need

I’m not yet a world class scientist with expert skills but I would like to use a powerful microscope to visualize and image my work.

Investigate

Look at all the assets on the UW Madison Microscopy web pages: https://microscopy.wisc.edu/master-equipment-list and https://resources.research.wisc.edu

Action Step

Contact Geosciences Scanning Electron Microscopy at: wfschneider@wisc.edu and see how we can make your project, art, or analysis come to life in a Hitachi S3400 Variable Pressure Scanning Electron Microscope.
MHS offers Mandarin and Spanish services

Services in red, in a stepped care model, are available in Mandarin and Spanish

- Access Appointment
  - What language are you most comfortable speaking?
  - Single Session
  - Support Group

- Counseling
  - IP/Support Group
  - Assessments
  - Survivor Services

- Urgent Counseling
- Psychiatry
- Managing Challenges

Additional Services:
- Care Management
- Consultation to students staff, faculty, parents
- Integrated Primary Care
- Behavioral Health
- Campus Based Services (Let’s Talk, Health Ambassadors)
- 24/7 Crisis line

Enhanced service translates to improved access

Benefits of bilingual services
- Depth of therapy and client engagement enhanced
- Motivation and willingness to access services increased
- Language barriers reduced

Challenges to providing bilingual service
- Limited external referral resources
- Limited number of bilingual providers in the agency

Considerations for further improvement
- Staff recruitment and retention
- Student survey:
  - Satisfaction
  - Willingness
  - Utilization of additional services
Streamlining the Data Management Planning Process with DMPTool

BACKGROUND

DMPTool is a free online tool that helps researchers write data management plans for a wide range of federal and private funder grant applications. UW-Madison is a participating institution of DMPTool, with Research Data Services establishing the tool as a data management resource on campus.

Prior to the DMPTool workflow, researchers contacted RDS for DMP help via the RDS website contact form. An RDS consultant would then work one-on-one to schedule a meeting with the researcher to discuss their funder requirements and revise existing draft text.

With the switch to the DMPTool workflow, researchers can access:
- Online templates for DMP structures
- In-depth guiding questions within the online template structure
- Optional virtual feedback from RDS

DMPTool can reduce time caught in the writing, editing, and feedback loop by providing a structured, centralized way for researchers and RDS consultants to work together through the DMP process. The traditional consultant model will still be available to researchers with more complex needs.

PROCESS IMPROVEMENT

DMPTool contains a built-in Feedback feature, which RDS is implementing to streamline the process for providing feedback on researchers’ DMPs. Benefiting both researchers and RDS consultants, this shift in workflow will:
- Centralize the process of writing and reviewing DMPs in a single tool
- Notify researchers automatically when they’ve requested and received feedback
- Integrate seamlessly into the existing listserv workflow used by RDS consultants
- Empower researchers to attempt a DMP draft prior to receiving feedback

RDS is notified of feedback via listserv and assigns an RDS consultant to provide feedback.

RDS is developing support resources to encourage researchers to write DMPs and use DMPTool:
- Guidance on DMPTool that will point to UW-Madison-specific considerations for DMPs
- A page on the RDS website dedicated to writing DMPs and navigating DMPTool
- A workshop and an RDS Brown Bag talk on DMPs and DMPTool
- A GitHub repository containing materials on NSF and NIH requirements for DMPs

INTENDED GOALS

- Encourage researchers to write DMPs independently using RDS’ online resources
- Provide DMP templates and writing prompts based on funder expectations, so researchers don’t have to think about how to structure content
- Systematize and simplify the feedback process for RDS consultants without drastically altering their workflow
- Raise awareness of DMPTool’s functionality and utility as more funders require DMPs for grant applications
- Begin developing resources, workshops, and information sessions to prepare for increased researcher need for DMP support

FUTURE PLANS

RDS will continue to integrate DMPTool as a core data management resource on the UW-Madison campus. Looking ahead, RDS plans to:
- Complete additional user testing for the Feedback feature and UW-Madison guidance provided on DMPTool
- Continue to develop educational resources surrounding DMPTool and research data management

RDS’ DMP resources are available on the RDS website and on GitHub: researchdata.wisc.edu/dmp/ github.com/uw-madison-data-management

Contact:
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Clare Michaud, cmichaud@wisc.edu
Morgan Witte, mowitte@wisc.edu
Growing Skills in Research Data Management with researchERS (Emerging Research Scholars)

A series of workshops and events to help undergraduate students to grow and develop essential research data management skills

“The ethics of data and data bias was interesting. I never thought about coding/data/systems being biased, but they can be and we need to work against this!”

“Data in the World: Impact & Ethics”

**Program Goals**

- Realization that data has value and requires diligent organization and management over time
- Comprehension that data collection, use, and sharing include ethical, social, and legal considerations
- Confidence in finding resources to help manage data
**Accelerated computation for introductory physics**

Integration of MATLAB in the Physics 247-8 enables sophisticated modeling and data analysis for big science open data explorations and hands-on labs.

**MATLAB-based black-hole-merger signal extraction in LIGO gravitational wave open data**

**Project Goal**

Infuse physics-focused computation in the introductory survey course for physics, AMEP, and astronomy-physics majors.

**Contacts**

Professor Duncan Carlsmith  
Department of Physics, UW-Madison  
Duncan.Carlsmith@wisc.edu
Since 2013, we have worked in the Animal Physiology section of Introductory Biology 151/153 to increase learning and close grade gaps among students (class size = 650+). The methods used included:

In-lecture Active Learning Exercises

Study Skills Sessions

Diversity Training for TAs

As a result of these interventions, average student exam scores increased by 4.5%, no gap in gender achievement remained after 2 years (Fig. 1), and there were comparable increases in the proportions of students achieving ≥ 80% among both first and non-first generation students (Fig. 2).

When considering student ethnicity, both male and female students from well-represented (WR) ethnicities achieved a 3-4% average increase in exam scores, while under-represented (UR) ethnicities achieved an average increase of 7.4% (p>0.0002)** (Fig 3).

Overall, mean exam scores increased from 2015-2018 by +2.8% to +4.8% when compared to 2013/2014. Elimination of gender achievement gap.

~14% increase in the proportion of students achieving ≥ 80% on exam, among both first and non-first generation students.

WR students increased exam scores by 4.0% and the UR students improved by a substantial 7.4%. A minor gap remains, however, particularly for UR-Fgen females. Small student numbers may contribute to these results.

We are confident that this model can be readily adapted in other subject areas, as well as in classes ranging from fewer than 50 to greater than 650.

**Authors:** Jon Breschak¹, Jean Heitz¹, Julie Collins¹, Beky Youn¹ and David Abbott¹²

¹ Department of Integrative Biology, Department of Obstetrics and Gynecology

² Contact: David Abbott, abbott@primate.wisc.edu

While there is continuing evolution of our intervention, its core and primary driving factor has been the development of in-class interactive activities to produce the improvements in student learning.

Activity worksheet questions are designed to progress from those illustrating functional knowledge of each system to challenge questions based on real life examples.

Functional knowledge questions include organ system structure and function, as well as major concepts regulating organ homeostasis.

A series of challenge questions follow which require higher-order cognitive thinking, including synthesis and analysis of a homeostatic concept such as negative feedback and its application to real life, organ-specific knowledge.

Problems are sufficiently complex and achievement level appropriate so as to elicit peer discussion and cooperative student learning. They also contribute 20% to a student’s section grade. Most importantly, the instructor enthusiastically indicates the clear benefits to students of acquiring problem-solving skills relevant to end-of-section exams and to future challenges in their chosen careers.
Continuity Clinic: An Approach to Enhancing More Descriptive Clinical Narrative Evaluations of Medical Students

Sarah Larson BA; Sarah Jung PhD; Ann O’Rourke MD, MPH

Continuity Clinic Program Description

Students are matched with one faculty preceptor based on their interest in the faculty’s specialty.

The faculty mentors the student in a half-day clinic weekly over a period of 3 months. The student is the only one in clinic.

The faculty directly observes two H&P’s, reviews a patient evaluation write-up, and provides formal feedback sessions.

S-PRIME Competency Evaluation Framework

- **S** (Skills): Understanding surgical decision-making, treatment, performance skills
- **P** (Professionalism): Reliability, responsibility, teamwork, respect, punctuality
- **R** (Reporter): Ability to perform H&P, review medical record, report findings
- **I** (Interpreter): Ability to interpret data, formulate a differential diagnosis
- **M** (Manager): Formulate diagnostic patient plans, manage pt. care and own time
- **E** (Educator): Self-directed learning ability, responding to feedback, pt. education

Discussion

- CC faculty give more descriptive comments on student abilities to interpret H&P data, formulate differential diagnoses, and determine a patient plan
- Faculty expressed that repeated exposure to their student resulted in meaningful feedback on advanced student competencies
- Both CC and No-CC faculty gave significantly more reinforcing comments than corrective

Next Steps

1. Implement a development program for CC faculty on providing corrective comments and expand to No-CC faculty
2. Establish key performance indicators for medical students
3. Ongoing evaluation of the program and its impact on residency applications in surgery

Results

**CC vs No-CC Reinforcing Comments**

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<thead>
<tr>
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<th>CC</th>
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**CC vs No-CC Corrective Comments**

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*The results were statistically significant*
**Abstract**

ONPAR is a U.S. Department of Education funded project, developing computerized classroom assessments to support teaching and assessing students' knowledge of complex science. These assessments use engaging multi-media content to greatly reduce accessibility barriers for students who struggle with language-heavy traditional tests, and employ sophisticated scoring algorithms to provide users with immediate and useful diagnostic feedback. ONPAR is designed to integrate into existing classroom curriculum using the latest college and career readiness standards, the Next Generation Science Standards.

**Background**

- ONPAR is a methodology established to measure challenging science knowledge and skills of widely diverse students, including English Learners (ELs) and those with learning disabilities.
- Drawing from linguistics and semiotic theory, ONPAR capitalizes on the affordances of different modalities to create a multi-semiotic ‘grammar’ of assessment design.
- ONPAR assessment items measure a variety of skills and depth of knowledge conventionally assessed through tasks requiring substantial language.
- To convey the essential components of an item, ONPAR tasks utilize representations such as simulations, animations, image rollovers, interactive sequences, and some L1 and L2 text and oral support.
- Within ONPAR tasks, students are asked to respond by building, modeling, assembling, categorizing, or producing relational or inferential explanations using screen stimuli.
- There are approximately 25 different types of response spaces currently used in ONPAR tasks.
- Underlying algorithms capture and score responses in real time. This allows for individualized student and classroom reports to be generated immediately at the end of each task.

**Methods and Materials**

**Participants:** Large-scale tryouts of middle school science tasks are being conducted in Wisconsin, Nevada, Oregon, Illinois, Colorado, and Maryland. There are currently 4250 middle school students and 38 teachers taking part in tryouts of seven ONPAR Science units.

**Objectives:**
1. Produce technically defensible, interactive diagnostic assessments in science that work using typical classroom technology.
2. Determine the accuracy of scoring and language algorithms as they apply to a wide range of student and classroom reports.
3. Investigate how well teachers implement and integrate the tasks.
4. Establish in-person and online educator trainings for teachers, observe comfortableness of the teachers, and address feasibility, usability, and content concerns as they arise.

**Procedure:**
- ONPAR researchers use evidence-centered design techniques to develop new assessment tasks based on the latest content standards.
- Before being passed to programmers, storyboards are reviewed by practicing classroom teachers for content and curricular alignment.
- Completed interactive tasks are published to the ONPAR portal, along with associated training materials and teaching guides.
- Tryout teachers take part in training and professional development related to each task they intend to administer to students.
- Teachers upload class rosters and administer tasks to students at the appropriate time during instruction.
- Diagnostic feedback is immediately available to teachers and students as soon as students complete each assessment. This, and other data generated by the assessments, becomes available to researchers for analysis. Teachers also provide additional feedback through survey and interview.
- Researchers analyze data to confirm assumptions and inform ongoing task and unit design decisions.

**Materials:**

**Results**

**Quality control of the technology:**
- Technology was functional across major internet browsers.
- Bandwidth and firewall issues occurred in some locations and were resolved.
- Different iPad versions led to problems for some response items. These issues were largely addressed through programming changes, however, some issues remain for older model tablets.

**Accuracy of the task-level and language algorithms:**
- A preliminary evaluation of the algorithms and language populating the reports showed the lines of language per task per student were generally populated correctly for student and the classroom reports.
- Classroom report links to particular student names at different scores and with different codes generally worked, as did linking from student names to their individual reports.

**Investigate how well teachers implement and integrated the tasks:**
- Teachers were enthusiastic and felt the tasks were engaging. However, some teachers’ struggles with technology-related elements, such as uploading rosters and activating tasks.
- Although various resources were available to teachers via the teacher portal, most teachers did not take the time to read or use them. Additional professional development is being designed to help teachers make use of these resources.
- Due to state-wide testing and holiday breaks, some teachers did not integrate the tasks during the time they taught the unit, but rather, used them for review later in the school year.
- Many teachers suggested modifications in the way information is displayed on classroom score reports for improved usability.

**Establish trainings and address feasibility and usability:**
- Teachers liked the level of challenge, content, and digital nature.
- Students liked the digital format and different response types (interactivity), as well as the translator and rollovers.
- Students generally found the tasks challenging.
- Professional development was useful for teachers and administrators.

**Summary and Next Steps**

- Researchers conduct classification analyses on the tasks and analyze other data generated by the classroom tryouts to determine validity.
- Teacher feedback about the ONPAR portal, assessment tasks, and score reports is collected on an ongoing basis in order to inform modifications. Emphasis will be placed on the design of classroom score reports, as well as the associated classroom resources, and expanded professional development services.
- Seven science units will be developed and classroom tryouts conducted during the 2018-19 school year.
Enhancing the Student Conference Experience through Cooperation, Curiosity, and Intellectual Confidence

Strategies useful for instructors or advisors who meet with students to discuss their written work, career paths, or academic progress.

**FRAMEWORK**

**Before Meeting**
- Identify/confirm/establish purpose: Negotiated
- Choose a location: Comfortable, neutral, private, convenient
- Communicate expectations: Understanding roles
- Prepare for collaboration
  - Facilitator: Review (& return) student work
  - Student: Write questions, complete a worksheet or self-evaluation, fill out a questionnaire

**During Meeting**
- Build rapport with small talk
- Facilitate student driven/-centered conversations
- Listen actively
- Create action plan
  - Identify takeaways
  - Discuss next steps
  - Confirm student understanding

**After Meeting**
- Follow up
- Request student feedback of meeting
- Connect students with campus resources
- Record notes and reflect

**Roadblocks: Challenges**
- Time limitations
- Student unfamiliarity with conference culture
- Student passivity
- Information overload for students
- Preparation overload for facilitators

**Destination: Outcomes**
- Meet student needs by...
  - enhancing cultural understanding
  - clarifying academic expectations
- Develop rapport between students and facilitators
- Motivate students to be more invested in their courses
- Build student confidence in asking for help and making decisions

**Navigation: Considerations**
- Creative/flexible scheduling: Online tools
- Location: In-person, online
- Meet with more than one student at a time
- Cooperative contract: Two-way discussion
- Building student agency
- Student preparation
- Student Development Theory informed focus
- Facilitator preparation

**Collaborators**
UW-Madison Program in ESL
Kristin Dalby, kdalby@wisc.edu
Heidi Evans, heidi.evans@wisc.edu
Hadis Ghaedi, ghaedi@wisc.edu
Kim Hagerich, hagerich@wisc.edu
Adam Pergament, apergam@wisc.edu
ABOUT

UW Madison is home to 15,000 student employees.

Pipeline Program Goals:
1. Help students realize that on-campus employment is a valued leadership opportunity
2. Recognize student employees for their leadership contributions through the UW-Madison Leadership Certificate Program

RATIONALE
- Increases career readiness through building leadership capacity
- Shows investment in students and adds value to the employment experience
- Expands access to the Certificate for students with limited time for co-curricular activities

PERSONAL EXPERIENCE

“I learned a lot about the leadership certificate and how it may apply to my student employees. I thought the Leadership Framework was really helpful and questions/examples were great. I can see a lot of opportunities for collaboration with this program!”
- UW Madison Employer

LEADERSHIP CERTIFICATE PROGRAM REQUIREMENTS

INvolvement:
100 hours (combination of 3 activity areas)
- Organizational/Group Leadership (50 hrs. max)
  * Fulfilled by student employment
- Civic Engagement (40 hrs. max)
- Trainings & Workshops (30 hrs. max)

EDUCATIONAL:
- Online Learning Modules (3)
- Academic Course (1)

REFLECTION:
- Competency Essay
- Leadership for Change Capstone (paper or presentation)

LEADERSHIP FRAMEWORK

The Leadership Certificate program is the UW-Madison Leadership Framework. The Pipeline Program gives students the opportunity to become more familiar with the framework’s values, competencies, and principles through on-campus employment.
Opportunity Statement
• The arts are hard for prospective and new students to find because departments are located in four different colleges
• The general campus tour includes little or no arts-specific content
• Arts-interested students require experiences that engage and inspire them creatively

Changes Made
• Hired NYC “renegade” museum tour company Museum Hack to train division staff in their methods
• Developed and launched the new tour and trained tour guides in under 3 months
• Created a 2 hour tour with 9 tour stops and 7 activities engaging visitors in collaborative arts practices includes little or no arts-specific content
• Arts-interested students require experiences that engage and inspire them creatively

Results
• Campus and Visitor Relations and the Office of Admissions and Recruitment partnered to integrate the tours into their existing structures and offerings
• An advisory group representing all arts units collaborated closely on tour content
• 11 tours and 80 people served over 7 months
• Museum Hack featured their work with UW-Madison as an exemplar

Future Development
• Develop shorter version of the tour for different needs e.g. Your UW Day, precollege summer camps, national arts conference
• Work with partners to assess first year and ensure tour will be sustainable going forward

Project Goals
1. Increase recruitment and enrollment numbers in the arts
2. Create greater awareness of arts offerings on campus
3. Offer an entertaining and memorable creative experience

Contact
Division of the Arts
artsdivision.wisc.edu | arts.wisc.edu
608-890-2718

“Tour guides were awesome and super resourceful! Thank you!”
—18 yr old prospective student from MN

CREATIVE CAMPUS TOUR
An Innovative Approach to Boost Arts Recruitment

This student-led campus walking tour takes visitors into spaces where arts students create and perform

go.wisc.edu/creativecampustour

Division of the Arts
UNIVERSITY OF WISCONSIN-MADISON
Transfer Engagement Center (TEC): Creating Community for Transfer Students

Benefits:
- Info lab with 10 pages of free printing for transfer students
- Free coffee & tea
- Space for student meetings

Décor:
- T-shirts reflecting previous institutions made by students
- Inspirational bulletin boards
- Transfer pride swag

Time spent at the TEC:
- Open Study Time
- BadgerCETE cohort meetings
- Transfer Transition Program events
- Campus partner office hours

Early survey results indicate that the TEC is helping transfer students feel that UW-Madison has a transfer-friendly culture and that their transitions are successful.

In Fall 2018, the Transfer Transition Program opened the first student space on campus specifically for transfer students.

Project Goals
1. Create a welcoming space for transfer students.
2. Remind students that who they are is important.
3. Increase perceptions of successful transition & transfer-friendly culture on campus.

Contacts
Tracy Mores, tracy.mores@wisc.edu, 890-1649
Shelby Knuth, shelby.knuth@wisc.edu, 890-4525
transfer.wisc.edu

In Fall 2018, we had over 800 visits to the space by students. That number does not include attendees to welcome events held at the TEC.
THE ISSUE
After three years of declining traffic counts and sales volume at Union South, the Wisconsin Union began a study to better understand student expectations and perceptions of Union South spaces, services, events & activities.

RESEARCH/STUDY QUESTIONS:
1. What are the perceptual differences between Union South and Memorial Union?
2. How do students use Union South?
3. How do students perceive the value of Union South?
4. What would make Union South more attractive to students?
5. What are student perceptions of the food at Union South?

KEY FINDINGS

A clear distinction exists between Union South & Memorial Union

**DESCRIPTION OF UNION SOUTH**
- A place where students can grab something to eat: 79%
- A place to study: 56%
- A place for meetings/conferences/cafes: 44%
- A place to enjoy recreational activities: 29%
- Functional/versatile: 27%
- A place to watch sports: 25%
- A place to socialize: 23%

Union South holds a strong value proposition for students

**IMPORTANCE OF UNION SOUTH**
- It's a place to grab a bite to eat: 67%
- A quick stop for a snack or coffee: 54%
- It's convenient for me: 51%
- It provides a place to meet up with friends: 48%
- A place to enjoy the various recreational activities: 36%
- It provides a place to relax and unwind between or after classes: 20%

Students Want Healthier Food Offerings

**FOOD OFFERINGS YOU WOULD LIKE TO SEE AT UNION SOUTH**
- Improved/increased healthy options: 82%
- Improved/increased vegan/vegetarian options: 56%
- Improved/increased food options that do not contain lactose: 15%
- Improved/increased food options that do not contain gluten: 10%
- Improved/increased food options that do not contain wheat: 7%
- Improved/increased food options that do not contain nuts: 7%
- Improved/increased kosher options: 5%

Students require more semi-quiet study spaces, electrical outlets, & more seating

**MOST IMPORTANT CHANGES**
- More quiet places for studying on the 2nd and 3rd floors: 67%
- More electrical outlets for student use: 36%
- Add more seating on the first floor: 32%

BIMODAL STUDY DESIGN

FOCUS GROUPS + SURVEY

Analyzed Wiscard data to identify heavy users (>15 purchases) and light users (4-5 purchases) at Union South in a specific 1-month period.

Focus Groups
Two “heavy user” and two “light user” focus groups (+/- 10 students/group) to determine core student expectations and perceptions as they relate to Union South.

Survey
Sample size expanded to increase confidence in identified focus group themes.
Qualtrics survey sent to all students who made at least one purchase at Union South in a specific three-month period.
Sample size of 12,093 yielded 549 responses (4.5% response rate) in just 3 days.

STUDY IMPACT
- New outlets added throughout first and second floors (Summer 2018)
- Redesigned Union South reflection room (Summer 2018)
- More seating added to first floor of Union South (Fall 2018)
- Investigating opening select Union South meeting rooms as semi-quiet study spaces (ongoing)
- New dining outlets coming to Union South (2020-2021)
University Housing’s Student Employment Application: How University Housing Created a One-Stop-Shop System

**Project Goals:**
- Utilize HR best practice for compliance
- Customizable, flexible system
- Streamlined, easy to use interface

**Compliance**

**Management Tools**

- **Recruiting**
  - Electronic request form
  - Central dashboard for students
  - Electronic eligibility checks

- **Interviewing**
  - Schedule creation and sign-up
  - Text message notifications
  - Export schedules into Excel

- **Hiring**
  - Online job offers, offer acceptance & appointment letter
  - Screen to view staff counts in order to track vacancy rates
  - Automated compliance tracking for CBCs, I-9s, driving, etc.

- **Employee Management**
  - Track trainings and orientations
  - Request pay rate increases
  - Send policy reminders, track discipline processes

- **Separations**
  - Enter separations, including end date and reason for leaving
  - Track employment eligibility

**System Features**

- **Compliance Efforts**
  - I-9s: easy to use reports
  - CBCs: electronic tracking log
  - Driving: hiring ‘stop’ put in place for driving-required positions

- **Bells & Whistles**
  - Automated text msg reminders
  - Notification dashboard for mgrs
  - Tags to inform managers of deadlines, missing steps

- **Looking Ahead**
  - Online I-9 appointment scheduling for international students
  - ADA request log
  - Employment paperwork info

- **Awards**
  - Administrative Improvement Award (AIA) Winner - 2018
  - AIA Supplemental Award Winner ($10,000 grant)

**Contacts**
University Housing Human Resources
www.housing.wisc.edu/jobs/student
608-262-2766
the purpose

- Increase in access to contraceptives
- Decrease unplanned pregnancy
- Increase availability of appointments in early fall
- Remove barriers around acquiring contraception
- Open access creates visits when patients are motivated

reproductive healthcare access

Barriers to reproductive healthcare access have detrimental effects to the campus community. Every year, women are barred from accessing necessary contraceptive services due to a standard of care in the U.S. At the University of Wisconsin–Madison campus partners also faced challenges in providing these services. However, there is no data to support the necessity of performing pelvic or breast exams to prescribe oral contraceptives. Instead, oral contraceptives can be prescribed based on a patient’s medical history and blood pressure.

Telehealth provides an alternative option to refill, change, or start contraception. Patients are able to complete a health history form online and schedule a 10-minute phone call with a women's health provider to address concerns and be prescribed an appropriate contraceptive method. Telehealth has the potential to increase access to reproductive health care on campus by providing greater flexibility in contraceptive visits as well as allowing in-clinic appointments times at UHS to be utilized by patients who have a need to be seen in-person by a provider. We hypothesize that Telehealth will increase contraception access to UW–Madison students as well as improve the availability of in-person appointment times for concerns other than a contraceptive prescription.

methods

In Fall 2018, we promoted Telehealth through various collaborations with UHS and UW–Madison campus partners. This included the development of posters that were distributed in university buildings and university residence halls, a social media campaign with video across three platforms. We met with student organizations and key campus partners including the Multicultural Student Center and Gender Sexuality Campus Center. To increase awareness about Telehealth to current UHS patients, we sent secure messages via MyUHS to patients with upcoming in-clinic contraception appointments to offer Telehealth as an alternative.

In order to measure the success of Telehealth, we sent satisfaction surveys to Telehealth patients. The surveys were completed without any identifiable information and, at the end of the Fall 2018 semester, we reviewed the surveys and completed a chart review on Telehealth patients to analyze the type of contraceptive prescriptions, blood pressure, pap, and STI screening histories, as well as whether or not they were new to UHS or the Women’s Health Clinic.

conclusion

The survey responses showed a 7% increase in visits to the Women’s Health Clinic compared to Fall 2017, and indicate that Telehealth had a beneficial impact on access to reproductive healthcare. Patients expressed that the service addressed barriers that would otherwise have prevented them from accessing reproductive healthcare.

Authors: Samantha Cowley, samantha.cowley@wisc.edu
Mary S. Landry, MD, mlandry@uhs.wisc.edu
Building Organizational Capacity Through Mutually Beneficial Internships

Staff Benefits
- Increase workforce capacity with the potential for future permanent placement
- Cost-effective labor
- Staff develop management and supervisory skills
- Build enduring staff-student relationships

Intern Benefits
- Academic year job placement
- Access to campus leadership
- Build lasting relationships
- Flexible hours
- Impact meaningful change on campus
- Individualized mentorship
- Paid professional development activities

Permanent Staff Placement
- Partnership with RISE allows the DDEEA to directly hire interns to permanent, full time staff positions

Retention and Cohort
- 80% of eligible interns retained for next academic year
- Cohort model builds professional networks and support systems

Interns provide invaluable support to my work including: project tracking, budget tracking, communicating with customers, and co-presenting... It would be very difficult to work at the level I do without their support and insights.
- Staff Member

I joined the DDEEA so that I could work with students at a community/personal level. It's so rewarding to watch the divisional students grow throughout my time in the division and see firsthand the impact that I'm making
- Intern

Contact Information
- ddeea_interns@provost.wisc.edu
- 608-265-0642
Shooting for the SSTARs

The Student Success Through Applied Research (SSTAR) Lab is housed in the Office of Student Financial Aid in collaboration with Dr. Nicholas Hillman, Associate Professor of Educational Leadership and Policy Analysis.

The Lab’s mission is to **use applied academic research to guide, support, and partner with practitioners whose work aims to improve educational opportunities and outcomes for current and future college students.**

**Purpose of Lab**
- Bring an equity-oriented and evidence-based approach to partnerships
- Collaborate with practitioners to develop and implement research studies addressing their specific needs and capacity constraints
- Collect, manage, and analyze data to improve policies and practices to better promote student success
- Push forward solutions to institutional, state, and national issues related to higher education and access
- Allow insight into the range of issues financial aid offices face so that research has a more practical impact

**Next Steps**
- Acquire additional grant funding to increase capacity of lab
- Continue to analyze data to determine how to more efficiently, equitably, and effectively award students aid
- Focus on measuring, evaluating, and ultimately improving student loan repayment rates
- Develop and potentially host events to bring researchers and practitioners together
- Function as a hub where faculty members and administrators can collaborate and solve problems related to student success

**Office of Student Financial Aid & Department of Educational Leadership and Policy Analysis**
Ellie Bruecker | Andrew Hahn | Nicholas Hillman | Jacklyn Fischer | Cori Splain
Collaborating Towards an Extraordinary Student Experience

Over the past year we have dedicated significant resources to enhance the student experience through our Student Jobs and Scholarship Hub platforms. Both of these offer students important opportunities to support their educational pursuits as well as bolster their experience and connectedness to campus.

Looking Ahead

- Continue to establish recommended best practices in processes related to recruiting & hiring student employees
- Expand upon efforts to simplify the process for students to get connected to important opportunities
- Grow representation from campus Divisions/Departments on the Student Employment Initiatives Work Group
- Increase collaboration & research to support as well as bolster the UW Student Employment experience in alignment with key student outcomes

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<th>WISH</th>
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<td>24,000/month average</td>
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<td>Nearly 100,000 overall</td>
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<tr>
<td>Page Views</td>
<td>309,000/month average</td>
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<tr>
<td></td>
<td>Nearly 1.6 Million overall</td>
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<tr>
<td># of Opportunities</td>
<td>3,500 scholarships and growing</td>
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<tr>
<td>Who’s Using?</td>
<td>Every School/College</td>
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Office of Student Financial Aid
Justin Mumford | Keith Brown | Stevi Parmentier | Emily Moss | Kristina Rittel | Jennifer Le
”Along with increasing my institutional knowledge, the networking that this program encouraged was like nothing else I’ve participated in during my time at UW.”
—2018 URLD PROGRAM PARTICIPANT

”Learning about the approaches and strategic decisions other communications groups on campus use on a daily basis provided me with much-needed context to the work I’m doing.”
—2018 URLD PROGRAM PARTICIPANT

CHALLENGES
- Communications and marketing at UW are largely decentralized.
- Offices, colleges and departments can be siloed.
- Proactive relationship-building between University Relations and campus partners can be challenging.
- On-campus professional development opportunities are rare for marketing and communications staff.

SOLUTION
- The University Relations Leadership Development (URLD) Program is launched in 2017.
- Applications are open to all campus marketing and communications professionals.
- Each cohort consists of six to 10 members from across campus.
- Yearly programming includes monthly discussions with University Relations units and staff, meetings and tours with campus partners, lunches, insider talks on key university issues and invitations to special events.
- The group attends a national higher education marketing and communications conference, paid for by University Relations.
- Members collaborate with University Relations staff to develop mutually beneficial projects and consult on other issues.

HOW IT WORKS

OUTCOMES
- Strengthen and develop mutually-beneficial relationships with University Relations units and campus partners.
- Expand cross-campus knowledge and connections.
- Learn and apply new ideas and skills.

Office of University Relations
UNIVERSITY OF WISCONSIN–MADISON
Visit universityrelations.wisc.edu/urld for more details and application information.
**YOUR CAREER**

and the **Title and Total Compensation Project**

---

**the Need**

Standard job titles and descriptions are being developed to:

- Accurately reflect job duties and responsibilities
- Clarify similarities across jobs
- Align jobs at UW-Madison with the job market
- Clarify career development opportunities at our university

Market-informed total compensation

- Compensation and benefits make up your total compensation. We are working to update our offerings to be more market-competitive, so UW can attract, engage, and retain employees.

---

**the Approach**

**Titles**
We’re creating a new job framework to organize job titles and establish consistent job descriptions. The framework will help you see options for career development at UW-Madison.

**Total Compensation**
We are comparing the compensation and benefits we offer to those offered by peer institutions and other organizations where we compete for talent to allow for more market-informed offerings.

**Employee Involvement**
The project has engaged thousands of UW-Madison employees in project teamwork, interviews, forums, listening sessions, and orientations.

---

**the Project Goals**

- Develop mechanisms so that employee contributions can be more easily recognized and rewarded
- Clearer identification of career development opportunities
- Compensation structure and benefits will be market informed
- There will be an ongoing title and total compensation review cycle

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**go.wisc.edu/ttcproject**

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**TITLE AND TOTAL COMPENSATION PROJECT**

University of Wisconsin-Madison
ITLP Forward
Improvements in Support of the Campus
IT Leadership Program (ITLP) and Participants

ITLP Objectives, Background, and New Timeline

The IT Leadership Program (ITLP) is a professional development opportunity partially funded through the UW-Madison CIO’s office and developed and facilitated by MOR Associates. Selected IT leaders from UW-Madison participate via one of two multi-institutional cohorts (UW System; Big Ten Academic Alliance). ITLP Forward supports ITLP participants with activities that answer common questions, engage in program work and reinforce ITLP goals.

More Details: https://go.wisc.edu/itlp

Newly-Implemented ITLP Nomination Process & Review Process

Previously, participants were selected by the CIO and deputys, who directly solicited nominations. (New process as of 2018.)

April 15
Call for Nominations

May 3
Nomination deadline

May 10
Request candidate statement

May 24
Candidate statement due

June 12
Review Committee recommendations due

July 26
Recommendation approval by CIO

Local Programming Additions

Orientation for New Participants

Beginning in 2019, selected ITLP participants will attend an early coordination meeting to:
- meet one another prior to a “Kickoff Event” with past participants
- commit to the full two-year ITLP obligations
- understand how to coordinate travel and other program logistics

Learning Teams

Beginning in 2017, UW-Madison began testing the addition of local review sessions taking place between the MOR Associates on-site, multi-institutional workshops. In 2019, participants will not only attend Learning Teams in their first year, but will also take turns as facilitators of Learning Team sessions for the following year, in order to encourage ongoing review concepts after graduating from the MOR Associates programming.

Presenters from ITLP Forward Committee: Lauren Michael, Sara Tate-Pederson, Alan Silver

1 Center for High Throughput Computing; 2 Wisconsin Institute for Discovery; 3 Administrative Information Management Services; 4 Department of Chemistry
Our new integrative outside activities reporting system allows for fast and easy filing of reports while integrating the information with other systems across campus to reduce administrative burden and streamline the research process.

Visit us at oar.wisc.edu
Badger Ready: A chance to finish a degree at UW–Madison

Opportunity:
Locally and nationally, around 21% of adults over age 25 have some college credit but no degree.

<table>
<thead>
<tr>
<th>Age</th>
<th>United States</th>
<th>Wisconsin</th>
<th>Dane County</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 to 34</td>
<td>22.7%</td>
<td>22.9%</td>
<td>17.1%</td>
</tr>
<tr>
<td>35 to 44</td>
<td>20.4%</td>
<td>21.0%</td>
<td>15.9%</td>
</tr>
<tr>
<td>45 to 64</td>
<td>20.9%</td>
<td>21.4%</td>
<td>18.5%</td>
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<tr>
<td>65+</td>
<td>19.1%</td>
<td>18.2%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Total</td>
<td>20.8%</td>
<td>20.9%</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

Solution:
The Badger Ready program provides insight, opportunity, and support for degree-seeking adults who may face barriers to completing an undergraduate degree.

The Partnership
Office of Admissions and Recruitment
University of Wisconsin-Madison
+
Continuing Studies
University of Wisconsin-Madison

The Prospective Students
✓ 25+ and/or veterans
✓ 2+ year cumulative gap in education
✓ At least 24 transferable credits
✓ GPA a barrier to transfer admissions
✓ Success in other areas of life suggests readiness now

The Path
• Apply as a university special student for Badger Ready.
• Consult with our advisors to determine if program is a good fit.
• Complete at least 12 UW–Madison credits with a cumulative 3.0 GPA taken over 2-4 semesters.
• Apply for UW–Madison transfer admissions.
• Complete undergraduate degree requirements and graduate!

Next Steps:
• Grow the program to serve more returning adult learners.
• Enhance orientation and student services provided based on student feedback.
• Continue to strengthen relationships with campus leaders and advisors.

Contact:
Autumn Sanchez
Badger Ready
Adult Career & Special Student Services
UW–Madison Division of Continuing Studies
21 N. Park St., Suite 7101
Madison, WI 53715
badger.ready@wisc.edu
acsss.wisc.edu/badger-ready

acsss.wisc.edu/badger-ready
Unchartered Territory: DCS Exploring Oracle Student Cloud for Precollege

The Division of Continuing Studies is collaborating with Oracle as an early adopter of their Student Management Cloud product. We are exploring Oracle Student Management as a potential student information system for our precollege noncredit population. Implementation of this product for precollege would be a key milestone in the realization of the lifelong learning campus initiative.

Why precollege?
- Currently, UW–Madison hosts 47,000 youth in 165+ precollege programs on campus.
- Multitudes of disparate registration systems exist with no single source of data.
- Whether it be a one-day camp or a week long college-prep experience, there is no unified system to collect a youth’s interactions with UW–Madison.
- There is no systematic way to prove program efficacy and retain talent at UW after completion of programs.
- Many precollege programs handle their admissions process through complicated spreadsheets.

What we’ve been up to:
- Learning about the ever-changing and growing precollege landscape.
- Defining critical requirements and features.
- Configuring the system from scratch.
- Prototyping a variety of programs and features.
- Participating in design sessions with the Oracle development team.
- Brainstorming workarounds for gaps in the product.
- Strategizing for future noncredit populations.

Next steps:
- Ongoing discussion with Oracle and design input of critical blockers.
- Once we have a timeline from Oracle of these pieces of functionality, we will configure our pilot programs and construct our initial waves of programs onto the system.
- Until that time, we continue meeting with the precollege programs and collecting business processes and user stories.

Contact us:
Leslie Gardner
DCS Student Cloud administrator
lelise.gardner@wisc.edu

Karen Ripley
DCS business analyst
karen.ripley@wisc.edu

Ask us for a quick demo!
Communities of Practice: Encourage, Support, and Integrate

Communities of Practice provide opportunities for professional development, staff engagement and quality improvement and can be strategically cultivated to support campus staff in tight budget times.

How do Communities of Practice EMERGE?

Communities of Practice emerge as peer-to-peer self-organizing systems to meet the learning and knowledge needs of their members. Practitioners themselves are stewards of the knowledge they generate and share.

How are Communities of Practice DESIGNED?

While Communities of Practice usually form organically based on the needs of members, intentional design and leadership are essential to maintain responsiveness, usefulness, and energy over time. Successful communities create opportunities for members to participate at different levels, from sharing advice over a listserv to leading a process improvement project to advocating for needed administrative support.

Why is it tricky to SUPPORT Communities of Practice?

Communities of Practice will flourish on their own, whether or not the institution recognizes them. Institutional support should contribute to communities finding their own internal direction. Leadership must come from within the community. The organization’s role is to support the organic emergence and evolution of communities.

What is a COMMUNITY OF PRACTICE?

A Community of Practice is a learning and knowledge management system organized and managed by peers who share an interest in a practice area and come together on an ongoing basis to deepen their knowledge, share information and expertise, solve problems, explore new ideas, and maximize resources. Over time, they develop a body of common knowledge, skills and practices.

UW–Madison examples include Agile Community of Practice, Campus Designers, Campus Supervisors Network (CSN), Community Partnerships & Outreach (CPO) Staff Network, Focus on Facilitation, Lab Management Community of Practice (LMCoP), Payroll and Benefits CoP (HR), Recruitment CoP (HR), Servant Leadership Learning Community, and UW-Scientist Network (UW-SN).

What BENEFITS do communities of practice deliver?

**Short-term value for members**
- help with challenges
- reduce isolation
- access to expertise
- job satisfaction
- meaningful work

**Long-term value for members**
- professional development
- professional identity
- common voice
- platform for advocacy
- remove barriers

**Short-term value for organizations**
- problem solving
- time saving
- knowledge sharing
- synergies across units
- reuse of resources

**Long-term value for organizations**
- strategic capabilities
- keeping current
- innovation
- retention of talents
- knowledge management

References


ENCOURAGE

Practitioners typically understand the value of the community but notice when the institution does not endorse the model.
- Find sponsors to encourage participation
- Value the work of communities
- Publicize successes

SUPPORT

Communities of Practice can use some practical, non-invasive guidance and technology infrastructure.
- Ask communities what they need
- Provide some process support, consulting and assistance with logistics
- Identify needs, define adequate infrastructure and select the proper tools

INTEGRATE

Ensure that processes and structures exist to include Communities of Practice in the organization while honoring their roots in the passion and engagement of practitioners.
- Facilitate horizontal community structures that connect practitioners across units
- Identify and remove obvious barriers
- Work toward vertical alignment in leadership, planning, policies and decision making
OUR MISSION:
Support supervisors and managers in a welcome and safe environment to promote leadership and effective personnel management.

HOW?
CSN hosts & facilitates networking events, discussion groups, & book clubs focusing on information pertinent to the supervision and leading of staff on the UW-Madison campus.

WHAT ARE WE UP TO TODAY?
Here are three major initiatives CSN’s planning committee is currently working on:

1. Summer Book Club featuring the book DRIVE
   CSN will facilitate discussions this summer around the concept of intrinsic motivation in the workplace, using Dan Pink’s book Drive.

2. A Partnership with OHR to support PSM Graduates
   CSN is currently developing networking opportunities specific to graduates of the Principles of Supervision & Management classes at OHR. Continued interaction and training will be offered to them through this program.

3. Collaboration with Leadership@UW Team to Promote Student Leadership Certificates to Supervisors
   We’ll be helping spread awareness of this important initiative through a marketing campaign, and sessions with CSN supervisors over the coming months.

Stay connected by joining our email list or LinkedIn group!
We’re on LinkedIn.
Augmented Reality (AR) is a disruptive technology that will change our world over the next 5-10 years. UW-Madison is positioned to play a leadership role in helping the world explore potential AR applications and the resulting benefits. DoIT is eager to partner with campus visionaries to move this effort forward using Microsoft HoloLens, a device that enables augmented and mixed reality for collaborative viewing and interaction with virtual objects.

Potential Collaborative Applications:
- Teaching and learning
- Research
- Data visualization (interactive, collaborate modeling)
- Environment immersion and simulation
- Prospective students
- Administrative efficiencies

- Remote collaboration
- The Wisconsin Idea
- Entrepreneurial opportunities/WI job creation
- Community outreach
- K-12 education outreach