

# UPDATE: DECEMBER 2021

## 2018-2022 IT STRATEGIC PLAN

## IMPLEMENTATION GOALS

2021 Updates added on: December 30, 2021

### ALIGNMENT

Each implementation objective is either directly related to the Campus Strategic Plan area or to division/unit strategic goal. Some objectives are carried forward from the 2014-2018 ITSP, as noted. The objectives are grouped by the areas of alignment.

UW-W Campus Strategic Plan Areas:	UW-W IT Strategic Plan Areas:
i. Improve Student Access & Success	I. Teaching & Learning
ii. Transform Lives & Impact Society	II. Research Support
iii. Foster Diversity & Inclusion	III. Student Success & Engagement
iv. Strengthen Our Resources	IV. Organizational Effectiveness
v. Deepen Partnerships & Relationships	V. Reliable Technology & Customer Focused Service
vi. Celebrate the Accomplishments of Our Campus Community	VI. Professional Development

### I. TEACHING & LEARNING

*“Reliable and up-to-date classroom technology and instructional software. Production and sharing of video content.” – Academic Department Chairs*

TIMEFRAME: COMPLETION 2021-2022

- Evaluate campus learning spaces based on the state-of-the-art designs and technology. Develop a plan for enhancing these spaces to serve the needs of current and future students.

<b>Initial Timeframe:</b> Initiate 2009, Complete 2011	<b>Source:</b> Carried from 2008-2013 ITSP, Educational Foundations, Art & Design
<b>2021 Status:</b> In Progress	<b>Timeframe:</b>
<b>2021 Notes:</b>	<ul style="list-style-type: none"><li>Gauged instructor experiences with video-enabled classroom technology (“Hyflex”) and partnered with LEARN Center to host panel presentations</li><li>Drafted and submitted a pilot proposal for a new support model (in-person technology assistants) to expand use of video-enabled classroom spaces.</li><li>Shared background design and information with Rock County campus in their efforts to expand and update classroom spaces</li></ul>
<b>2022 Plans</b>	<ul style="list-style-type: none"><li>Pilot a new support model (in-person technology assistants) to expand use of video-enabled classroom spaces.</li><li>Deploy additional technology-enhanced classrooms (e.g., video-enabled, active learning) at CoBE and Rock</li></ul>
<b>2020 Notes:</b>	<ul style="list-style-type: none"><li>Converted 31 classrooms into video-enabled spaces for HyFlex teaching</li><li>Provided over 65 HyFlex training sessions and workshops for UW-W instructional staff over the summer of 2020.</li><li>Provided instructors with special microphones to enhance audio experience for remote students.</li></ul>

<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>Assess use of video-enabled classrooms, introduce improvements as needed.</li> </ul>
<b>2019 Notes:</b>	<ul style="list-style-type: none"> <li>Infused active learning design and pedagogy into current IT classroom redesign processes.</li> </ul>
<b>2018 Notes:</b>	<ul style="list-style-type: none"> <li>Offered the Active Learning Academy during the Summer-Fall 2018 to prepare instructors new to teaching in Heide 102, 105 (and McGraw 19A) the opportunity to explore active learning best practices and teaching methods in regards to pedagogy, technology, and space. Work continued into Fall 2018, with instructor observations, 1x1 consultations with LTC staff, and focus group meetings to share effective teaching practices.</li> </ul>
<b>2019 Plans:</b>	<ul style="list-style-type: none"> <li>Work with departments to understand teaching needs and aligning state-of-the-art designs and technology to support student learning and success</li> </ul>
<b>2017 Notes:</b>	<ul style="list-style-type: none"> <li>Facilitated the Provost's Classroom Redesign Initiative, working with a team of instructors from the College of Letters and Science as a strategic partner.</li> <li>Designed the Active Learning Academy to assist instructors teaching in the redesigned spaces in understanding how technology, furniture, and space supports an active learning pedagogy. Developed evaluation mechanisms to understand the effectiveness of the room design.</li> <li>Collected data from instructors using McGraw 101, a large lecture space, which informed the ISPR submission in hopes of funding for future redesign to better meet needs of instructors and students.</li> </ul>
<b>2018 Plans:</b>	<ul style="list-style-type: none"> <li>Work with the College of Letters and Science to complete the redesign of Heide 105 and enhance instructional development opportunities to meet instructor needs, supporting them in leveraging technology, pedagogy, and space in the redesigned classrooms.</li> </ul>
<b>2016 Notes:</b>	<ul style="list-style-type: none"> <li>Completed 24 classroom digital upgrade projects during the 2016 calendar year. The upgraded classroom features fully digital A/V technology and placed on 8- year replacement cycle.</li> </ul>
<b>2015 Notes:</b>	<ul style="list-style-type: none"> <li>The <i>UW-Whitewater Classroom Technology Upgrade Plan</i> (AV multi-year upgrade strategy) was approved and funded for years one and two. Began implementing phase one the <i>UW-Whitewater Classroom Technology Upgrade Plan</i>. 25 campus classrooms were upgraded and/or converted to digital classroom technology and placed on an 8-year replacement cycle.</li> </ul>
<b>2016 Plans:</b>	<ul style="list-style-type: none"> <li>Will seek permanent funding allocation to ensure sustainability of campus A/V technology. At least 17 classrooms expected to be upgraded to fully digital A/V technology and placed on 8-year replacement cycle.</li> </ul>
<b>2014 Notes:</b>	<ul style="list-style-type: none"> <li>Campus A/V technology standards were defined and implemented. A comprehensive campus-wide audio/visual inventory and review was completed. The findings served as a basis for the multi-year campus AV upgrade strategy. Plan was developed, presented for approval and funding.</li> </ul>
<b>2015 Plans:</b>	<ul style="list-style-type: none"> <li>Begin implementing new campus-wide AV improvement plan, including analog to digital migration.</li> </ul>

2. Process reengineering for online course evaluation system.

<b>Initial Timeframe:</b> Started in 2018	<b>Source:</b> ICIT
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2021
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>LTC Director joined CEAG as co-Director (with Kevin B.) to support and improve course evaluation participation rates</li> <li>Worked with governance groups to start identifying strategies to improve value of course evaluations to review teaching efficacy</li> </ul>
<b>2022 Plans</b>	<ul style="list-style-type: none"> <li>Evaluate new course survey options and present information to campus stakeholders (e.g., deans, departments, governance groups)</li> </ul>

<b>2020 Notes:</b>	Updated the Class Climate software to the most current version - 8.0. This update brought additional functionality to the data upload process as well as repaired an ongoing issue with the email delivery service. It also kept the software current in its support from Scantron Corp. ICIT staff built the necessary integration between the WINS system and Class Climate.
<b>2021 Plans:</b>	Online evaluations will continue to be managed through Class Climate, though UW System is in the process of analyzing other options for course evaluations. UW-Whitewater is part of this project, and will work with other campuses to consider the feasibility of other solutions.
<b>2019 Notes:</b>	Explored feasibility of developing an integrated approach to leveraging a suite of tools to meet UW-W assessment/accreditation, learning outcomes, and course evaluation needs. Questions regarding culture readiness and funding were presented for digital transformation of assessment/accreditation planning and learning outcomes (i.e., ePortfolios). Thus, ICIT moved forward and met with vendors to explore products that would better suit UW-W's needs for online course evaluation.
<b>2020 Plans:</b>	Review recommendations from the ICIT course evaluation team and determine feasibility of tool transition.
<b>2018 Notes:</b>	Reviewed market to better understand availability of online evaluation tools that would make our course evaluation process more effective.
<b>2019 Plan:</b>	Assess the campus interest in pursuing a suite of tools from Watermark to streamline assessment & accreditation planning, learning outcomes measurement, ePortfolios & Student Assessment, and online course evaluations.
<b>2018 Plan:</b>	Conduct market analysis to identify a more flexible and intuitive tool that will make the course evaluation process more effective and speed up the server reporting process.

3. Enable “anywhere” access to campus resources.

<b>Initial Timeframe:</b> Start in 2011	<b>Source:</b> Carried from 2008-2013 ITSP
<b>2021 Status:</b> In Progress	<b>Timeline:</b> Complete in 2022
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>● Replaced RDP access with Citrix Remote PC, disabled RDP protocol.</li> <li>● Virtualize additional business applications such PrismRBS for Bookstore.</li> <li>● Deployed new VPN equipment to allow posture checking</li> <li>● Pilot posture checking on VPN with ICIT.</li> <li>● Developed and presented to Executive Tier a proposal to enhance remote access security posture (AV checking and MFA)</li> </ul>
<b>2022 Plans</b>	<ul style="list-style-type: none"> <li>● Roll-out posture checking on VPN campus-wide</li> <li>● Require MFA for VPN remote access</li> </ul>
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>● Expanded the Citrix Virtual Apps Library to include Adobe Creative Cloud apps.</li> <li>● Added server capacity and virtualized additional instructional software, such as <ul style="list-style-type: none"> <li>○ Microsoft Office Suite 2019</li> <li>○ Adobe Creative Cloud Suite 2020</li> <li>○ Design Applications <ul style="list-style-type: none"> <li>■ -Maya 2020</li> <li>■ -Mudbox 2020</li> <li>■ -Rhino 6</li> <li>■ -Vectorworks 2020</li> <li>■ Statistics</li> <li>■ -SPSS Modeler 18</li> <li>■ -SPSS Statistics 27</li> <li>■ -STATA 16</li> <li>■ -Matlab 2020</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Music Applications           <ul style="list-style-type: none"> <li>■ -Finale</li> <li>■ -Max 8</li> <li>■ -Rack</li> <li>■ -Reason 11</li> <li>■ -Sibelius</li> </ul> </li> <li>● Enabled remote access to graphic-intensive instructional software for two academic programs (Geography and MAGD) by using Citrix Remote PC solution.</li> <li>● Virtualized Peachtree software for financial services.</li> <li>● Piloted Citrix remote PC solution for users who need to remote into their desktops as part of their work.</li> </ul>
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>● Complete transition to off campus computer access to Citrix Remote PC, disable RDP protocol.</li> <li>● Enable MFA for access to network storage.</li> <li>● Virtualize additional business applications such PrismRBS for Bookstore.</li> </ul>
<b>2019 Notes:</b>	Virtualized commonly used Adobe Creative Cloud Applications. Begin virtualizing certain departmental applications (such as Sage 50 Accounting)
<b>2018 Notes:</b>	Working through Adobe licensing issues to offer Creative Cloud Suite as a virtual application. Added additional virtualized apps to the current environment.
<b>2019 Plans:</b>	Add apps to the virtual environment including the Adobe Creative Cloud Suite.
<b>2017 Notes:</b>	<p>Implemented Citrix VDI and Application Virtualization Pilots</p> <ul style="list-style-type: none"> <li>● GA Lab software is now available to students thru Citrix VDI</li> <li>● Virtualized software applications such as SPSS, MS Office, MatLab and Caseware Idea. Engaged with faculty who teach using these applications to test and transition from existing VMWare VDI environment.</li> </ul>
<b>2018 Plans:</b>	<ul style="list-style-type: none"> <li>● Review and select a new thin-client or zero-client technology.</li> <li>● Work through issues with new Adobe licensing to offer Creative Cloud virtual applications.</li> </ul>
<b>2016 Notes:</b>	<ul style="list-style-type: none"> <li>● Evaluated the roadmap for current VDI solution and whether its functionality aligns with long term needs of UW-Whitewater. Assessed competitor solution to VMWare, Citrix.</li> <li>● Finalized contract, and initiated testing and rollout for Kumo cloud storage drive mapping solution, which will enable simplified access to cloud storage from a campus-owned computer.</li> </ul>
<b>2017 Plans:</b>	<ul style="list-style-type: none"> <li>● Will conduct full evaluation of Citrix product and pilots as needed.</li> <li>● Implement and rollout Kumo to campus community.</li> </ul>

#### 4. Re-assess the approach to instructional technology training.

<b>Initial Timeframe:</b> Start in 2021	<b>Source:</b> ICIT/LTC
<b>2021 Status:</b> New	<b>Timeframe:</b>
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>● Conducted comprehensive survey on instructional needs and preferences</li> <li>● Solicited feedback from Advisory Group with an emphasis on promoting participation in training events and identifying new service areas</li> <li>● Explored design and functionality of an on-demand training resource library</li> </ul>
<b>2022 Plans:</b>	<ul style="list-style-type: none"> <li>● Develop and populate an “On-demand resource library” to offer faculty/instructional guided demonstration of deeper pedagogical application and integration of academic technologies and instructional design practices.</li> <li>● Conduct comprehensive campus-wide survey on technology needs, skills, and preferences for future support (e.g., new skill- or tool-based workshops).</li> </ul>

	<ul style="list-style-type: none"> <li>Promote and gauge response to LTC consultation services (individual, department-specific, etc.).</li> <li>Continue to model hybrid workshop/event best practices with video-enabled classroom and meeting space technologies.</li> </ul>
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>Focus on enabling instructors to use tools effectively to achieve desired pedagogical outcomes.</li> <li>Conduct surveys / focus groups to identify specific professional development needs and structure LTC offerings to address them.</li> </ul>

## ONGOING

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- Institute is a program to cultivate campus-wide awareness of emerging technologies through demonstrations, seminars and workshops, capitalizing on the knowledge and expertise of our faculty, staff, and students from across campus.

<b>Initial Timeframe:</b> Initiate in 2009 <b>Source:</b> Carried from 2008-2013 ITSP, CLS	
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>Continued to offer programs to support emerging technologies, such as Google Apps and Webex Meetings</li> <li>Developed new programs geared toward “Next-Level” technology-enhanced instruction with a focus on discrete instructional design methodologies and practices (e.g., interactive multimedia and assessment, advanced modular design, and “chunking”, etc.)</li> <li>Developed discussion series for Spring 2022 around EDUCAUSE Top-10 IT Issues</li> <li>Conducted sustained awareness campaign centered on LinkedIn Learning online course materials; paired with workshop on instructional use cases</li> <li>Partnered with Prof. Meg Waraczynski to explore a Community of Practice /User Group for Realizeit users on campus (on calendar for February 2022)</li> </ul>
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>In the Summer of 2020, LTC applied for a UW System Online Learning Initiative grant and received \$111,000, mostly to fund stipends for instructors. The proposal was developed to support Scaling up Summer Training in Online Teaching and Learning.</li> <li>The LTC provided workshops and training for the HyFlex instruction model, Webex Meetings, and remote teaching best practices.</li> <li>The LTC collaborated with LEARN to offer a Summer Instructional Development Webex Series to facilitate remote teaching and learning.</li> <li>Completed the six-part, year-long workshop series with LEARN focused on humanizing courses and connecting with students to increase learning, retention, and success.</li> <li>Offered application-specific training via vendor workshops including Poll Everywhere, GooseChase, and LinkedIn Learning.</li> <li>Hosted a week-long virtual Technology Open House for all UW-W students, faculty and staff. This event provided attendees with information on the latest technology initiatives, services and resources.</li> <li>Sent out a monthly Connect IT newsletter to faculty and staff on the latest technology news, updates and events.</li> <li>Hosted a New Year LinkedIn Learning Challenge for students and staff designed to help improve teaching, learning and working habits through LinkedIn Learning Courses.</li> <li>Ran quarterly raffle-prizes contests for staff and students in order to highlight specific technology tools and services.</li> <li>Promoted IT services, resources and events through email campaigns and</li> </ul>

	<p>social media platforms targeting both students and staff.</p>
<b>2019 Notes:</b>	<ul style="list-style-type: none"> <li>● Began facilitation of a six-part, year-long workshop series with LEARN focused on humanizing courses and connecting with students to increase learning, retention, and success.</li> <li>● Added a faculty co-facilitator, to bring additional perspective, to the Institute for Online and Blended Teaching.</li> <li>● Partnered with the Graduate School to offer workshops to support instructors new to developing programs and teaching graduate courses online, opportunities to leverage technology to enhance content, activities, and connections with students.</li> <li>● Continued and deepened use of Cerego to further explore impact of adaptive learning and distributive practice to better support student success with campus instructors from varying disciplines.</li> <li>● Began planning the third Celebrating Teaching and Learning Conference, extending partnership beyond LEARN to the Office of Academic Assessment.</li> <li>● Began work with LEARN and the Office of Academic Assessment on a one-stop shop website for instructional staff to find resources to enhance their teaching and student learning.</li> <li>● Provided workshops to assist with the transition and advancement of the use of Canvas.</li> </ul>
<b>2018 Notes:</b>	<ul style="list-style-type: none"> <li>● Began facilitating a six-part, yearlong workshop series with LEARN focused on assisting instructors to get back to basics by managing their workload.</li> <li>● Under the Emerging Technology Exploration Project program, ran projects for collaborative tools (Webex Teams, PollEverywhere, Turningpoint8) in Spring 2018 and adaptive learning (Cerego and Realizeit) during Summer and Fall 2018.</li> <li>● Continued discussing the Virtual Teaching Commons with campus partners.</li> <li>● Offered Introductions to Canvas, Construction Zones, and Deep Dives into specific Canvas tools to support the transition from D2L to Canvas. To meet instructor needs, sessions were face-to-face with remote participation as needed. Additionally, a self-paced online resource was developed. The LTC utilized a peer mentor approach for the D2L-Canvas transition, where instructors became early adopters and helped their colleagues transition through office hours, recording video help tutorials, and facilitating campus and college Canvas events.</li> <li>● Offered Webex Team Bootcamps for instructors interested in using it.</li> <li>● Offered PollEverywhere workshops for instructors who may want to use the tool to increase student engagement in face-to-face courses.</li> <li>● Began preparing for the 2<sup>nd</sup> Celebrating Teaching and Learning Conference (May 2019), where instructors will share their expertise and teaching strategies.</li> </ul>

<b>2017 Notes:</b>	<ul style="list-style-type: none"> <li>● Facilitated three-part workshop series with LEARN (i.e., Spring 2017 focused on facilitated discussions, fall 2018 focused on student engagement). The second part of each series featured instructors from the campus sharing their strategies (i.e., four instructors discussed how they facilitate discussions, four instructors shared the strategies they used for student engagement). The third part of each series had a specific focus on integrating technology to solve pedagogical challenges in teaching and learning (i.e., using online discussions in the LMS to facilitate deeper engagement around difficult topics, using software to engage students).</li> <li>● Under the Emerging Technology Exploration Project program, included ran projects for Study Pattern (Spring 2017) and Cisco Spark (Fall 2018). Each semester instructors explored a tool that meets a chosen pedagogical challenge. Instructors submitted proposals to be included in the project, those who were selected participate in instructional development sessions, implemented the tool into their course, assisted in evaluating whether it addressed their specific pedagogical challenge, and provided a video testimonial that discusses how they used it, giving advice to potential future instructor users of the tool.</li> <li>● Explores the Virtual Teaching Commons idea with campus partners.</li> <li>● Provide demonstrations and workshops for D2L to Canvas transition</li> <li>● Collaborations with LEARN to provide workshops to the instructors that leverage knowledge/expertise of campus instructors.</li> </ul>
<b>2016 Notes:</b>	<ul style="list-style-type: none"> <li>● Explored feasibility of Virtual Teaching Commons, focusing on gathering and sharing information related to online and blended learning. Additional UWW partners included community-based learning, academic innovation, LEARN), as well as a cross-institutional partnership with UWM to share materials.</li> <li>● In the Spring 2016 and Fall 2016 semesters facilitate the expansion of the Community of Practice by holding meetings that enabled participants to ask questions and learn about a specific topic.</li> <li>● Conducted Summer and Winter Institutes for Online / Blended Teaching, with a total of 28 participants between both offerings.</li> <li>● Created more than 20 videos of Online/Blended alumni sharing knowledge gained through the Online/Blended workshops.</li> <li>● Reworked the Technology Training and Advocate position after a resignation to focus on Technology proficiency, promotion, and adoption. This position will be hired in 2017.</li> <li>● Stackable series for Fall 2016 focused on Active Learning and is in collaboration with LEARN.</li> <li>● Distributed instructor support survey in April 2016. 109 instructional staff (of 653 recipients) responded to the survey for a 17 percent response rate.</li> <li>● Created a Fall 2016 marketing campaign to introduce new staff, upcoming events, and new/underutilized technologies. Promoted through announcements and as a news item on the D2L home page.</li> </ul>

<b>2015 Notes:</b>	<ul style="list-style-type: none"> <li>Successfully launched Community of Practice of Online/Blended Teaching in the spring of 2015. Held meetings twice per semester where participants shared their expertise related to online/blended teaching. Expanded participation to include library staff in an effort to educate faculty on educational technology resources offered by the UW-Whitewater library.</li> <li>Continued Stackable focusing on a specific teaching challenges: ePortfolio.</li> <li>Conducted pilots of Canvas system beginning in the spring of 2015. Collected feedback from instructors involved in the pilot.</li> <li>Coursesmart: Facilitated D2L integration for VitalSource eTextbook system, in collaboration with UW-Whitewater bookstore.</li> </ul>
<b>2016 Plans:</b>	<ul style="list-style-type: none"> <li>Focus on expansion of Community of Practice by recruiting additional members, evaluate effectiveness. Explore the creation Virtual Teaching Commons where instructors can share expertise – digitally – as it relates to online/blended teaching. Will create a video series of Online/Blended alumni sharing knowledge gained through the Online/Blended workshops.</li> <li>Continued Snackables with a focus on teaching challenges</li> <li>SLA for VitalSource etextbook system support</li> <li>Will distribute survey to faculty and instructional staff to explore need for emerging technologies. Promote other underutilized technologies</li> </ul>
<b>2014 Notes:</b>	<ul style="list-style-type: none"> <li>Developed a proposal and a framework for community of practice for online/blended teaching, which is meant to be a forum for UW-Whitewater instructors to develop, share, and document best-practices in teaching online and blended courses. This includes resources for grants, to fund the exploration of new tools &amp; approaches by faculty.</li> <li>Continued Snackables with a focus on teaching challenges.</li> </ul>
<b>2015 Plans:</b>	<ul style="list-style-type: none"> <li>Launch Community of Practice in Spring of 2015, evaluate effectiveness.</li> <li>Launch Canvas pilot, evaluate effectiveness.</li> <li>Continue Snackables with a focus on teaching challenges.</li> <li>Establish a practice for making faculty and instructional staff aware of CourseSmart and incorporate into course request process for D2L.</li> </ul>
<b>2013 Notes:</b>	<ul style="list-style-type: none"> <li>Continued to promote the use of “CourseSmart” eTextbooks with instructors as well as the use of Cisco Show and Share video services.</li> <li>Shutdown of the UWW Second Life Island at end of 2013.</li> </ul>
<b>2014 Plans:</b>	<ul style="list-style-type: none"> <li>Implement D2L/Turning Technologies integration.</li> <li>Conduct sessions on MOOCs, Flipped Classrooms, and emerging learning technologies.</li> <li>Support grant work of faculty exploring emerging technologies</li> </ul>
<b>2012 Notes:</b>	<ul style="list-style-type: none"> <li>Developed tutorial videos featuring UW-Whitewater students</li> <li>Successfully piloted “CourseSmart” eTextbooks with College of Business and Economics. Implemented CourseSmart/D2L integration for pilot classes. Piloted the use of Cisco Show and Share video services with several classes to meet instructional needs. Mobile technology tools were promoted to faculty during the summer online/hybrid workshop series and Tech Open House.</li> </ul>
<b>2013 Plans:</b>	<ul style="list-style-type: none"> <li>Develop program to ramp up awareness of campus video infrastructure</li> <li>Develop new training and knowledge transfer program</li> </ul>

<b>2011 Notes:</b>	<ul style="list-style-type: none"> <li>Successfully piloted and launched the use of the new Turning Technology mobile “clickers” application. Tested and implemented D2L mobile interface which allows students to interact with D2L content on their mobile devices. Mobile technology tools were promoted and faculty use showcased.</li> <li>Winterim Workshop “Education on the Go.” Promoted use of mobility tools using standard campus communication channels, including Tech Open House. Supported faculty presentations on emerging technology at 2011 President’s Summit on Excellence in Teaching and at the 2011 New Media Consortium International Conference.</li> <li>Developed and delivered six “Snackable Series” sessions on emerging technology during Fall 2010.</li> <li>Developed a “Faculty Best Practices” wiki series that demonstrates / showcases use of emerging technology with faculty video testimonials of the pedagogically sound use of technology in teaching and learning.</li> </ul>
<b>2012 Plans:</b>	<ul style="list-style-type: none"> <li>Develop tutorial videos featuring UWW students demonstrating their knowledge and expertise in using campus technologies.</li> <li>Continue to develop and deliver “Snackable Series” on emerging technology.</li> </ul>
<b>2010 Notes:</b>	<ul style="list-style-type: none"> <li>Campus-wide awareness of emerging technologies was cultivated through several activities, including: <ul style="list-style-type: none"> <li>co-sponsorship with the Learn Center, LTC Winterim Workshop;</li> <li>faculty Second Life grant,</li> <li>participation in 2010-2011 Teaching Scholars program to promote best practices by faculty in using technology in teaching and learning;</li> <li>The first “Snackable Series” (Technology One Byte at a Time) session on new mobile “Clicker” technology;</li> <li>Supporting two faculty presentations at 2010 D2L International Conference (Fusion), with topics that included “delivering media-rich courses,” and “online learning;”</li> <li>created ten individual handouts, each covering a unique learning technology such as blogs, wikis, ePortfolios, etc.; \</li> <li>Customized faculty training session to provide information about emerging technologies and their applicability in specific disciplines;</li> <li>Coordination of faculty pilots for ePortfolios, and new clicker “responseware;” and 9) tested and implemented the use of new electronic D2L-based assessment rubrics.</li> </ul> </li> </ul>
<b>2011 Plans:</b>	<ul style="list-style-type: none"> <li>Pilot the use of mobile tools such as D2L 2GO and new Turning Technology mobile “clickers.”</li> <li>Establish a more formalized way to promote awareness, exploration, and adoption of emerging technologies for learning and instructional delivery. Support faculty presentations on emerging technology at 2011 President’s Summit on Excellence in Teaching and at the 2011 New Media Consortium International Conference.</li> <li>Developed documentation and training materials for one-on-one user Telepresence training. Telepresence was topic of Chancellor Vmail with CIO. Established “LTC Faculty Advisory Committee” to capitalize on the knowledge and expertise of our faculty, facilitate “peer sharing” environment, and to obtain advice and ideas on new emerging technologies being used in the classroom.</li> <li>Established “LTC Tech Liaison Roundtable” to capitalizing on and leverage the knowledge and expertise of UWW staff who directly interact and support faculty use of learning technology.</li> </ul>

<b>2009 Notes:</b>	<ul style="list-style-type: none"> <li>Working jointly with the Learn Center LTC offered workshops, participated in the reading / discussion club, and led lunch sessions to showcase faculty uses of emerging technologies. Two joint presentations on emerging technologies took place at the July D2L Fusion conference (LTC with David Reinhart and James Hartwick). Summer and Winterim workshops were conducted. SecondLife workshops were also offered. Mobile learning was promoted with faculty through LTDC grants.</li> </ul>
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2. Expand instructional delivery consultation and support services for online courses.

<b>Initial Timeframe:</b> Started in 2009	<b>Source(s):</b> Carried from 2008-2013 ITSP, Theatre & Dance
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>Continued to offer the Online Blended Institute</li> <li>Offered two new series of workshops focused on specific instructional design practices (“Next-Level Tech” for Teaching and Learning and LTC Pathways)</li> <li>Worked with graduate studies programs to explore trends in online graduate and continuing education to support our campus growth (e.g., evaluated micro-learning opportunities/credentialing)</li> <li>Consulted with LTC Advisory Group on preferred modes of consultation in highly digital professional development environment (i.e., cohort model vs. individual model)</li> </ul>
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>Continued and enhanced the Institute for Online and Blended Teaching to best meet UW-W and instructor needs.</li> <li>Developed asynchronous delivery model of OTI for fall and spring semesters. This was the first time using this type of delivery.</li> <li>Partnered with Jessica Bonjour and the LEARN Online Quality Assurance.</li> <li>Facilitated workshops designed for student engagement on instructional delivery methods <ul style="list-style-type: none"> <li>Attendance and student engagement</li> <li>Panel discussion on discussion board use cases (with LEARN center)</li> <li>Design Workshop: Hands-on lab to improve Canvas discussion prompts</li> <li>Student panels discussion: understanding the student need in online and hybrid courses.</li> <li>Faculty peer review session for online course design.</li> </ul> </li> <li>Partnered with the LEARN Center to create the TEACH Canvas Course. TEACH supports UW-W instructors in enhancing their courses across course modalities (i.e., face-to-face, hybrid, and online).</li> </ul>
<b>2019 Notes:</b>	<ul style="list-style-type: none"> <li>Partnered with the Graduate School to offer workshops to support instructors new to developing programs and teaching graduate courses online, opportunities to leverage technology to enhance content, activities, and connections with students.</li> <li>Began pilot (with CoAC, Graduate School, CoLS) for a new online course quality tool and process.</li> <li>Explored ways to further mesh pedagogy with technology needs (e.g., winter 2020 workshop in collaboration with LEARN with micro-sessions on syllabus, Canvas setup, etc.).</li> <li>Enhanced the Institute for Online and Blended Teaching to best meet UW-W and instructor needs.</li> </ul>

<b>2020 Plans:</b>	<ul style="list-style-type: none"> <li>Explore trends in online graduate and continuing education to support our campus growth, determining key areas to develop new programming.</li> <li>Explore micro-learning opportunities in different modes and with different marketing mechanisms to meet instructional staff needs.</li> <li>Explore departmental strategies to enhance digital learning strategies (e.g., Canvas menu for department chairs).</li> <li>Continue to enhance the Institute for Online and Blended Teaching.</li> </ul>
<b>2018 Notes:</b>	<ul style="list-style-type: none"> <li>Hired a Teaching, Learning, and Technology Consultant in March 2018.</li> <li>Continued to offer consultations for instructors wanting to redesign their face-to-face courses for the online and blended environments.</li> <li>Continued to partner with the LEARN Center to provide faculty development for all teaching modes, including online courses, by offering a six-part series (starting in Fall 2018 and ending in Spring 2019) that focuses on helping instructors to get back to the basics of good teaching practices while balancing their workload.</li> <li>Offered the Institute for Online and Blended Learning in the Winter and Summer, which were continuously improved based on facilitator observations and participant feedback to better meet needs of instructors new to online/blended teaching.</li> <li>Infused Canvas workshops with pedagogy (e.g., Rubrics, grading, etc.)</li> </ul>
<b>2019 Plans:</b>	<ul style="list-style-type: none"> <li>Create a cohesive vision for Online and Blended Faculty Development here at UWW, focused on individual consultations for specific needs, the Institute for Online and Blended Teaching, a Certificate Program for Online and Blended Teaching, and supporting workshops.</li> <li>Partner with the Graduate School to offer a series of workshops and consultations to develop effective online graduate courses.</li> <li>Evaluate needs for ensuring quality in online and blended courses, potentially develop online benchmarks in collaboration with stakeholders.</li> </ul>
<b>2017 Notes:</b>	<ul style="list-style-type: none"> <li>Continued to offer consultations for instructors wanting to redesign their face- to-face courses for the online and blended environments and offer Summer and Winter Institutes for Online and Blended Learning.</li> <li>Upon the resignation of the Instructional Designer, re-conceptualized role to meet changes in the field to focus on recruiting experienced instructors.</li> <li>The Learning Technology Specialist and Learning Management System Administrator stepped in to facilitate the Winter Institute for Online and Blended Teaching in order to provide a high-quality continuity of services.</li> <li>Collaborated with the LEARN Center to offer 3-part instructional development events for instructors around facilitating discussions and increasing student engagement, both had the final part focus on fully online applications or tools to assist instructors in closing physical gaps.</li> </ul>
<b>2018 Plans:</b>	<ul style="list-style-type: none"> <li>Hire Teaching, Learning, and Technology Consultant.</li> <li>Redesign the Institute for Online and Blended Learning to include examples from Canvas.</li> <li>Offer closet-cleaning, show and tell, and migration sessions to instructors to prepare for the transition from D2L to Canvas.</li> </ul>
<b>2016 Notes:</b>	<ul style="list-style-type: none"> <li>Launched Online/Blended Teaching Boot Camp in Winter of 2016 (36 participants). Initiated collaborative efforts with College Deans to create the Bootcamp as a “prerequisite” to Institute for Online and Blended Teaching to ensure comfort in learning advanced online and blended teaching techniques.</li> <li>Conducted student focus groups in April 2016, data will be utilized to determine methods to improve teaching and learning.</li> <li>Collaborated with CSD to develop self-paced accessibility course</li> </ul>

<b>2016 Plans:</b>	<p>Launch Online/Blended Teaching Boot Camp in the Fall of 2016. Explore needs of individual colleges through a survey. Will meet with Deans and educational leader to better understand support needs in an effort to be more proactive. Launch an annual data collection plan featuring:</p> <ul style="list-style-type: none"> <li>• An instructor support survey to better understand current support satisfaction and optimal modes of support, as well as emerging technologies and pedagogical trends where support can be expanded;</li> <li>• Student focus groups to better understand needs related to engagement, motivation, collaboration, accessibility, and technology in their learning.</li> <li>• Meetings with deans and departments to gain insight into college and/or department-wide interests and collaborations.</li> </ul>
<b>2014 Notes:</b>	<ul style="list-style-type: none"> <li>• Conducted 102 consultations for faculty in all colleges, but primarily for L&amp;S. Assisted HPERC in bring course content from Health 101</li> </ul>
<b>2015 Plans:</b>	<ul style="list-style-type: none"> <li>• Conduct at least 75 consultations for faculty in all colleges</li> <li>• Assist HPERC in incorporating course content from Health 101 into UWW online course for a 3-section pilot. If successful, assist in rolling it out to all courses.</li> <li>• Start the conversation at UW about sharing content for common courses.</li> </ul>

3. Plan and implement communication, training and technology methods/resources to support instructional delivery during pandemic environment (COVID-19).

<b>Initial Timeframe:</b> Started in 2020 <b>Source:</b> ICIT	
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>• Updated Remote Resources Website to reflect increased in-person and hybrid campus operations</li> <li>• Provided training and workshops that focus on HyFlex and remote teaching and learning methods.</li> <li>• Gathered data and feedback from campus departments (via tools like spring survey and visits to college administration councils) in order to continue to meet their specific needs when it comes to teaching and working remotely.</li> <li>• Continued support of the 374 microphones for remote instruction and video enabled classrooms.</li> <li>• Identified other uses to capitalize on video-enabled classrooms (proposal submitted to enhance Student Success Center)</li> <li>• Surveyed “hyflex” instructors and tailored new support models to meet their needs (pilot project - in-person video-enabled classroom technology assistants “TAs”).</li> <li>• Continued to develop on-demand instructional technology training and support materials in stand-alone Canvas courses and available through LTC Blog posts.</li> <li>• Supported overhaul of ICIT Services Pages to direct users to campus technology resources (aligned with ServiceNow categorization)</li> <li>• Implemented monthly Campus Announcement email digest to inform instructors of training resources, workshop opportunities, and other important updates</li> </ul>
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>• Created a Remote Resources Website for working, teaching and learning.</li> <li>• Purchased and delivered 374 microphones to UW-W faculty and instructional staff for classroom instruction. These microphones were used by instructors to teach students who were learning remotely through Webex as well as create asynchronous sessions for later student use.</li> <li>• Provide support and training for essential communication-based tools such as Webex Meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>Added Webex Meeting Kits to the hardware checkout program (AV Checkouts). These kits provide microphones and a web cam which is necessary for participation during a Webex Meeting.</li> </ul>
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>Continued support of the 374 microphones for remote instruction and video enabled classrooms.</li> <li>Identify other uses to leverage the new video-enabled classrooms.</li> <li>Continue to provide training and workshops that focus on HyFlex and remote teaching and learning methods.</li> <li>Gather data and feedback from campus departments in order to continue to meet their specific needs when it comes to teaching and working remotely.</li> <li>Look at additional ways to optimize the Remote Resources Website to make it as effective as possible.</li> </ul>

## II. RESEARCH SUPPORT

TIMEFRAME: COMPLETION 2021-2022

1. Develop a process to address technology needs for faculty research.

<b>Initial Timeframe:</b> Added in 2014	<b>Source:</b> ICIT, Psychology
<b>2021 Status:</b> Abandoned	<b>Timeframe:</b> Complete in 2021
<b>2021 Notes:</b>	Process was developed by Dr. Vick and Mary Acuna, recommendation was accepted by the Provost Office, but not by ORSP.
<b>2021 Plans:</b>	Recommend the process for identifying grants that require technology support, assessing feasibility and determining funding before grants are submitted. Transition to the newly launched cloud-native Cayuse research platform with a set of connected apps that cover the complete research lifecycle to manage UW-W research portfolio.
<b>2018 Plans:</b>	By working collaboratively with the Deans and ORSP develop a process to enhance support for faculty research initiatives that involve interaction with campus technology infrastructure. This will include: <ol style="list-style-type: none"> <li>a) Early consultation to assess technical feasibility before a commitment is made and specific technology is selected. This is also important for research initiatives discussed during the faculty recruitment process.</li> <li>b) Assist in determining research initiative funding by identifying and providing total cost of deploying/using certain technology, including the associated cost of resources for deployment and ongoing support.</li> </ol>
<b>2016 Notes:</b>	Distributed academic survey in spring of 2016 to faculty and instructional staff. Survey results indicate instructor collaboration takes place both inside and outside of UW-Whitewater. Supporting the technological needs of faculty and research staff is an ongoing process. New projects that support specific areas of research will be included in the current, and future, iterations of the IT strategic plan in an effort to take a more granular focus.
<b>2015 Plans:</b>	Work with Academic leadership to develop a process to ensure adequate planning for research-enabling technology in advance of onboarding newly hired faculty
<b>2016 Plans:</b>	This multi-faceted project has two areas of focus: the development of teaching and learning projects and the process for developing adequate research-enabling technology.

	<ul style="list-style-type: none"> <li>● Develop and distribute survey to academic staff, including research staff, to ensure their training and technological needs are met. Explore the development of a process to assist instructional staff with developing scholarship of teaching and learning projects around implementing learning technologies in their class.</li> <li>● Partner with the new Director of ORSP and academic leaders to develop a process to ensure adequate planning for research-enabling technology in advance of onboarding newly hired faculty and/or grant-seeking opportunities. Utilize survey instrument to assist with process development</li> </ul>
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2. Support a variety of cybersecurity grants and initiatives.

<b>Initial Timeframe:</b> Added in 2020	<b>Source:</b> ICIT
<b>2021 Status:</b> In progress	<b>Timeframe:</b>

<b>2021 Notes:</b>	In 2021 the need was addressed by a virtual range.
<b>2022 Plans:</b>	Review the need for a physical range. Implement 2021 plans if needed
<b>2020 Notes:</b>	Provided initial consultation, discussed capabilities, developed approach and a high-level plan.
<b>2021 Plans:</b>	Develop and deploy necessary infrastructure to support a cybersecurity practice range and other commitments of the grants. This includes a variety of Cisco equipment and dedicated local area network.

### III. STUDENT SUCCESS & ENGAGEMENT

TIMEFRAME: COMPLETION 2021-2022

1. Enable mobile apps for student services.

<b>Initial Timeframe:</b> Added in 2014	<b>Source:</b> Financial Aid
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	Finalizing implementation of campus safety button. Determined that Involvio functionality is not a good fit to replace event calendar
<b>2022: Plans</b>	Continue service of the Involvio app until July 2023. Create mobile toolkit. Investigate to what extent Webex and Socio functionality would replace Involvio functionality and meet the need of student engagement.
<b>2020 Notes:</b>	Launched guide features for multi-day events, remote SOAR sessions, COVID reporting, Voter guide/resources, space reservations (for Warhawk Alley and study spaces). Increased use of notifications and rolled out to a several units. Mobile friendly version of Fluid was implemented in June of 2020.
<b>2021: Plans</b>	Incorporate additional features such as a campus safety button, and desktop event calendar. Consider opt-in attendance tracking functionality.
<b>2019 Notes:</b>	Full roll out of the UW-Whitewater App (Involvio) to all audiences Fall 2019.
<b>2020 Plans:</b>	Incorporate the guides feature of the app into campus multi-day events. Launch opt-in attendance feature. Continue to partner with Involvio on additional features such as the campus safety button, desktop event calendar, etc. Provide technical support for the setup and launch of the EAB Navigate (student advising) App. <ul style="list-style-type: none"> <li>● Provide data extract from WINS</li> </ul>

	<ul style="list-style-type: none"> <li>• Site validation review completed in 2019</li> <li>• Set up single-sign on</li> <li>• Manage calendar sync with Exchange.</li> </ul>
<b>2018 Notes:</b>	Partnered with Involvio to create the UW-Whitewater App. Launched the application to the App store and google play. Piloted the app with a small set of students.
<b>2019 Plans:</b>	Complete rollout of the UW-W app to all Freshman students.
<b>2017 Notes:</b>	Investigated Involvio as a tool for students to engage students from orientation to graduation, using their mobile device to interact with staff (e.g., instructors, advisors, RAs, financial aid advisors, etc.), peers (e.g., student organizations), campus events (e.g., Boxes and Walls), and tasks (e.g., course assignments that may be due) that may support their success.
<b>2018 Plans:</b>	Gain a better understanding regarding how Involvio can be leveraged to support student success, determine a possible phased rollout plan.
<b>2016 Notes:</b>	Deployed WINS mobile for Android devices in spring 2016. The Android version of WINS Mobile had 911 downloads in 2016 (iOS version had 2,780 downloads in 2016). In total, WINS mobile has more than 5,000 total downloads since its launch in late 2015.
<b>2015 Notes:</b>	Piloted WINS Mobile for iOS devices in over summer with select group of students. Rolled out campus-wide to iOS users during fall term. Extremely successful launch with more than 1,500 downloads in the first two months.
<b>2016 Plans:</b>	Android deployment expected for spring of 2016. Future phases beyond original scope are being explored to include additional functionality for Financial Aid, Student Financials, and Admissions.
<b>2014 Notes:</b>	Explored the feasibility of implementing these applications: To Do List, Class Schedule, Class Search, Enrollment; Grades, Student Financials, Financial Aid Awards, and Holds.
<b>2015 Plans:</b>	Begin implementation of WINS apps for student access.

2. Enable various units on campus to communicate with students via text.  
 a. Enable students to access police services via text.

<b>Initial Timeframe:</b> Added in 2014	<b>Source:</b> Campus Police
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	“Safety Button” within the UW-W App was tested and ready for deployment.
<b>2022 Plans:</b>	Test Informacast desktop app with Dispatch. Campus rollout of the Safety Button Assess feasibility of transitioning from Involvio to Informacast mobile app.
<b>2020 Notes:</b>	Implemented emergency text notifications for UW-W employees, students and family members. Worked with Involvio to implement the “Safety Button”.
<b>2021 Plans:</b>	In collaboration with Whitewater Student Government and Police Services, implement a “Safety Button” within the UW-W App. Promote Safety Folder resources for police notification of hazards.
<b>2019 Notes:</b>	Full roll out of the UW-Whitewater App (Involvio) to all audiences Fall 2019 with the capability of campus departments to send push notifications to students.
<b>2020 Plans:</b>	Work with departments to develop communication plans and to enable them to use the app.
<b>2017 Notes:</b>	On hold at this time.
<b>2017 Plans:</b>	Review the overall campus need for this service.

<b>2016 Plans:</b>	Identify specific use cases when it is desirable for students to access police services via text. Review available solutions, provide recommendations.
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3. Improve internal processes/functionality for student-facing departments.

a. Improve Scholarship Processing for Admissions' Office.

<b>Initial Timeframe:</b> Added in 2020	<b>Source:</b> Admissions, Advising.
<b>2021 Status:</b> Complete	
<b>2021 Notes:</b>	Completed phases 3 and 4 as planned.
<b>2020 Notes:</b>	<p>This project was created to help streamline the scholarship processing procedure within the Student Information System (WINS).</p> <p>Completed Phases 1 and 2 of this project:</p> <ul style="list-style-type: none"> <li>● New functionality and customizations of existing scholarship functionality to help admissions track their scholarships and review candidates.</li> <li>● Student Self-Service: New fluid objects used by students to view/accept/reject offers.</li> </ul>
<b>2021 Plans:</b>	<p>Complete phases 3 and 4:</p> <ul style="list-style-type: none"> <li>● Batch Awarding -New batch process to create offers for qualified candidates. COMPLETE</li> <li>● Add additional functionality for financial aid integration. Replaced the existing WWALSCH1.SQR with a new process that uses pop select and app engine to load awarding data from admissions or financial aid into the UW-W custom scholarship awarding tables. COMPLETE</li> </ul>

b. Upgrade Courses.uww.edu

<b>Initial Timeframe:</b> Added in 2020	<b>Source:</b> Registrar
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	Continued programming of new courses.uww.edu application.
<b>2022 Plans:</b>	Re-access approach in light of the new .NET framework and other priorities. Provide recommendations.
<b>2021 Plans:</b>	Courses.uww.edu is a public .NET application where faculty upload their syllabi to allow students to view course information in an easily searchable format. The current iteration of this app is out of date and needs to be upgraded. The .NET application database servers will be upgraded, along with the front-end to create a more streamlined and user-friendly experience.

4. Improve aspects of the UW-W website to help increase student recruitment.

a. Update academic department websites and program pages.

<b>Initial Timeframe:</b> Added in 2019	<b>Source:</b> Admissions, Advising.
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	<p>Launched new RNL SEO optimized templates:</p> <ul style="list-style-type: none"> <li>● CoAC</li> <li>● CoEPS</li> <li>● Rock</li> <li>● Scholarship</li> <li>● Housing</li> </ul>
<b>2022 Plans:</b>	<p>Launch remaining RNL SEO optimized templates:</p> <ul style="list-style-type: none"> <li>● CoLS</li> <li>● CoBE</li> </ul>

<b>2020 Notes:</b>	Launched new admissions page with the RNL SEO optimized templates. Developed content for CoAC program pages including: <ul style="list-style-type: none"> <li>● Media Arts and Game Development</li> <li>● Art and Design</li> <li>● Music</li> <li>● Theatre/Dance</li> <li>● Communication - Public Relations</li> <li>● Communication - Electronic Media</li> <li>● Communication - Corporate and Health Communication</li> <li>● Journalism</li> </ul>
<b>2021 Plans:</b>	Finalize changes to College of Arts and Communication academic programs pages. Develop content for program pages in College of Education and Professional Studies <ul style="list-style-type: none"> <li>● Communication Sciences and Disorders</li> <li>● Early Childhood Education</li> <li>● Early Child Care and Education (non-license)</li> <li>● ECE4U (online/hybrid on Early Childhood Education)</li> <li>● Elementary Education/Middle Childhood Through Early Adolescence</li> <li>● Early Adolescence through Adolescence (Middle/Secondary)</li> <li>● Early Childhood Through Adolescence (All Ages)</li> <li>● ESL/Bilingual Education</li> <li>● Special Education</li> <li>● Physical Education - Health and Human Performance and Licensure</li> </ul>
<b>2019 Notes:</b>	Working with SEO consultant, Ruffalo Noel Levitz, identify current strengths and weaknesses regarding student recruitment and retention. Began working on SEO optimization for Admissions website.
<b>2020 Plans:</b>	Complete final version of new look Admissions website.

b. Created an updated Online Degree Website

<b>Initial Timeframe:</b> Added in 2020	<b>Source:</b> Graduate Studies
<b>2021 Status:</b> Complete	
<b>2021 Notes:</b>	Completed and launched Landing Pages
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>● College of Business and Economics engaged Shine United to develop targeted content and a new website template to improve marketing of on-line programs.</li> <li>● ICIT Web team, working with AMA students delivered the first phase of the redesigned website, in the spring of 2020.</li> </ul>
<b>2021 Plans:</b>	Complete phase 2. Collaborate with CoBE to implement the landing pages.

5. Improve campus environments to help support student life and engagement including recreation, employment, and revenue generation.

a. Building a new inclusive and accessible gaming computer lab in Wells East.

<b>Initial Timeframe:</b> Added in 2020	<b>Source:</b> Student Affairs
<b>2021 Status:</b> ICIT involvement is completed	
<b>2021 Notes:</b>	Computers purchased and delivered While the e-sports software did not pass security review, it was determined that the risk is minimal, and a risk acceptance form was to be submitted to UWS OIS. Student Affairs staff will be implementing the program
<b>2021 Plans:</b>	Purchasing 12 computers, monitors and peripherals to create a new gaming computer lab for the UW-W E-Sports Program.

6. Configure a solution such as Dynamic Lab Maps to enable students to see how many computers are available in a lab as well as the software available on each computer.

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> New	<b>Timeframe:</b> Complete in 2022
<b>2022 Plans:</b>	<p>Reimplement the Sassafras Keyserver software on a dedicated server and implement additional tools such as Dynamic Lab Maps including available software. This technology allows students to see how many computers are available in a lab as well as the software available on each computer. This information is updated dynamically which requires less IT involvement for maintenance.</p> <p>Lab maps allow students to make the best decision on where to do lab work while maintaining a higher level of safety and security by understanding the current lab usage.</p>

7. Video enable tutoring

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> New	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	ICIT staff met with Campus Tutorial Services staff and determined that there is a significant need for better technology to enable effective hybrid tutoring services. ICIT created a funding proposal “Student Success Center – Video-Enabled Classrooms,” which was reviewed and approved by the Student Success Center and Provost Chenoweth.
<b>2022 Plans:</b>	<p>The funding request will be submitted to the UW-Whitewater Foundation in early February 2022. If funding is granted:</p> <ol style="list-style-type: none"> <li>1. ICIT will create a formal budget request for technology devices, staff costs, and infrastructure costs (FP&amp;M).</li> <li>2. After funding is received, ICIT will purchase technology, schedule installation, and train the Student Success Center on how to use it.</li> </ol> <p>In the interim, LTC staff will train tutors on how to use webcams and classroom computers to facilitate hybrid tutoring more effectively than the current method in the interim.</p>

8. Chatbot evaluation / feasibility

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b>
<b>2021 Status:</b> New	<b>Timeframe:</b>
<b>2021 Notes:</b>	Identified a variety of solutions that may meet the need, conducted product comparison, presented findings to the Provost Office.
<b>2022 Plans:</b>	Assess viability as one of the Strategic Enrollment Management initiatives. Provide recommendations.

## ONGOING

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1. Prepare incoming students to understand and effectively use technology at UW-Whitewater.

<b>Initial Timeframe:</b> Initiated 2009 <b>2021 Status:</b> Closed	<b>Source(s):</b> Carried from 2008-2013 ITSP, Matt Aschenbrener-AVC of Enrollment and Retention
<b>2021 Notes:</b>	ICIT conducted a focus group to gather more information on the needs of underrepresented students. Based on their feedback and recommendations, updated modules within TechQuest. Ongoing review/maintenance of TechQuest performed in collaboration with SMEs.
<b>2020 Notes:</b>	Reviewed TechQuest and updated necessary training items. Looked at a potential UW-Rock specific TechQuest option.
<b>2021 Plans:</b>	To help improve the access to technology resources for underrepresented students, ICIT will conduct focus groups to address these students' specific needs.
<b>2019 Notes:</b>	TechQuest will be an ongoing course hosted in Canvas.
<b>2018 Notes:</b>	Continued to offer TechQuest and transferred the offering to Canvas, working with content subject matter experts to update the course site as necessary.
<b>2019 Plans:</b>	Continue to offer TechQuest and review the content with SMEs and student workers to ensure quality.
<b>2017 Notes:</b>	Offered TechQuest, as a part of an overall training strategy, to new freshmen and transfer students
<b>2018 Plans:</b>	Continue to offer TechQuest, revisiting needs to ensure training design.
<b>2016 Notes:</b>	Conducted student focus groups in Spring of 2016 to distill challenges facing UWW students and to assess their overall needs.
<b>2017 Plans</b>	Will distill focus group results to implement improvements as needed. Will re-evaluate Tech Quest to ensure objectives align with student needs
<b>2015 Notes:</b>	Added starter guides, new videos, new quizzes and additional security-related information to TechQuest, in enhance effectiveness of technology training for incoming students.
<b>2016 Plans:</b>	Review TechQuest evaluation data from students. Create and implement a continuous improvement plan for making updates to TechQuest.
<b>2014 Notes:</b>	Deployed Lynda.com – a unified knowledge base of short training videos - to promote understanding of basic technology skills for students and provide self-service resolutions related to commonly used technologies. Posted documentation related to using common campus technologies – such as E-portfolios, email, and Google Apps for Education – and posted to new ICIT website. Developed and deployed student IT training program focusing on four tracks: customer service, professional ethics, network desktop support, Excel, Jabber, Google Apps for Education, and SPSS.
<b>2015 Plans:</b>	Assess needs and deploy additional training module for IT students focusing on Adobe and other in-demand technologies. Explore if increasing promotion of Lynda.com is needed. Provide continuous updates to documentation related to technology commonly used by students. Identify frequently used processes, develop user-friendly front-end to requests for service by Help Desk.
<b>2013 Plans:</b>	Develop TechQuest modules for targeted student constituencies (i.e. online students, grad students, non-traditional students, upper classmen, veterans).
<b>2011 Notes:</b>	Working with Advising and FYE, created enhanced student orientation program, TechQuest, using D2L. Launched successfully in fall 2011. Presented technology overview to parents of new students at PIP events.

<b>2012 Plans:</b>	Deploy select TechQuest modules to targeted student constituencies (i.e. online students, grad students, non-traditional students, upper classmen, and veterans).
<b>2010 Notes:</b>	Developed D2L online student tutorials and documentation.
<b>2009 Notes:</b>	Developed and delivered learning analytics for transfer student orientation. Developed an enhanced program for freshman orientation, including ICIT training of Hawksquad staff for PIP, presentation to 1,800 freshmen, and creation of an online repository of web-based materials for student reference.

## IV. ORGANIZATIONAL EFFECTIVENESS

*"Automate campus-wide processes with introduction of workflow routing capabilities." – Jeff Arnold, Vice Chancellor of Administrative Affairs*

TIMEFRAME: COMPLETION 2021-2022

1. Provide stronger safeguards over confidential and PII data, such as second level authentication.

<b>Initial Timeframe:</b> Added in 2017	<b>Source:</b> ICT
<b>2021 Status:</b> Completed	
<b>2021 Notes:</b>	Applications completed in 2021 include: <ul style="list-style-type: none"> <li>• Transitioning Athletics from SIMS to SportsWare OnLine.</li> <li>• Transitioning Police body cam system from Prima Facie to HALO</li> </ul>
<b>2020 Notes:</b>	Applications completed in 2020 include: <ul style="list-style-type: none"> <li>• Ungerboeck – Camps and Conferences</li> <li>• WorkBright – Campus and Conferences</li> <li>• ImPACT – Athletics</li> <li>• JumpForward - Athletics</li> </ul>
<b>2021 Plans:</b>	Implement MFA for Police Prima Facie applications.
<b>2020 Plans:</b>	Implement MFA and develop compensation controls for remaining 9 applications.
<b>2019 Notes:</b>	MFA has been implemented on 9 out of 18 applications that required MFA.
<b>2018 Notes:</b>	Inventory of all the applications used at UWU was done, classifying the type of data they work with according to UW System policies. Single Sign On was added to some of them as well as Multifactor authentication. Mitigation controls were applied to applications that could not implement those security measures natively. A new software request form was implemented to capture all new applications and keep inventory up to date.
<b>2019 Plans:</b>	Implement SSO, MFA or mitigation controls to the remaining applications.
<b>2017 Notes:</b>	Reached out to all campus departments to identify applications and systems that may contain high and medium risk data according to UWSA Data Classification policy.
<b>2018 Plans:</b>	Compile collected data, conduct risk analysis and prioritize systems based on risk. Develop and implement mitigating controls for top high-risk systems.

2. Plan and implement policies and technologies to provide data archiving and e-discovery services for all user files and appropriate application data.

<b>Initial Timeframe:</b> Initiated in 2011	<b>Source:</b> Carried from 2008-2013 ITSP
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	Automated access removal for shared storage drives during the off-boarding process. Updated process to provide electronic data archive for key executives to Archives for archiving.
<b>2021 Plan:</b>	Explore ServiceNow APIs and process automation capabilities to automate some off-boarding processes.
<b>2013 Notes:</b>	Manual process for collecting outgoing archives on supervisory request implemented. Design for automated system is complete. Negotiated advanced e-discovery search and retention capabilities into Microsoft license renewal.
<b>2014 Plans:</b>	Implement automated archiving and advanced e-discovery retention through the Identity Management Lifecycle project.
<b>2012 Notes:</b>	Policies and requirements for data archiving for outgoing employees have been identified.
<b>2011 Notes:</b>	Defined a process for capturing and archiving records of key executives leaving campus.
<b>2012 Plans:</b>	Implement an electronic request workflow using our existing iConnect framework to handle data archiving for outgoing employees.
<b>2009 Notes:</b>	Implemented automated archiving strategy for Novell storage that migrated files not accessed within six months to archive storage.

3. Need electronic storage for contracts – document management system.

<b>Initial Timeframe:</b> Added in 2014	<b>Source:</b> Administrative Affairs
<b>2021 Status:</b> On Hold	<b>Timeframe:</b>
<b>2021 Plans:</b>	Review purchase plan for new auxiliary systems software (RevenueVision) with regards to contract management and tracking. Purchase and implement new software for UW-W auxiliary systems.
<b>2015 Notes:</b>	Outlined goals, scope, necessary resources and action items with the intent to make publicly available to campus office and departments for review of past agreements.
<b>2016 Plans:</b>	Coordinate with tech purchasing to understand full need and define scope. Design system to align with campus Technology Purchasing & Acquisition policy. Create formal for governance group to guide system-related decisions and develop a charter.
<b>2014 Notes:</b>	A kickoff meeting was held.
<b>2015 Plans:</b>	Develop a charter to understand goals, scope, resources needed, and an implementation schedule.

4. Develop campus capacity and expertise for financial and HR on-demand (ad hoc) and standard reporting to support decision-making, business intelligence and analytics.

<b>Initial Timeframe:</b> Added in 2014	<b>Source:</b> Administrative Affairs
<b>2021 Status:</b> On Hold	<b>Timeframe:</b>
<b>2019 Notes:</b>	Assisted Budget Office with remote access to OBIEE environment. Made attempts to analyze Financial and HR data needs
<b>2020 Plans:</b>	Explore Tableau as a tool for Financial and HR queries.

<b>2018 Notes:</b>	New subject areas were created in OBIEE for the budget office to develop own reports.
<b>2019 Plans:</b>	Keep on extending the usage of OBIEE, implementing a data warehouse.
<b>2016 Notes:</b>	Completed budget office staff training in the use of queries developed by UW-Platteville in BI tool for HRS data.
<b>2017 Plans:</b>	HRS EPM will be converted to use OBIEE product, including the common query library. HR and Budget staff will be trained to use it.
<b>2015 Notes:</b>	Completed evaluation and prototyping of BI tool hosted at UW-Platteville. Obtained security clearance.
<b>2016 Plans:</b>	Complete staff training in the use of HRS and SFS data. Rollout the Business Intelligence tool access to other campus stakeholders of financial data.
<b>2014 Notes:</b>	Began conversation with UW-Platteville about potential collaboration in the area of SFS and HRS reporting and Business Intelligence.
<b>2015 Plans:</b>	Evaluate collaboration opportunities with. Develop plan-based outcomes of this collaboration.

## 5. Explore new Calendar tool

<b>Initial Timeframe:</b> Initiate in 2018	<b>Source:</b> 2018-2022 Strategic Plan
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	Determined Involvio and Socio will not be a good fit as our new calendar application.
<b>2022 Plans:</b>	Exploring the possibility of creating a WordPress site at blogs.uww.edu/events with a calendar plug-in to accomplish the new calendar application.
<b>2021 Plans:</b>	Involvio is targeting completion in spring of 2021. Campus training and adoption is targeted for summer 2021 with a full rollout in Fall of 2021.
<b>2019 Notes:</b>	Waiting on Involvio to roll out their Desktop version of the calendar.
<b>2018 Notes:</b>	While partnering with Involvio, we discovered they may be coming out with a possible calendar solution. This solution would be beneficial as to not have to acquire another tool.
<b>2019 Plans:</b>	On Hold until further development from Involvio.
<b>2018 Plans:</b>	Explore new calendar tools that would have a more visual display with integration points to add to communication tools.

## 6. UW-System Restructuring Initiative

<b>Initial Timeframe:</b> Initiated in 2018	<b>Source:</b> 2018-2022 Strategic Plan
<b>2021 Status:</b> Completed	
<b>2021 Notes:</b>	Consolidated network ports after a full semester of on-campus instruction. Removed 6 48-port switches and 1 24-port switch saving Rock campus over \$50,000.
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>• Conducted room-by-room inventory for equipment and IT assets.</li> <li>• Installed new network switches. Locate and transitioned all UW-Rock devices to the new switches, deactivated all inactive network ports.</li> <li>• Transitioned HVAC to UW-W network.</li> <li>• Develop a new support model for UW-Rock campus.</li> </ul>
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>• Transition VoIP to UW-W.</li> <li>• Complete AV inventory and E-Waste clean up.</li> </ul>
<b>2019 Notes:</b>	<p>Completed the SIS merging of UW-Rock student to UW-W lifecycle.      Completed fiber path to UW-Rock.      Completed several IT Service related migrations:</p> <ul style="list-style-type: none"> <li>• Computer and printing migration</li> <li>• D2L to Canvas migration</li> </ul>

	<ul style="list-style-type: none"> <li>• UW Rock students added to emergency notifications process.</li> <li>• Emails accounts and storage transitioned to UW-W ecosystem.</li> <li>• Software Contracts/Licensing merged into UWW contracts</li> <li>• Help Desk support transitioned to UWW.</li> <li>• Hired IT Support Technician for UW-Rock County location</li> <li>• Network Management transitioned to UW-W</li> <li>• Replaced obsolete Wi-Fi equipment, merged into UWW system</li> <li>• Acquired network edge equipment to replace obsolete UW Rock network</li> </ul>
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## 7. Building Address Change

<b>Initial Timeframe:</b> Initiate in 2020	<b>Source:</b> 2018-2022 Strategic Plan
<b>2021 Status:</b> Completed	
<b>2021 Notes:</b>	Identified all Centrex (analog) phones that needed to be addressed. Worked with AT&T to change information in their database. There are still some outstanding areas left such as elevator phones for AT&T to process.
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>• Identify all Centrex (analog) phones that need to be addressed.</li> <li>• Work with AT&amp;T to change information in their database.</li> <li>• AT&amp;T may change demarcation points.</li> <li>• Modify VoIP call manager information.</li> </ul>
<b>2019 Notes:</b>	Started to identify all areas within IT that will be affected by the address change project. Creating project plan and will begin in 2020.
<b>2020 Plans:</b>	<p>Website plans:</p> <ul style="list-style-type: none"> <li>• Audit the website to find all instances of building addresses and update them.</li> <li>• Remove current interactive map and transfer to Google Maps instead.</li> </ul> <p>VoIP Plans:</p> <ul style="list-style-type: none"> <li>• Work with AT&amp;T to change their database.</li> <li>• Change information in the UW-W Call Manager.</li> <li>• Complete analog work orders including elevators, fax machines, etc.</li> </ul>

## 8. Discovery Project to replace Hyperion

<b>Initial Timeframe:</b> Initiate in 2020	<b>Source:</b> 2018-2022 Strategic Plan
<b>2021 Status:</b> Completed	
<b>2021 Notes:</b>	The discovery project has been completed, Tableau Desktop was chosen as a replacement. This product required remediation since it was not natively supporting MFA. ICIT is in the process of deploying a computer-based MFA access.
<b>2020 Notes:</b>	<p>Hyperion is a business intelligence tool that has been out of support for over 2 years but is still being used by several business departments on campus. The intent of the project is to identify departments that use it, and specific uses, and to find a suitable replacement.</p> <ul style="list-style-type: none"> <li>• Identified all current uses on campus (4 depts, 8 individuals)</li> <li>• Identified replacement tools for one individual (Philanthropy)</li> </ul>
<b>2021 Plans:</b>	<p>Complete the discovery project.</p> <p>Work with the three remaining departments to assess whether / how their unique needs can be met with a combination of tools and software already adopted / used on campus.</p> <p>If no solution exists on campus, consult with others in the UW System.</p> <p>If no acceptable solution exists within the UW System, pursue the request for proposal (RFP) process to identify a suitable software on the market.</p>

9. Evaluate Nelnet as alternative to TouchNet, implement if selected

<b>Initial Timeframe:</b> Initiate in 2021	<b>Source:</b> Interim VC for Adm Aff., Student Financials
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	<p>Provided Security assessment of Nelnet solution  Original target to complete transition from TouchNet to Nelnet: December 2021,  Original estimate of IT resources: 60-90 hrs, medium size project  The initiative evolved into a large (over 365 IT hrs) project that required several IT teams. The project involved:</p> <ul style="list-style-type: none"> <li>● Student Payments: Peoplesoft Connector: Modified delivered Peoplecode, update permissions, row level security for users</li> <li>● Set up single sign-on</li> <li>● Refunds Integration: Reverse engineered functional requirements <ul style="list-style-type: none"> <li>○ Candidate XML File</li> <li>○ Refunds Response File</li> </ul> </li> <li>● Student Billing/eBill Setup: Reverse engineered functional requirements <ul style="list-style-type: none"> <li>○ Build bill file from ERP/Student system – WINS</li> <li>○ Bill file transmission via SFTP</li> </ul> </li> <li>● Cashiering: Set up workstations for testing  QuickPay, Refunds and student billing components were deployed right before the end of the year. Cashiering is postponed until January 2022</li> </ul>
<b>2022 Plans:</b>	Work with Nelnet to update workstation client to the supported configuration Complete Cashiering client deploy
<b>2021 Plans:</b>	Review Nelnet as a possible cost-reducing replacement for TouchNet.

10. Conduct an RFP for event ticketing software for in-person and online event sales.

<b>Initial Timeframe:</b> Initiate in 2021	<b>Source:</b> UC
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	Participated in several meetings to identify functional needs and develop a set of requirements for RFP
<b>2022 Plans:</b>	Continue to support functional areas in this process

11. Explore printer consolidation and HP print management for office printing

<b>Initial Timeframe:</b> Added in 2020	<b>Source:</b> ICIT
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2022 Plans:</b>	<ul style="list-style-type: none"> <li>● Focus on reducing the number of print queues. Pilot one campus “follow-me” queue. Engage with the University Health Services and College of Letters and Sciences to begin transitioning to department follow-me queues.</li> <li>● Utilize Papercut Print Deploy for deployment of printers. Microsoft September/October 2021 patches by default block driver installs via network queues. Print Deploy will allow us to disable driver installs via network queues per Microsoft best practices to preclude Print vulnerabilities</li> </ul>
<b>2021 Notes:</b>	Focused on ensuring that devices are well positioned for a transition to a centrally managed system by improving security posture (disabling unnecessary protocols and upgrading firmware to the latest supported version).
<b>2021 Plans:</b>	Explore feasibility of consolidating printers located in individual offices. Conduct a cost comparison between continuing to support office printing locally vs expanding HP print management contract to include office printing.

12. Revise project intake and prioritization Process

<b>Initial Timeframe:</b> Added in 2022 <b>2021 Status:</b> New	<b>Source:</b> ICIT <b>Timeframe:</b> Complete in 2022
<b>2022 Plans:</b>	<p>Review existing project intake and prioritization process, identify gaps.</p> <p>Develop a new process that will improve:</p> <ul style="list-style-type: none"> <li>- project scoping and time estimation (understanding all technical requirements and resources upfront)</li> <li>- assessment of customer and technology 25readiness</li> <li>- clarity of prioritization process timeline</li> <li>- feedback from Exec Tier on project priorities</li> </ul>

13. E-access automation proposal

<b>Initial Timeframe:</b> Added in 2021 <b>2021 Status:</b> New	<b>Source:</b> ICIT <b>Timeframe:</b> Complete in 2023
<b>2021 Notes:</b>	<p>Took over responsibilities for providing and removing E-access all academic and administrative buildings (excluding Housing).</p> <p>Perform appropriate access deprovisioning</p> <ul style="list-style-type: none"> <li>▪ Removed all expired access</li> <li>▪ Removed all access tied to employees that are no longer with UWW and have not accessed a door in several months</li> <li>▪ Removed direct access where user has access to the same door through a group they are tied to</li> </ul> <p>Improved E-tracking</p> <ul style="list-style-type: none"> <li>▪ Worked with buildings managers to identify existing group or new group to put in remaining access</li> <li>▪ Created spreadsheet for each building showing remaining access</li> </ul> <p>Analyzed existing processes, made recommendations for improvement/automation</p>
<b>2022 Plans:</b>	Select tasks for process automation, develop and implement solutions.

14. Fluid for WINS Back Office Functions (RO, ADM, FS, FA, Academic Depts)

<b>Initial Timeframe:</b> Added in 2021 <b>2021 Status:</b> In Progress	<b>Source:</b> ICIT <b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	Proof of Concept for RO complete in DEV
<b>2022 Plans:</b>	Create Personalized Navigation Bars for each dept. Transition at the time of the WINS upgrade

15. Analog to Digital Conversion of Credit Card Devices

<b>Initial Timeframe:</b> Added in 2021 <b>2021 Status:</b> In Progress	<b>Source:</b> Bookstore, Parking Services <b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	<p>Completed for Parking Services. Deliverables include:</p> <ul style="list-style-type: none"> <li>● Point to Point Encryption (P2PE)</li> <li>● Partnered with Bluefin for PCI-validated P2PE devices</li> <li>● Integration with EDC AIMS Parking Management Software (<b>Waiting on customer</b>)</li> </ul>

	<ul style="list-style-type: none"> <li>● Network Segmentation</li> </ul>
<b>2022 Plans:</b>	Planned for Bookstore. Deliverables include: <ul style="list-style-type: none"> <li>● Point to Point Encryption (P2PE)</li> <li>● Working with FreedomPay for PCI-validated P2PE devices</li> <li>● Integration with PrismRBS Software</li> <li>● Network Segmentation</li> </ul>

## V. RELIABLE TECHNOLOGY & CUSTOMER-FOCUSED SERVICES

*"Maintain state-of-the-art technology infrastructure to position the campus for future growth." – Jeff Arnold, Vice Chancellor of Administrative Affairs*

TIMEFRAME: COMPLETION 2020-2021

1. Formalize best practices for workstation management and incorporate them in UW-Whitewater workstation architecture. This includes:
  - a. Develop an appropriate strategy for workstations rights management.

<b>Initial Timeframe:</b>	Added in 2009	<b>Source:</b>	Carried from 2008-2013 ITSP
<b>2021 Status:</b>	Completed		
<b>2021 Notes:</b>	84% of administrative privileges instances were removed. Process established for enabling users to update / install software that is not available as self-service (installed by ICIT thru remote access to computer, or enable admin rights for a short time). Practice Directive approved by the Campus leadership to review retention of administrative privileges on individual basis.		
<b>2020 Notes:</b>	Working with campus departments to identify and document the needs for retaining local administrative rights. <ul style="list-style-type: none"> <li>● Non-instructional staff and student employee workstations were completed in the Summer of 2020.</li> <li>● Instructional staff and faculty completed in the Fall of 2020.</li> </ul>		
<b>2021 Plans:</b>	Complete administrative rights access removal process.		
<b>2019 Notes:</b>	Began project to remove local administrative rights access from workstations computers that may have applications with high-risk data.		
<b>2020 Plans:</b>	Complete project to remove local administrative rights access from workstations running applications with access to high risk data. Other classifications are the remainder of administrative workstations, and Academic workstations which will be addressed once the devices running applications with access to high risk data are complete.		
<b>2017 Notes:</b>	Defined rights for labs/classroom computers.		
<b>2018 Plan:</b>	Develop strategy for faculty/staff computers.		
<b>2016 Plan</b>	Define policies and guidelines for enabling workstation administrative rights.		
<b>2014 Notes:</b>	Removed 97% of Windows XP computers from the environment by upgrading to Windows 7, replacing with new computers where upgrades were not possible, and surplus unneeded equipment. 3% (~15 computers) have limited rights and will be decommissioned in 2015.		
<b>2015 Plans:</b>	Develop plan for managing administrative computer rights for faculty and staff. Reduce use of administrative rights on workstations in sensitive areas. Define policies and guidelines for enabling workstation admin rights.		
<b>2013 Plans:</b>	Review end user rights to determine if reducing user rights on workstations would improve security without compromising essential functionality.		
<b>2011 Notes:</b>	Identified need for a Tier 3 workstation engineering position to define standards for workstations, laptops and mobile devices.		

<b>2012 Plans:</b>	Allocate Workstation engineering responsibilities to Tier 3, including plan to enhance security measures related to administrative access. Pilot link scanner and sensitive data search tools.
<b>2010 Notes:</b>	Enhanced security to reserve admin access for primary user only. Presented user-level access concept to appropriate governance groups. Made request to have volunteer offices serve as a pilot.
<b>2011 Plans:</b>	Initiate a pilot project; target offices where data security is important concern.
<b>2009 Notes:</b>	Limited workstation management rights on student worker's workstations.
<b>2010 Plans:</b>	Develop and execute a strategy for managing rights on faculty and staff office computers and laptops.

- b. Maintain currently supported workstation software environments.

<b>Initial Timeframe:</b> Added in 2009	<b>Source:</b> Carried from 2008-2013 ITSP
<b>2021 Status:</b> Completed	<b>Timeframe:</b>
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>Removed all out-of-support OSs from the campus environment.</li> <li>Working with academic leadership established a process to replace all outdated computers.</li> <li>Working with governance groups established a process for regular (monthly) software patching.</li> <li>Rolled out Office 2019 campus-wide</li> </ul>
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>Upgraded a few remaining Windows 7 computers to Windows 10 OS.</li> <li>Upgraded or replaced Mac computers running unsupported versions of El Capitan, Sierra and High Sierra</li> <li>Office 2019 was made available for installation via self-service for Mac and PC users in December of 2020.</li> </ul>
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>Prepare for macOS Big Sur implementation.</li> <li>Roll out Office 2019 campus-wide.</li> </ul>

2. Address Mobile Computing needs of campus community.

*(Note: The scope of this project was divided and re-organized from the previous iteration due to the continued growth of mobile computing on campus. Notes from previous years added during this iteration to illustrate previous work. This project will be transferred to "ongoing" in the 2016 iteration.)*

- a. Ensure secure access to campus resources from personal mobile devices.

<b>Initial Timeframe:</b> Start in 2011	<b>Source:</b> Carried from 2008-2013 ITSP
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2022 Plans</b>	<ul style="list-style-type: none"> <li>Implement Microsoft Cloud Management Gateway for our Microsoft Endpoint Configuration Manager instance to allow for management of devices when off campus and not connected to VPN.</li> <li>Implement a secure remote support system with a tool like Bomgar or similar. With more users working remotely we need an effective efficient way to support users securely while off campus.</li> <li>Enforce MFA on VPN connection to campus resources</li> </ul>
<b>2021 Notes</b>	<ul style="list-style-type: none"> <li>Transitioned all individuals using RDP to using Citrix Remote PC.</li> <li>Acquired additional equipment, transitioned ICIT to a state of enforcing posture checking on VPN connections.</li> <li>Migrated JAMF Pro MDM from on-prem hosting to cloud hosting. This expands our ability to manage devices when off campus. This includes</li> </ul>

	security posturing by ensuring devices are patched wherever they are.
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>• Piloted posture checking on personal devices connecting through VPN</li> <li>• Piloted Citrix Remote PC solution for individuals who require the ability to remote into their campus desktop.</li> <li>• Identified all individuals using RDP.</li> </ul>
<b>2021 Plans:</b>	Expand posture checking to VPN connected devices. Transition all individuals using RDP to using Citrix Remote PC. Enable MFA for Citrix Remote PC for those who access high risk data.
<b>2017 Notes:</b>	Ensured that all staff and faculty have secure access to UWW resources from personal mobile devices by offering VPN access free of charge. ICIT also provided instructions and included the information in the resource guide for new faculty and staff joining the campus.
<b>2016 Notes:</b>	<ul style="list-style-type: none"> <li>• Successfully transitioned more than 10,000 personal and campus-owned laptops (both Mac and PC) to Cisco Identity Service Engine (ISE) authentication system, enabling stronger network security safeguards.</li> <li>• Implemented minimum security requirement (i.e. – up-to-date antivirus) for personal devices attempting to access campus network.</li> </ul>
<b>2017 Plans:</b>	Transition wired internet connections to ISE system.
<b>2015 Notes:</b>	Successfully implemented Cisco Identity Service Engine (ISE) authentication system for iOS and Android devices. This campus-wide authentication system delivers a more secure and efficient experience for users connecting a personal device to the campus Wi-Fi network. The ISE system also delivers a simplified and secure guest access system that enables campus visitors to securely connect a personal device to the campus network on a temporary basis. Rolled out Cisco ISE wireless network management system for iOS and Android mobile devices during spring of 2015. Self-service guest access system for Wi-Fi introduced in the University Center and Library. More than 10,000 devices downloaded certificates in first 9 months of use.
<b>2016 Plans:</b>	Complete ISE system role out. Transition PC and Mac laptops, and all remaining Wi-Fi capable devices that meet campus standards, to the ISE System.
<b>2014 Notes:</b>	Explored various solutions to manage and support personal devices and campus-owned devices connected to Wi-Fi. Selected Cisco Identity Service Engine (ISE) as the enterprise solution. ISE provides a centralized management system that features a simplified guest access system and superior device authentication and management abilities.
<b>2015 Plans:</b>	Plan and execute implementation of ISE authentication system in phases. Phase one will focus on transitioning faculty/staff iOS devices. Phase two will focus on transition student-owned iOS devices, and phase three will focus on transitioning all Android devices. Review existing business drivers, such as security, access management, and application distribution. Evaluate solution in light of the drives, provide recommendations.
<b>2013 Notes:</b>	Experimented with the Mobile Device Management process and provided recommendations for the phase 1.
<b>2014 Plans:</b>	Explore potential solutions for mobile device management. Choose vendor that best meets campus needs.
<b>2013 Plans:</b>	Experiment with Mobile Device Management, provide recommendations

3. Evaluate and redesign IT processes based on campus needs and ITIL guidelines.

<b>Initial Timeframe:</b> Initiated 2009 <b>2021 Status:</b> In progress	<b>Source:</b> Carried from 2008-2013 ITSP <b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>● Implemented Asset Management in ITSM platform (ServiceNow) for all campus computers, networked printers, VoIP phones, network MAC computers, servers.</li> <li>● End user technical knowledge articles centralized in the ITSM platform.</li> <li>● Defined processes for tracking phishing response and overdue Security Awareness Training.</li> <li>● Automated WiFi data pull to assist troubleshooting individual WiFi connectivity issues</li> <li>● Automated workflow for shared drive access requests</li> <li>● Implement new IT Asset Purchasing process to comply with UW System Administrative IT Asset Management Policy. All UW-W owned or leased IT assets that connect to the wired or wireless campus network will be reviewed prior to purchase and received through the appropriate ICIT functional area.</li> </ul>
<b>2022 Plans:</b>	<ul style="list-style-type: none"> <li>● Automate IT Asset inventory load from JAMF</li> <li>● Improve service efficiency through back-end automation and service desk enhancements.</li> </ul>
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>● As part of the transition to a new ITSM platform (ServiceNow) all IT Services &amp; Service Offerings were reviewed and reorganized to align to higher education industry standards. Created a process for assuring that service offerings have owners and KB service documents.</li> <li>● Existing Knowledge was reviewed, updated and transitioned onto the platform, aligned Service Documents to Services. Began the process of centralizing all ICIT end user and ICIT specific Knowledge onto the platform.</li> <li>● Created a procedure for addressing requests for services that are not listed in the catalog.</li> <li>● Implemented IT Project Requests with automated approvals.</li> <li>● Implemented Monthly Service Metrics with goals for call handling, SLA attainment, ticket aging, and customer satisfaction surveys.</li> <li>● Aligned processes to ITIL best practices (Problem, Service Desk) and Risk Management (catalog request for workstation admin rights).</li> <li>● Defined process for problem handling.</li> <li>● Introduced dynamic approval field (user selects their own approvers) for request approval workflow.</li> <li>● Created an automated workflow for: <ul style="list-style-type: none"> <li>○ Umbrella – request to whitelist – API call</li> <li>○ VPN request for ImageNow and P&amp;C.</li> <li>○ Request for New Network Device approval form.</li> </ul> </li> </ul>
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>● Implement Asset Management</li> <li>● Improve service efficiency through back-end automation and service desk enhancements.</li> </ul>
<b>2019 Notes:</b>	Started initial review of services and process flow.
<b>2020 Plans:</b>	Implementing ServiceNow in Q1/Q2.
<b>2019 Plans:</b>	Begin planning for ServiceNow implementation. As a part of this effort we are planning to re-evaluate our processes to ensure ITIL best practices.
<b>2017 Notes:</b>	<ul style="list-style-type: none"> <li>● Completed separation of processes between Tier1 Help Desk and Tier2 technicians.</li> <li>● Introduced formal problem management/module. It is deployed and is being used.</li> <li>● Achieved 70 % self-service for service requests.</li> </ul>

<b>2018 Plan:</b>	Improve FCR rate to 70% Introduce configuration management Achieve 20% self-service for support requests Decrease Help Desk Interaction handle time to 15 minutes.
<b>2016 Notes:</b>	In the fall of 2016, ICIT implemented significant changes in its Help Desk processes to coincide with a significant upgrade to HPSM, the Help Desk's service management system. Campus needs and ITIL best practices were at the root of each process redesign. <ul style="list-style-type: none"> <li>• Consistently achieved a first call resolution (FCR) rate above 50%. FCR for first month under new HPSM system (mid-October to mid-November) was 58.96%.</li> <li>• New approval process for Tier 2 escalation was introduced in October 2016.</li> <li>• Robust self-service catalog was introduced in fall of 2016. 40 percent of service requests and 12 percent of support requests were submitted through self-service during first month under upgraded HPSM system. Promotion of self-service option will be ongoing.</li> <li>• Formal Change management process introduced, where three managers/designated employees must "approve" a project before it can be implemented. Tickets for change-related items are created in HPSM.</li> <li>• Implemented an automated survey system for all service and support interaction to facilitate the quality assurance process.</li> </ul> Developed robust Knowledgebase
<b>2017 Plans:</b>	Complete separation of processes between Tier1 and Tier2 Help Desk technician <ul style="list-style-type: none"> <li>• Improve FCR rate to 70%</li> <li>• Introduce formal problem management</li> <li>• Introduce Configuration Management</li> <li>• Achieve 70 % self-service for service requests</li> <li>• Achieve 20% self-service for support requests</li> </ul>
<b>2015 Notes:</b>	Reorganized Technology Support organization to clearly delineate the responsibilities between HelpDesk, Workstation Management, Asset Management and Tech Purchasing staff: <ul style="list-style-type: none"> <li>• Designated one purchasing agent responsible for all technology purchasing (hardware and software)</li> <li>• Designated Asset Manager as responsible for all technology tracking and inventory, including repurposing of computers.</li> <li>• Transferred responsibilities for computer imaging from TDC to Workstation Management team to align tasks with the pool of expertise.</li> <li>• Segregated Tier 1 Help Desk support from Advanced Troubleshooting functions with the goal of increasing the rate of first contact resolutions and reduce the number of customer appointments and time in the field to minimize disruption to customers.</li> <li>• Aligned Advanced Troubleshooting responsibilities with the Workstation Management Team.</li> </ul>
<b>2016 Plans:</b>	<ul style="list-style-type: none"> <li>• Achieve 50% first contact incident resolution rate.</li> <li>• Implement approval process for incident escalation to Tier 2 technicians.</li> <li>• Enable and promote self-service for service catalog items.</li> <li>• Implement formal change management process.</li> </ul>
<b>2014 Notes:</b>	Improved incident tracking to reconcile incidents with service calls. Launched HPSM governance to develop and incorporate best practices for all support tiers.

<b>2015 Plans:</b>	Improve quality measurement for help desk contacts, establish metrics and baseline. Define call and ticket monitoring practices. Implement workforce manager. Implement chat support. Clean up and stabilize ticket flow. Evaluate the use of a collaborative documentation platform (such as blogs) for central location of all T2 technician documentation
<b>2013 Notes:</b>	Introduced the role of Incident Commander to improve ticket quality, escalation and speed of response. Evaluated the need/value for Knowledgebase self-service. Reviewed UW-Madison KB service, it will meet UWW needs.
<b>2014 Plans:</b>	Integrate Change & Problem management ITIL process into HP Service Manager modules. Expand Request Management process to allow users the ability to request other ICIT services online. ITIL problem management processes and SLA will be an area of focus for 2014.
<b>2012 Notes:</b>	ITIL change management processes were enhanced to improve quality of outage notification. Expanded service catalog capabilities offering additional hardware/software items to be purchased from catalog. ITIL problem management processes were not integrated internally in 2012. This will be an area of focus for 2013.
<b>2013 Plans:</b>	Integrate Change Management ITIL process into HP Service Manager modules. Integrate Problem management ITIL process into HP Service Manager modules. Expand Self Service Catalog offerings to campus allowing users with the ability to purchase hardware/software items and request other ICIT services online. Develop ticket quality survey and metrics using HP Service Manager to gauge overall campus help desk performance and areas for improvements.
<b>2011 Notes:</b>	Developed plans and process to implement Request Management ITIL process breaking out requests from incidents and developed automated work flows for ticket routing. Internally rolled out in 2011 with campus access in January 2012. Change management ITIL process to increase production migration notifications and deployment quality was not completed in 2011 and will be a focus for 2012.
<b>2012 Plans:</b>	Roll out Self Service Catalog to campus allowing users with the ability to purchase hardware/software items and request other ICIT services online.
<b>2011 Plans:</b>	Implement Change management ITIL process to increase production migration notifications and deployment quality. Implement Request Management ITIL process to segregate out requests from incidents and develop automated work flows for ticket routing.

4. Implement a Business Continuity Plan for Technology Infrastructure.

<b>Initial Timeframe:</b> Carried from 2008-2013 ITSP	<b>Source:</b> Carried from 2008-2013 ITSP
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>• Participated in the UW-W Tabletop Exercise with emphasis on ProPhoenix Data Breach incident. Follow up action items included reinforcement of proper communication process.</li> <li>• Addressed UWSA Internal Audit comments regarding the Incident Response Audit. Submitted evidence for retesting.</li> <li>• Developed and executed a plan to test backups for critical systems every 90 days</li> <li>• Discussed ICIT COOP RTOs and RPOs with campus leadership.</li> </ul>
<b>2022 Plans:</b>	Assist key campus functional units with development of their own COOPs based on the critical systems RPOs and RTOs.
<b>2020 Notes:</b>	Participated in the UW-W Tabletop Exercise. Follow up action items include:

	<ul style="list-style-type: none"> <li>Provide information to other parties on systems with redundancy. Completed. Communicated to ICIT governance (Middle Tier on 11/12/20, Executive tier on 12/03/20).</li> <li>Add redundancy for our emergency communications system. This action was delayed due to COVID-related work.</li> </ul> <p>Enhanced ICIT COOP by introducing additional procedures:</p> <ul style="list-style-type: none"> <li>Recovery Preparations</li> <li>Incident Command Process</li> <li>Recovery Strategy</li> </ul> <p>Provided requested DR Plan information to UWSA Internal Audit.</p>
<b>2021 Plans:</b>	Add redundancy for UW-W emergency communications system (ADFS component to allow logins if main site is down).
<b>2016 Notes:</b>	Initiated replication of UW-Whitewater email system (Microsoft Exchange), in collaboration with UW-Platteville, to add redundancy and improve internal operations.
<b>2017 Plans:</b>	Complete replication with UW-Platteville.
<b>2015 Notes:</b>	Additional storage for email replication was funded and acquired.
<b>2016 Plans:</b>	Complete and implement Business Continuity Plan for UWW Technology Infrastructure.
<b>2014 Notes:</b>	Researched available data replication technologies, architected a solution, secured funding, procured equipment and necessary data storage. Identified a Business Continuity partner site (UW-Platteville). Installed redundant equipment, successfully replicated all file storage and Student Records data. Established off-site storage for back up of critical data, such as Student Records, Staff email and Active Directory and procedures for delivering snapshots of our backups to this location on a regular basis.
<b>2015 Plans:</b>	Secure additional funding, procured necessary data storage and replicate email and other critical systems data.
<b>2013 Notes:</b>	Participated in UW System audit on backup and disaster recovery and identified the need to improve offsite backup capabilities and define formalized backup policies and procedures.
<b>2014 Plans:</b>	Establish offsite vaulting with external vendor and formally document backup policies and procedures.
<b>2012 Plan:</b>	Participate in campus COOP activities as needed.

## 5. Implement UW Policy security initiatives.

<b>Initial Timeframe:</b> Added 2018	<b>Source:</b> ICIT
<b>2021 Status:</b> In progress	<b>Timeframe:</b> Carried forward to 2021
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>Completed deployment of Cisco AMP (advanced malware protection) on servers.</li> <li>Completed in transit and at-rest data encryption for systems with high risk data <ul style="list-style-type: none"> <li>WINS in transit (at rest was completed in 2019)</li> <li>Point and Click (UCHS medical records) encrypted by vendor</li> <li>ImageNow Encryption at rest and in transit:</li> <li>Badger Tracks (Police) Encryption</li> </ul> </li> <li>Developed a solution for computer-based MFA for the individuals who access high risk data</li> <li>Transitioned Privileged accounts to use MFA</li> <li>Deployed MFA access for 95% of employees and 80% of student employees</li> <li>Implemented consequences for the individuals who do not timely complete UW-System mandated security awareness training (revoking access to computers).</li> </ul>

	<ul style="list-style-type: none"> <li>Transitioned two remaining systems with high-risk data to solutions that support MFA. Implemented MFA access:           <ul style="list-style-type: none"> <li>SportsWareOnline – Athletics</li> <li>Halo – Police.</li> </ul> </li> </ul>
<b>2022 Plans</b>	<p>Deploy computer MFA for all individuals who access high-risk data</p> <p>Complete data encryption on workstations that are used to access high risk data.</p> <p>Implement 1037 Information Security: IT Disaster Recovery policy by Aug 2022.</p> <p>Implement 1039 Information Security: Risk Management policy (1<sup>st</sup> qtr of 2022)</p> <p>Assist the campus with implementation of 1040 Information Security: Privacy Policy</p> <p>Implement 1041 Information Security: logging and Monitoring by July, 2022</p> <p>Implement 1042 Information Security: Threat and Vulnerability Management Policy (in effect April 1, 2022)</p> <p>Implement 1036 Information Security: Endpoint protection policy</p>
<b>2020 Notes:</b>	<p>Completed deployment of Cisco AMP (advanced malware protection) on computers.</p> <p>Completed deployment of Cloudlock (high risk data loss prevention).</p> <ul style="list-style-type: none"> <li>Individuals who are storing high-risk data in a cloud (Google Drive) receive an alert, and in case of UW-W credentials, the data is removed.</li> <li>Sharing of high-risk data is disabled. Individuals are given 7 days to move data to a secure storage location. If not moved in 7 days, the data is deleted.</li> </ul> <p>Continued UW-System mandated security awareness training with a completion rates of 94% for staff and 85% for student employees. Security awareness training was transitioned to Shared Services in the Summer of 2020.</p> <p>Implemented MFA for three high-risk data applications:</p> <ul style="list-style-type: none"> <li>Ungerboeck – Camps and Conferences</li> <li>WorkBright – Camps and Conferences</li> <li>ImPACT – Athletics</li> <li>JumpForward - Athletics</li> </ul>
<b>2021 Plans:</b>	<p>Implement 1035 Information Security: IT Asset Management policy</p> <p>Implement 1039 Information Security: Risk Management policy</p> <p>Implement 1040 Information Security: Privacy Policy</p>
<b>2019 Notes:</b>	<p>Implemented numerous security initiatives throughout the year including:</p> <ul style="list-style-type: none"> <li>Mandatory security training for all employees.</li> <li>MFA for systems containing high-risk data.</li> <li>Created a Data Governance group to help comply with the Data Classification and Risk Mitigation Policy.</li> <li>Continued to reduce shared generic accounts.</li> </ul>
<b>2020 Plans:</b>	<ul style="list-style-type: none"> <li>Implement the entire Cisco Security Suite</li> <li>Full disk encryption for workstations</li> <li>Third party software patching</li> <li>Remove local admin privileges for workstations.</li> </ul>
<b>2018 Notes:</b>	<p>Implemented numerous security initiatives throughout the year including:</p> <ul style="list-style-type: none"> <li>Password complexity for Net-ID and local accounts.</li> <li>Reduction of shared generic accounts.</li> <li>Disabled shared accounts for vendors.</li> <li>Implement OWA and workstation inactivity timeouts.</li> <li>Reduced possible login attempts from 999 to 7.</li> <li>Acceptable Use Policy acceptance tracking.</li> <li>Mandatory security training for medium and high-risk data users.</li> <li>Data classification for medium and high-risk applications.</li> <li>Developed and implemented an incident response plan.</li> </ul>

<b>2019 Plans:</b>	Continue to implement security initiatives including: <ul style="list-style-type: none"> <li>● Mandatory security training for all employees and student employees.</li> <li>● Data custodian training.</li> <li>● Architectural deployment of technical controls.</li> <li>● Implement MFA for high risk systems.</li> </ul>
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6. Migrate campus email system to Office 365

<b>Initial Timeframe:</b> Added 2019	<b>Source:</b> ICIT
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>● Completed communication testing between Exchange and O365.</li> <li>● Moved ICIT mailboxes to test mail flow.</li> <li>● Develop migration plan</li> <li>● Developed documentation</li> <li>● Migrated Student Accounts</li> <li>● Migrated employee and shared mailboxes</li> </ul>
<b>2022 Plan:</b>	<ul style="list-style-type: none"> <li>● Move Emeriti and special accounts</li> <li>● Migrate servers and campus devices (printers)</li> <li>● Sunset Alumni</li> <li>● Decommission Exchange environment</li> </ul>
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>● The bridge was setup between Office 365 and current Exchange servers.</li> <li>● Moved various mailboxes to O365 environment and began testing communication to and from them.</li> <li>● Updated and implemented current certificates in the exchange environment and continued testing communication to O365.</li> </ul>
<b>2021 Plan:</b>	<ul style="list-style-type: none"> <li>● Complete communication testing between Exchange and O365.</li> <li>● Begin moving mailboxes to test mail flow in the spring.</li> <li>● Develop plan to begin migrating staff and student accounts in the summer.</li> </ul>
<b>2019 Notes:</b>	In preparation for the email migration from Exchange to Office 365, several backend processes were setup including: <ul style="list-style-type: none"> <li>● Creating Azure presence and starting syncing groups to the cloud.</li> <li>● Upgraded Exchange to the latest version so it is compatible with Office 365</li> </ul>
<b>2020 Plans:</b>	Review plans to migrate campus email to the Office 365 environment.

7. Upgrade Microsoft SQL Servers.

<b>Initial Timeframe:</b> Added 2019	<b>Source:</b> ICIT
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>● <b>Confluence:</b> Confluence was upgraded to SQL 2017 from SQL 2012</li> <li>● <b>IDM SQL database</b> was decommissioned</li> <li>● All appliances that use SQL were upgraded</li> </ul>
<b>2022 Plans:</b>	<p><b>Point and Click:</b> Current: SQL 2014 Enterprise. Will be upgraded during Windows 2019 Server upgrade project to SQL 2019 Standard.</p> <p><b>PrismRBS:</b> Current: SQL 2012 Will be upgraded during Windows 2019 Server upgrade project to SQL 2019</p> <p><b>ListServ:</b> Current: SQL 2012, will be moved to SQL 2016</p>
<b>2020 Notes:</b>	UWW-developed .NET applications were transitioned to SQL 2017 in Fall of 2020. ImageNow was transitioned during the upgrade in Nov of 2020. Third Party applications are being transitioned.

8. Upgrade ImageNow (document imaging system).

<b>Initial Timeframe:</b> Added 2019	<b>Source:</b> ICIT
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	WebNow users have been transitioned to Perceptive Experience. SSO for Perceptive Experience has been implemented. IE11 dependencies have been removed.
<b>2022 Plans:</b>	<ul style="list-style-type: none"> <li>Upgrade ImageNow to the current vendor supported version(v7.7). This will allow us to remain supported into 2024.</li> <li>Transition Perceptive Content MFA access from VPN to SSO</li> </ul>
<b>2020 Notes:</b>	Upgraded ImageNow to the current vendor-supported version (v7.3). This will allow us to remain supported as well as to transition from WebNow to Perceptive Experience which is supported by all current browsers. The upgrade was completed on November 3 <sup>rd</sup> , 2020. New ImageNow client was installed on 111 computers. Self-Service has been enabled for additional computers as needed.

9. Migrate from Symantec VIP to DUO as MFA technology.

<b>Initial Timeframe:</b> Initiate in 2020	<b>Source:</b> ICIT
<b>2021 Status:</b> Completed	
<b>2021 Notes:</b>	Successfully completed as planned.
<b>2020 Notes:</b>	Reviewed the roadmap for Single Sign-On (Shibboleth) and MFA (Symantec VIP) architecture. Developed a proposal with recommendation to transition MFA solution to DUO. Recommendation was accepted.
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>Demo and order DUO – January.</li> <li>Recredential those who are currently accessing programs through MFA – February.</li> <li>Transition VIP to DUO – March</li> <li>Purge remaining VIP data – April.</li> </ul>

10. Upgrade/Replace obsolete software and hardware for departmental systems for University Center and University Housing.

<b>Initial Timeframe:</b> Initiate in 2021	<b>Source:</b> IT Project Planning report to BOR
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2023
<b>2021 Notes:</b>	<b>University Center:</b> <ul style="list-style-type: none"> <li>New sound system for the University Center's Hamilton Room has been ordered and scheduled to be replaced in January.</li> <li>New cash registers for University Center &amp; University Dining Services are on a back order.</li> </ul>
<b>2022 Plans:</b>	<ul style="list-style-type: none"> <li>Develop plans for replacement of the lightening system</li> <li>Assist UC with installation of seventeen new cash registers for University Center &amp; University Dining Services.</li> </ul>
<b>2021 and beyond (multi-year) Plans:</b>	<ol style="list-style-type: none"> <li><b>University Center</b> <ul style="list-style-type: none"> <li>Upgrade Bowling Alley Steltronics automatic scoring system.</li> <li>Replace lighting and sound system in University Center's Hamilton Room.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>Purchase and replace seventeen new cash registers for University Center &amp; University Dining Services.</li> <li>Purchase new software for auxiliary services contract management and tracking for the University Center.</li> </ul> <p><b>2. University Housing</b></p> <ul style="list-style-type: none"> <li>Replace recurrent access control system (DMS) for student housing.</li> <li>Migrate resident hall management system (StarRez) from on-prem to a cloud-based system.</li> </ul>
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11. Upgrade technology for campus ID card printing

<b>Initial Timeframe:</b> Initiate in 2021	<b>Source:</b> Dave Halbach
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>Adaptive Issuance Instant ID is a replacement software for ID Works and True Credential, (Entrust is the vendor). <ul style="list-style-type: none"> <li>Conducted Security assessment for Adaptive Issuance Instant ID</li> <li>Assisted with developing of VAR RFP (scope: software licenses, professional services, printers). Identisys (current technical support for printers). CawleyID, ColorID, Transact - 3rd party vendors who install and maintain the software and printer software</li> </ul> </li> <li>Got quotes for 2 printers</li> </ul>
<b>2022 Plans:</b>	<ul style="list-style-type: none"> <li>Assist UC with transitioning from IDWorks (Hawk Card Printing Software) to Adaptive Issuance Instant ID. The new software has a tool that copies settings for card printing and moves to new software. 5 concurrent users (3 from UC, 2 from Police)</li> <li>Install printers, assist with integration</li> </ul>
<b>2021 Plans:</b>	<p>University Center</p> <p>Upgrade technology for campus ID card printing. IDWorks software (version 6.5) for campus ID card printing is no longer supported after March 2022. The outdated software also doesn't work with newest ID card printers. The two ID card printers need to be replaced at same time as card printing software.</p>

12. Windows OS Upgrades to Windows 2019 for 3rd-Party Applications (Current OS is out of support on 10/23)

<b>Initial Timeframe:</b> Initiated in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>ICIT identified 6 3<sup>rd</sup> Party Departmental systems that must be upgraded to a supported version of Windows OS. <ul style="list-style-type: none"> <li>TransAct (formerly Blackboard). Evaluated technical requirements, determined that it requires Oracle license. Assessed feasibility and security posture of hosted solution. Recommended to transition to hosted services.</li> <li>PrismRBS (formally Nebraska Books)</li> <li>PetroVend</li> <li>PointandClick: Completed build of 2 Servers. Windows 2019 server is needed for Development instance.</li> <li>WebTMA</li> </ul> </li> </ul>
<b>2022 Plans:</b>	<ul style="list-style-type: none"> <li>TransAct: Assist with transition to hosted services. Deprovision on-premise environment.</li> <li>PrismRBS: Plan and execute the upgrade</li> <li>PetroVend Plan and execute upgrade</li> </ul>

	<ul style="list-style-type: none"> <li>PointandClick: Build Windows 2019 server for Development instance. Assist with the upgrade, including transition to 2019 SQL to save UHCS over \$2000 annually.</li> <li>WebTMA Plan and execute upgrade</li> </ul>
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### 13. People Tools Upgrade

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2022 Plans:</b>	<ul style="list-style-type: none"> <li>Identify components to be upgraded, such as OS.</li> <li>Test all interfaces/applications – ImageNow, Nelnet, College Scheduler, IDM, Tivoli, Robo Registrar, 25Live, Batch Processes</li> <li>Upgrade to People Tools 8.59 in Summer 2022</li> </ul>

### 14. Microsoft Patching Transition

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	Currently Office computers receive Microsoft patching via a locally hosted Windows Server Update Services instance (WSUS)
<b>2022 Plans:</b>	<p>Transition to MECM for Microsoft patching for more unified experience for users (Microsoft patches will be visible via Software Center) and enhanced reporting.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>Complete Documentation</li> <li>Test with a pilot group(s)</li> <li>Rollout to campus</li> </ul>

### 15. Upgrade Identity Management (NetIQ) platform to the current version and patch level to assure that environment is secure and fully supported, as well as to enable UWW to take advantage of the latest available functionality.

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	Upgraded the IDM infrastructure to the current major version 4.8.0 including eDirectory, User App/password reset components.
<b>2022 Plans:</b>	Bring the IDM infrastructure to the latest patch levels 4.8 SP4

### 16. Upgrade Single Sign-on environment to a current version

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> NEW	<b>Timeframe:</b> Complete in 2022
<b>2022 Plans:</b>	<ul style="list-style-type: none"> <li>Upgrade Single Sign-on environment to 4.0 version.</li> <li>Compel MFA for all DUO-enabled individuals (staff and student employees) on all high-risk systems where currently only some groups of employees use MFA. This list includes WINS, Announcements, AIM (CSD), Study abroad/ISSS, Jump forward, SportsWare, and Sim IQ</li> </ul>

17. Provision MFA for all campus employees to access HRS and SFS

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> UWSA and UW HR
<b>2021 Status:</b> Completed	
<b>2021 Notes:</b>	<p>According to policy 363 Change Requests of Bank and Contact Information, UW System institutions must ensure adequate controls are in place when changes are made to employee contact and bank account information. When self-service functionality is used, and employees are able to change information within a UW payroll/benefit system, the UW System institution must employ multi-factor authentication mechanisms.</p> <p>To comply, employees, including student employees were enrolled in DUO for multi-factor authentication</p> <p>As of December 2021, 96% of employees and 74% of students have been enrolled.</p>

18. Start transition to DevOps for NOC

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> NEW	<b>Timeframe:</b> Complete in 2022
<b>2022 Plans:</b>	Develop a scalable environment to be able to run services on premises or in the cloud on demand

19. Transition to Webex App: Communication & Collaboration App Consolidation

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> NEW	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	To facilitate synchronous and asynchronous communication, as well as remote access to campus phone extensions, currently ICIT provides access to three Cisco applications: Jabber, Webex Meetings, and the Webex App (formerly named Webex Teams). This project will: decrease application confusion and redundancy; improve our security posture and increase compliance with UW System policy; provide a more workable solution for student workers on campus. During November/December 2021, this project was introduced to Shared Governance, campus leadership, and campus committees.
<b>2022 Plans:</b>	<p>During 2022, ICIT will merge the functionality of Webex Meetings and Jabber into the Webex App in two phases:</p> <ol style="list-style-type: none"> <li>Move from Cisco Jabber to the Webex App (formerly called Webex Teams) for calling and messaging.</li> <li>Merge Webex Meetings into Webex App</li> </ol>

20. Upgrade IT Service Management (ServiceNow) platform to the current release (Rome) to stay on supported version, and to take advantage of the latest available functionality.

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b>
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	<p>Assess variances between Rome and Paris</p> <p>Deploy in Development environment, fully test.</p> <p>Deploy in production.</p>
<b>2022 Plans:</b>	<p>Reimplement interface with SCCM for IT Asset Management (Windows computers)</p> <p>Implement interface with Jamf for IT Asset Management (Mac computers)</p>

10. Address concerns related to format of email addresses for those employees who, due to being students prior to employment with UW-whitewater, retained their student mailbox and address.

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> Chancellor, UWW Shared Governance
<b>2021 Status:</b> Requested	<b>Timeframe:</b>
<b>2021 Notes:</b>	Identified several options to address the concern
<b>2022 Plans:</b>	Develop a proposal that includes review and cost of available options, present to governance groups for consideration and decision, implement changes as requested

11. Support for Server Windows 2012 OS ends in October'23. UWW will need to upgrade or decommission all Windows 2012 server by that time to assure security and integrity of UW-Whitewater infrastructure.

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> NEW	<b>Timeframe:</b> 2022 – 2023
<b>2021 Notes:</b>	Identified Windows 2012 servers that support departmental systems. Developed plans for upgrade or decommission Built servers for Point & Click (UHCS) and begun the upgrade process.
<b>2022 Plans:</b>	Developed plans for upgrade or decommission of all 2012 Windows servers. Begin upgrade process.

12. .net upgrade and customized as needed

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> NEW	<b>Timeframe:</b> Complete in 2022
<b>2022 Plans:</b>	Support for current .NET web application development environment will end in March 2022. The .NET framework will be upgraded to version 4.8

13. Update Citrix to assure that environment is compatible with all virtualized applications, specifically Adobe.

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	Assessed software virtualization requirements. Identified that Adobe is not compatible with current virtualization environment version.
<b>2022 Plans:</b>	Update Citrix virtualization platform servers to 2019

14. Transition Hypervisor (software that manages virtual environment) from to VMware to improve failover reliability of virtual environment

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> NEW	<b>Timeframe:</b> Complete in 2022
<b>2021 Notes:</b>	During Summer of 2021 Data Center equipment upgrades Citrix virtual environment did not failover properly, creating unplanned outage. To prevent the situation from occurring, Citrix Hypervisor should be replaced with a more reliable VMware Hypervisor.
<b>2022 Plans:</b>	Replace Citrix Hypervisor with the VMware Hypervisor.

15. Implement Network-based authentication for wired network.

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> NEW	<b>Timeframe:</b> Complete in 2022
<b>2022 Plans:</b>	<p>Network authentication is identified as one of the network security requirements in the UW System Administrative Procedure 1031.B Information Security: Data Protections. This project will implement wired network access restrictions to limit access only to those devices that are identified in the IT Asset inventory. Guests (personal or campus devices) access may be restricted based on the resources they are trying to access.</p> <p>Also posture checking will be performed to make sure that computers connecting to UWW wired network are free of malware and have supported and patched versions of software and antivirus installed and functioning.</p>

16. Implement Password Management solution

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> NEW	<b>Timeframe:</b> Complete in 2022
<b>2022 Plans:</b>	<p>Password Management for administrative (highly privileged) access is identified as one of the requirements in the UW System Administrative Policy 1030.Information Security: Authentication. This project will review and compare solutions available on the market today, select and deploy the solution for UW-Whitewater</p>

17. Replace Security cameras software

<b>Initial Timeframe:</b> Added in 2021	<b>Source:</b> ICIT
<b>2021 Status:</b> NEW	<b>Timeframe:</b> Complete in 2022
<b>2022 Plans:</b>	<p>Our security cameras software is at the end of support and needs to be replaced. ICIT in partnership with UWW PD will conduct an RFI to evaluate available solutions that can support cameras we have deployed throughout the campus. Once solution is found, and procurement is completed, ICIT and Police teams will work on implementation.</p>

18. Digitize Purple Book (Faculty Tenure Review) process

<b>Initial Timeframe:</b> Added in 2022	<b>Source:</b> Faculty Senate
<b>2021 Status:</b> NEW	<b>Timeframe:</b> Complete in 2023
<b>2022 Plans:</b>	<p>Current Purple Book process is highly paper intensive. The goal of this project is to analyze the existing process, make recommendations for process enhancements, such as electronic storage of documents and review workflow. If accepted, implement the recommendations.</p>

19. Process improvement / Automation for grad school admission applications review.

<b>Initial Timeframe:</b> Added in 2022	<b>Source:</b> Grad Studies
<b>2021 Status:</b> NEW	<b>Timeframe:</b> Complete in 2023
<b>2022 Plans:</b>	<p>Current Grad school Admission applications review process utilizes EApps data from UW, ImageNow and WINS. The process is highly labor intensive and takes a</p>

	long time. The goal of this project is to make recommendations for process streamlining, as well as review the possibilities of using SLATE.
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## ONGOING

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- Promote awareness of specific, new or underutilized technologies available at UW-Whitewater.

<b>Initial Timeframe:</b> Added in 2010 <b>2021 Status:</b> Complete	<b>Source:</b> Carried from 2008-2013 ITSP, CoEPS
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>Updated Remote Resources Website to include newly developed hybrid resources.</li> <li>Resumed presentations at SOAR orientation sessions for incoming UW-W students and families.</li> <li>Reworked the <a href="#">IT Services website</a> and services pages to a user-friendly experience that aligns with ServiceNow and includes update banners.</li> <li>Transitioned content from IT website and wikis into external KBs in ServiceNow. Developed new KBs that aim at providing asynchronous resources for technical tool use and troubleshooting.</li> <li>Initiated upgrade for Listserv application to better track, analyze, and manage data regarding media campaigns and messages.</li> <li>Increased efforts to reach the student population with cybersecurity awareness material and promotions.</li> <li>Promoted new automated processes rolled out within ServiceNow.</li> <li>Promoted and marketed annual Tech Open House held in-person.</li> <li>Sent out monthly Connect IT newsletters specifically targeted Faculty and Staff. Often featured updates to technology applications to bring awareness of new or specific features like Webex Assistant and Slido.</li> </ul>
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>Created Remote Resources Website to provide a one-stop shop for all remote working, teaching and learning tools and services.</li> <li>Promoted official UW-W app through various mediums.</li> <li>Expanded relationship with WSG and UC.</li> <li>Increased number of ICIT Facebook, IG and Twitter followers by 10%.</li> <li>Promoted and marketed annual Tech Open House, held virtually this year.</li> <li>Created new marketing materials geared towards student services.</li> <li>Implemented campus-wide contests for both students and staff.</li> <li>Sent out monthly Connect IT newsletters.</li> </ul>
<b>2021 Plans:</b>	<p>This will be the final year of reporting these updates. Going forward all technology promotion will be incorporated into the project plans themselves plan itself.</p> <ul style="list-style-type: none"> <li>Create an archive of newsletters that is accessible to fac and staff.</li> <li>Rework the IT Services Page to a user-friendly experience.</li> <li>Transition all external KBs on IT website into ServiceNow</li> <li>Track, analyze, and manage data regarding media campaigns and messages.</li> <li>Strengthen the partnership between ICIT and student-based organizations.</li> <li>Increase participation and attendance of annual Tech Open House by 10%.</li> <li>Enhance the cybersecurity awareness material and promotions to target students specifically.</li> <li>Develop additional marketing materials for customer facing services and tools.</li> </ul>

<b>2019 Notes:</b>	<ul style="list-style-type: none"> <li>Large campus campaign on UW-W App.</li> <li>Enhanced Google SEO profile.</li> <li>Expanded relationship with WSG and UC.</li> <li>Reshaped IT Services page based on visitor analytics.</li> <li>Increased number of ICIT Facebook, IG and Twitter followers by 10%.</li> <li>Promoted and marketed annual Tech Open House (200 attendees).</li> <li>Created new marketing materials geared towards student services.</li> <li>Presented at 20+ SOAR orientation sessions for incoming UW-W students and families.</li> <li>Promoted ICIT services and support in-person at various fairs and events.</li> <li>Updated IT Newsletter to focus on technology use cases across campus.</li> </ul>
<b>2020 Plans:</b>	<ul style="list-style-type: none"> <li>Increase Social Media presence through current channels by 20%.</li> <li>Track, analyze, and manage data regarding media campaigns and messages.</li> <li>Strengthen the partnership between ICIT and student-based organizations.</li> <li>Increase participation and attendance of annual Tech Open House by 10%.</li> <li>Enhance the cybersecurity awareness material and promotions to target students specifically.</li> <li>Develop additional marketing materials for customer facing services and tools.</li> </ul>
<b>2018 Notes:</b>	<ul style="list-style-type: none"> <li>Added Instagram account to boost social media presence.</li> <li>Expanded relationship with WSG.</li> <li>Reshaped IT Services page based on visitor analytics.</li> <li>Increased number of ICIT Facebook and Twitter followers by 20%.</li> <li>Promoted and marketed annual Tech Open House resulting in the highest attendance ever (240).</li> <li>Created new marketing materials geared towards student services.</li> <li>Presented at 20+ SOAR orientation sessions for incoming UW-W students and families.</li> <li>Promoted ICIT services and support in-person at various fairs and events.</li> <li>Updated IT Newsletter to focus on technology use cases across campus.</li> </ul>
<b>2019 Plans:</b>	<ul style="list-style-type: none"> <li>Increase Social Media presence through current channels by 20%.</li> <li>Track, analyze, and manage data regarding media campaigns and messages.</li> <li>Strengthen the partnership between ICIT and student-based organizations.</li> <li>Increase participation and attendance of annual Tech Open House by 10%.</li> <li>Enhance the cybersecurity awareness material and promotions to target students specifically.</li> <li>Develop additional marketing materials for customer facing services and tools.</li> </ul>
<b>2017 Notes:</b>	<ul style="list-style-type: none"> <li>Increased number of ICIT Facebook and Twitter followers by 20%.</li> <li>Promoted and marketed annual Tech Open House resulting in the highest attendance ever (150).</li> <li>Worked in conjunction with student-led organizations such as Student Government, and Royal Purple to promote cyber-security initiatives.</li> <li>Implemented outreach projects regarding student printing and security.</li> <li>Partnered with the National Cyber-Security Awareness Month organization during October.</li> <li>Presented at 20+ PIP orientation for incoming UWW students and families.</li> <li>Promoted ICIT services and support in-person at various fairs and events.</li> <li>Distributed ICIT newsletter "Connect IT" monthly.</li> </ul>

<b>2018 Plans:</b>	<ul style="list-style-type: none"> <li>● Increase Social Media presence through current channels by 20%.</li> <li>● Add additional social media channels (Instagram).</li> <li>● Track, analyze, and manage data regarding media campaigns and messages.</li> <li>● Strengthen the partnership between ICIT and student-based organizations (USG, Royal Purple, Sustainability, etc.).</li> <li>● Increase participation and attendance of annual Tech Open House by 10%.</li> <li>● Enhance the cybersecurity awareness material and promotions to target students specifically.</li> </ul>
<b>2016 Notes:</b>	<ul style="list-style-type: none"> <li>● Increased number of ICIT Facebook and Twitters followers by 30 percent and 19 percent, respectively, during calendar year 2016. Leveraged growing social media presence to promote technology adoption and services to students.</li> <li>● Assessed deficiencies in campus outreach and identified areas of improvement.</li> <li>● Conducted in-person outreach regarding changes to campus purchasing policy.</li> </ul>
<b>2017 Plans:</b>	<ul style="list-style-type: none"> <li>● Increase outreach to campus to combat network security threats.</li> <li>● Develop outreach goals and metrics for campus outreach</li> <li>● Grow number of social media followers by 25 percent for both social media channels.</li> </ul>
<b>2015 Notes:</b>	<ul style="list-style-type: none"> <li>● Developed and implemented a plan to grow ICIT social media presence on campus in an effort to better promote IT-related services and initiatives to UW-Whitewater students. Gained 59 new Twitter followers in 2015. Facebook followers fell short of 2015 goal. Re-launched ICIT technology blog for students in fall of 2015.</li> <li>● Maintained updated content to create more robust FAQ sections on ICIT's website to provide improved information on campus IT initiatives. New features such as outages calendar and banner promoting social media added to ICIT website in an effort to better communicate, and offer additional, communication options to students and employees.</li> <li>● Redesigned Connect-IT Newsletter using upgraded Listerv capabilities and ability to collect readership analytics. Began advertising new and underutilized technologies to public via a new marquee in Helpdesk office.</li> </ul>
<b>2016 Plans:</b>	<ul style="list-style-type: none"> <li>● Revise plans to generate growth for ICIT social media accounts to improve overall performance.</li> <li>● Assess current outreach methods to assess areas of improvement.</li> <li>● Conduct in-person outreach to departments, committees, student organizations and other groups in order to improve awareness of available technology solutions.</li> </ul>
<b>2014 Notes:</b>	<p>ICIT launched a redesigned website that improves usability, access to technology initiatives, and provides information about ICIT services. The new site is intended to be used, in part, as a means to showcase new design functionality that is now available to other UWW offices and colleges. Developed a "Welcome to Whitewater" guide for new students outlining campus technology and ICIT services. Increased attendance of the annual Tech Open House from 107 (2013) to 126 (2014). Finished ICIT tech training design.</p>

<b>2015 Plans:</b>	Focus on refining new website to help improve usability and improve communication capabilities. Develop a branded template for ConnectIT newsletters. Focus on efforts to grow ICIT Facebook page to over 250 followers. Expand collaboration with other departments and colleges – potentially through Department Chair Meetings - to find new means of cross-promoting new and underutilized technologies such as Jabber. Rollout new standard Revamp student technology section of ICIT website.
<b>2012 Notes:</b>	Established relationship with Royal Purple. (Article about Mobile Apps was published in 11/14 edition). Added a weekly promotion in Whitewater this Week for ICIT training. Began introducing a new ICIT logo via Connect IT and various publications, plan to campaign the logo when the new website is launched.
<b>2013 Plans:</b>	Focus promotions on new design of the ICIT website, a hub for all things ICIT. Develop a document featuring essential ICIT services for new employees/students, and feature on the ICIT website. Promote use of VPN and mobile web.
<b>2011 Notes:</b>	Utilized alternative communication channels to promote technology including: posters and flyers, tabletop tents, digital signage, email, and in-person meetings. Updated design for ConnectIT Newsletter Added UW-Whitewater this Week to communication options. Grew number of Twitter followers from 50 to 150, including “retweet” regulars (ResNet, Cobe, and LTC). Doubled attendance at Technology Open House through intensified marketing, including cross-promotion at other orientation events and training (125 attendees). LTC Blog used to automatically feed updates via Facebook and Twitter.
<b>2012 Plans:</b>	Social network task force; streamline blog posts to automatically Tweet; redesign ConnectIT for mobile.
<b>2010 Notes:</b>	Promoted awareness of technologies using several channels. <ul style="list-style-type: none"> <li>1. ConnectIT email – Regularly communicated TSC developments, promotions and service levels through ConnectIT; developed and executed flash drive promotion to encourage Self-Serve usage.</li> <li>2. Campus bulletin board, ICIT Web site, Campus Calendar – promoted awareness of numerous initiatives including Online Syllabi, iTunes U, GoogleDocs, ongoing training opportunities, Second Life, Mac OS-10.6 upgrade, Windows 7/Office 2010 initiative, special HD hours, launch of Twitter, expanded Campus Calendar, revised purchasing procedures, new Adobe release, and more.</li> <li>3. Plan it Purple presentations to more than 1,000 parents June –July.</li> <li>4. Technology Open House – 60+ faculty and staff.</li> <li>5. Classified Connection- presented at two sessions “What’s new in ICIT.”</li> </ul>

2. Address campus needs for collaboration technology.

<b>Initial Timeframe:</b> Start in 2012	<b>Source:</b> Carried from 2008-2013 ITSP, Educational Foundations, Sociology, Anthropology & Criminal Justice
<b>2021 Status:</b> In Progress	<b>Timeframe:</b>
<b>2021 Notes:</b>	<p>The ongoing challenges of the COVID-19 pandemic underscored the importance of all modes of collaboration technology leveraged campus-wide. Desires for flexibility increased the request for and implementation of hybrid classes and meetings. Because baseline technological competencies with collaboration technology have increased, ICIT focused efforts on skill development, effective use, and streamlining of services.</p> <ul style="list-style-type: none"> <li>● Cisco Jabber: Updated client to meet security needs (April) and began exploration into the discontinuance of Jabber, to be replaced by Webex App (formerly Webex Teams).</li> <li>● Video Conferencing (Webex Meetings and Events): Offered new resources on best practices, effective use, and new functionality. Increased efforts in supporting hybrid (video-enabled) room technology through the website, asynchronous documentation, synchronous sessions, consultations and department workshops (e.g. EEC4U and EDI Support Programs). Established process for UW System supported use of Zoom.</li> <li>● Collaboration Apps: Saw increased attendance to training and use of resources focused on Google Drive and Webex App (formerly Webex Teams). Data shows a corresponding increase in average daily use (35%) of Webex App from 2020 to 2021 (November-November) and an upward trend in file sharing using storage solutions supported by Webex like OneDrive and Google Drive.</li> <li>● Eliminated the use of Confluence (<a href="http://spaces.uww.edu">spaces.uww.edu</a>) due to security issues and shifted ICIT and other department use to ServiceNow KB.</li> </ul>
<b>2022 Plans:</b>	See <a href="#">Transition to Webex App: Communication &amp; Collaboration App Consolidation</a>
<b>2020 Notes:</b>	<p>Due to the COVID-19 pandemic all modes of collaboration technology were adopted and used extensively campus-wide.</p> <p>ICIT was able to meet the needs for a variety of communication formats by deploying unified and integrated technology solutions. This technology addressed both structured (planned or scheduled) and unstructured (spontaneous or random) communication formats including:</p> <p><b>Two-way synchronous communication:</b></p> <ul style="list-style-type: none"> <li>● Cisco's Jabber instant-messaging and phone services.</li> <li>● Live video-conferencing (meetings, instruction, training, correspondences) with Webex Meetings and Events.</li> <li>● Real-time collaboration on documents, white boarding, and screen sharing with Webex Teams.</li> </ul> <p><b>Two-way asynchronous communication and collaboration:</b></p> <ul style="list-style-type: none"> <li>● Email messaging through Exchange integrated with Jabber presence.</li> <li>● Cisco VoIP</li> <li>● Document editing and sharing through Google Drive or Webex Teams.</li> </ul> <p><b>One-way communication:</b></p> <ul style="list-style-type: none"> <li>● Webinars or live streamed events/announcements through Webex Events.</li> <li>● Campus resources and services access through UW-W App.</li> <li>● Emergency services through text notification via InformaCast.</li> <li>● Campus webpages (Ingeniux), blogs (Word Press), wikis (Confluence) and newsletters (Email, Listservs).</li> </ul>

<b>2019 Notes:</b>	<ul style="list-style-type: none"> <li>Conducted a survey among all staff to ascertain needs and challenges around communication and collaboration technology.</li> <li>Developed and facilitated presentations for HR's new employee orientations.</li> <li>Created new employee process that includes an email with technology information and an invitation to a technology introduction (including communication and collaboration technology).</li> <li>Leveraged Webex materials to enhance self-help resources.</li> </ul>
<b>2020 Plans:</b>	<ul style="list-style-type: none"> <li>Review data we have access to (e.g., in Webex portal) to determine usefulness as an effective metric for adoption.</li> <li>Work with individual departments to understand unique needs and challenges, tailoring training to these needs and challenges.</li> <li>Continue efforts to market Webex teams for instructional and non-instructional use.</li> </ul>
<b>2018 Notes:</b>	<p>Continued work with instructional and non-instructional to understand collaboration and communication technologies (i.e., Cisco Webex Teams) to support productivity in the work and instructional environments.</p> <ul style="list-style-type: none"> <li>Non-Instructional: The LTC began using the tool for extensive communication to support knowledge sharing and collaboration. Supported the Provost's Office adoption of the tool and the Webex Board.</li> <li>Instructional: Designed, developed, and facilitated multiple Webex Teams Bootcamps that showed instructors what the tool could do, how they could use it, and how other instructors are already using it in their courses</li> </ul>
<b>2019 Plans:</b>	<ul style="list-style-type: none"> <li>Identify ways to understand adoption of Webex Meetings and Teams.</li> <li>Design, develop, and facilitate training for new employees, enabling them to understand the tools and best practices regarding campus communication and collaboration tools.</li> <li>Create training opportunities to understand communication and collaboration tools for current employees.</li> </ul>
<b>2017 Notes:</b>	Explored Cisco Spark (i.e., the Spark Interactive Board and the Spark Virtual Space) as a Fall 2017 Emerging Technology Exploration Project (ETEP) to further enable communication, collaboration, and interaction in face-to-face, blended, and online courses. 10 instructors from various disciplines and departments across campus participated in these projects. Results from data collection will be available in early 2018.
<b>2018 Plans:</b>	Will explore Cisco Spark to enable collaboration among staff, starting with the Provost's Office (January 2018) and other campus users in a pilot.
<b>2015 Notes:</b>	WebEx documentation was updated due to the latest update and Student WebEx documentation was created. Jabber and WebEx were promoted at ICIT's Technology Open House.
<b>2016 Plans:</b>	Instructor needs regarding collaborative technology will be gathered in a spring 2016 survey. Data will be analyzed and key findings will be applied to related projects (e.g., the Instructional Facilities Training Center) or explored through new initiatives, depending on need.
<b>2014 Notes:</b>	<p>Created documentation for WebEx, Cisco Jabber, VoIP Phones, and other collaborative technologies - new documentation was then posted to ICIT website for campus-wide use. Provided live (F2F) training for all collaborative technologies for staff and faculty.</p> <p>Transition Wikis platform, which allow user to collaborate on online documents, and keep track of page changes to Confluence.</p>
<b>2015 Plans:</b>	Complete documentation for all collaborative technologies. Investigate methods to promote and increase staff utilization of Cisco Jabber and WebEx technologies.

<b>2013 Notes:</b>	Implemented the following technologies to support collaboration: <i>WebEx</i> – web and video conferencing solution, which enables users to meet with colleagues anywhere in the world using an internet connection. Cisco Jabber, which allows campus staff to send message instantly, and more easily manage phone calls and voicemails. Google Apps for Education, which allows users to create, share, and access documents from any computer, tablet, or mobile device connected to the internet. VoIP, which enables unified communication and along with providing voice communications, is integrated with email and Cisco Jabber.
<b>2014 Plans:</b>	Create training and documentation for Cisco WebEx, Jabber and other collaborative technologies. Implement live training modules for new collaborative technologies. Explored methods to incorporate training and documentation into newly redesigned ICIT website.
<b>2012 Notes:</b>	Hired a person with responsibilities for collaboration technologies.
<b>2013 Plans:</b>	Understand the types of collaboration campus community is involved in and match existing or emerging tools to the campus needs
<b>2012 Plans:</b>	Identify the needs and the opportunities for collaboration among members of the campus community. This includes task forces, committee and project group consisting of broad representation across campus. Recommend tools to support collaboration.

## VI. PROFESSIONAL DEVELOPMENT

*"Advancement of IT Literacy skills for all UW-Whitewater employees."*

TIMEFRAME: COMPLETION IN 2021-2022

1. Develop standards for minimum core competency in technology for administrative staff. In collaboration with HR, integrate these standards into the institutional training program. Where appropriate, incorporate these standards into hiring, annual staff evaluation, and review processes.

<b>Initial Timeframe:</b> Initiated in 2009	<b>Source:</b> Carried from 2008-2013 ITSP, FP&M
<b>2021 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2021
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>• Continued to offer monthly training sessions for new employees introducing them to campus supported technology tools to support their work.</li> <li>• Created an asynchronous module within HR's Canvas Course New Hire Campus Orientation.</li> <li>• Created an asynchronous Canvas Course styled after TechQuest for employees called Discover Technology.</li> <li>• Created new training sessions and self-help resources to increase technology competencies.</li> <li>• Promoted LinkedIn Learning with Connect IT and campus announcements.</li> <li>• Started a monthly campus announcement to promote training sessions and on-demand resources.</li> <li>• Created a list of Top Tech Skills needed for administrative positions on campus and established new training sessions and resources providing instruction on these skills, particularly "Outlook Email/Calendar Basics (and Tips &amp; Tricks)"</li> <li>• Presented at University Staff Council Fall general meeting about technology training and skill development (professional development) opportunities.</li> </ul>
<b>2022 Plans:</b>	Investigate the status of an institutional training program with HR partners. Evaluate the viability of this project based on these findings.

<b>2020 Notes:</b>	Performed targeted marketing to departments and specific offices that could benefit from the training materials available within LinkedIn Learning. Attended monthly “New Staff” training sessions with HR department.
<b>2021 Plans:</b>	Continue to offer training for new employees that introduces them to campus supported technology tools and ways to use them that will support their work. Integrate needed staff technology competencies into technology training vision and planning (e.g., workshops, self-help resources).
<b>2019 Notes:</b>	Developed training for new employees to introduce them to campus supported technology tools and ways to use them that will support their work. Hired our Assistant Director of Campus and Learning Technology, who will focus on identifying technology competencies needed for staff audiences in support their work.
<b>2020 Plans:</b>	Offer training for new employees that introduces them to campus supported technology tools and ways to use them that will support their work. Integrate needed staff technology competencies into technology training vision and planning (e.g., workshops, self-help resources).
<b>2018 Notes:</b>	Determined need for a technology training vision that focused on preparing all staff (new and current) staff in understanding campus supported communication and collaboration tools.
<b>2019 Plans:</b>	Create a mandatory training for new employees to introduce them to campus supported technology tools and ways to use them that will support their work. Create trainings for current employees to better understand campus supported communication, collaboration, and work productivity tools that can support their work.
<b>2017 Notes:</b>	The Technology Promotion and Adoption Specialist was hired in April 2017. In 2017 this position began gathering and analyzing data to understand communication, collaboration, and other technology on campus. This position collaborated with the Training Specialist on the badging initiative as a framework for core technology competency.
<b>2018 Plans:</b>	The Technology Promotion and Adoption Specialist will continue to collect and analyze data to better understand the needs of different campus positions on campus related to technology, assisting in the development of minimum core technology competencies.
<b>2016 Notes:</b>	Assessed strategies for determining core technology competencies for administrative staff and integrating these competencies into an institutional training program and processes (e.g., hiring, evaluation, and review). Refocused a vacant position (Technology Promotion and Adoption Specialist) on understanding staff technology needs and skill advancement.
<b>2017 Plans:</b>	Will conduct the search and screen process for the Technology Promotion and Adoption Specialist position. This position will develop standards for minimum core technology competencies for administrative staff, evaluate current training to ensure competences are attained by those taking the training, and collaborate with departments and units to determine strategies to incorporate these competencies into hiring, evaluation, and review processes.
<b>2015 Notes:</b>	Created and deployed a “New Employee IT Training” D2L course site. Additionally, a handout was developed for new employees on the available technologies at UWW. The Technology Support Center Helpdesk integrated these resources into their new employee onboarding process. Contacted Human Resources & Diversity and discussed incorporating standards into onboarding process.
<b>2016 Plans:</b>	Create formal proposal and reintroduce to HR&D office. Identify strategies for minimum core competency in technology for administrative staff.

<b>2014 Notes:</b>	Developed a new visual approach to help members of campus community make effective choices when selecting technology tools and services. This includes developing matrices to guide appropriate use of technology, and posting them to the ICIT website for easy access. In 2014 developed matrices for file storage and guest access. Produced Cisco Webex, Jabber, VoIP, Telepresence, and Google Apps for Education documentation and training materials for University staff. Restructured access to best practices.
<b>2015 Plans:</b>	<ol style="list-style-type: none"> <li>1. Coordinate with Human Resources &amp; Diversity staff to implement technology training program as required course for all new employees and student workers on campus.</li> <li>2. Survey Department heads for feedback on skills they feel employees need to be efficient.</li> <li>3. Create certification system for core competency standards</li> <li>4. Develop Microsoft Office and Excel core competency standard for new and existing staff.</li> <li>5. Create and implement an employee technology training program for Helpdesk employees.</li> <li>6. Update documentation and promotion of live training to all campus staff and faculty.</li> </ol>
<b>2014 Plans:</b>	Complete employee IT training program proposal, work with HR to validate curriculum, implement program with certificate/badge component.
<b>2012 Notes:</b>	Revised ICIT training program content and session delivery. Developed new approach to communicating training opportunities to ensure administrative staff is aware of their availability. Significantly increased training session attendance. Survey put on hold.
<b>2011 Notes:</b>	Explored existing training modules for re-deployment to new employee orientation, i.e. new student orientation (TechQuest) and non-traditional student training. Assisted Classified Connection with training needs assessment survey for current staff.
<b>2010 Notes:</b>	With Advising Office, developed a set of standard Excel skills. Trained new and current advising staff on these standards.
<b>2011 Plans:</b>	Initiate planning with HR to develop plan for assessing base line for core competencies. With HR, develop testing methodology for staff, with recommended skill minimums and training options. Survey department heads for additional feedback on types of skills needed in their units.

## ONGOING

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1. Develop practices and documentation to provide guidance in the appropriate use of available technologies.

<b>Initial Timeframe:</b> Initiated in 2009 <b>2021 Status:</b> Completed	<b>Source:</b> Carried from 2008-2013 ITSP, CoBE, FP&M, CoEPS, Art & Design
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>● Moved resources and tutorials into a unified Knowledge Base inside of Service Now to allow for better and more efficient user self-service. Created new templates for KB articles that better convey information including "Getting Started with ..." and KBs that use FAQ components.</li> <li>● Included links to training and documentation resources on IT Services webpages.</li> <li>● Created synchronous training sessions to assist users in best practices for using technology tools like video-enabled conference rooms and Webex.</li> </ul>

	<ul style="list-style-type: none"> <li>Reviewed existing documentation and made updates/changes.</li> <li>Continued to develop and enhance efforts aimed at new and existing employees (instructional and non-instructional) to increase their technology comfort and use, productivity, and efficiency.</li> <li>Worked individually with departments and other campus units, as a strategy for digital transformation (e.g., Early Childhood Education hyflex instructional modality)</li> <li>Initiated the development of an on-demand training resource library that would include instructional technology training modules and content</li> </ul>
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>Rapidly created documentation and guides to meet the needs of instructors while shifting to remote instruction.</li> </ul>
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>Complete moving all resources and tutorials into a unified Knowledge Base inside of Service Now to allow for better and more efficient user self-service.</li> <li>Review Website services utilize and try to move all tutorials and guides into the unified location in Service Now.</li> </ul>
<b>2019 Notes:</b>	<ul style="list-style-type: none"> <li>Leveraged Cisco documentation to enhance self-help and documentation resources for Webex Meetings and Teams.</li> <li>Reviewed different templates to determine best way to organize documentation on the ICIT website.</li> <li>Conceptualized communication and collaboration technology guidance documentation to assist users in choosing the correct tool for their needs.</li> <li>Focused on integrating best practices and use cases into documentation.</li> </ul>
<b>2020 Plans:</b>	<ul style="list-style-type: none"> <li>Finalize communication and collaboration technology guidance documentation to assist users in choosing the correct tool for their needs.</li> <li>Complete website enhancements to better serve UWW users.</li> <li>Continue to review vendor documentation to enhance self-help and documentation resources to better help UWW users.</li> <li>Develop a digital transformation strategy.</li> </ul>
<b>2018 Notes:</b>	<ul style="list-style-type: none"> <li>Gathered video reflections from instructors for Canvas best practices, as well as our emerging technologies (e.g., PollEverywhere) and emerging pedagogical practices (e.g., active learning).</li> <li>Began reviewing vendor documentation, utilizing their documentation before creating our own.</li> <li>Worked on documentation for new technologies (e.g., Goosechase, Webex Teams).</li> </ul>
<b>2019 Plans:</b>	<ul style="list-style-type: none"> <li>Complete Webex Meetings documentation.</li> <li>Continue to explore how to get information to users in digestible, easy to understand ways.</li> <li>Completed documentation, as needed.</li> <li>Review all documentation for consistency and usability for our various audiences and their needs.</li> </ul>
<b>2017 Notes:</b>	<ul style="list-style-type: none"> <li>Created documentation for new technologies (e.g., Citrix, Kumo, etc.).</li> <li>Created documentation for instructors and students on how to use Cisco Spark to enable communication, collaboration, and interaction in courses.</li> <li>Used footage from instructor videos from their reflection in the Canvas Emerging Technology Exploration Project to create a video featuring instructors discussing the things they enjoyed to assist other instructors in understanding the system's benefit on the Canvas Transition Website.</li> </ul>

<b>2018 Plans:</b>	<ul style="list-style-type: none"> <li>Focus efforts on developing practices and documentation to provide guidance for the use of the Canvas learning management system.</li> <li>Develop documentation for common staff-use Cisco Spark practices.</li> <li>Continue to develop documentation for new products and revise documentation as products are upgraded and new functionalities added.</li> <li>Review all services to ensure there is proper documentation for user use.</li> </ul>
<b>2016 Notes:</b>	<ul style="list-style-type: none"> <li>Created an accessible video series of Alumni from the Institute for Online/Blended teaching discussing their use of technology in the classroom and best practices.</li> <li>Ongoing promotion of Lynda.com as a means for self-service technology training. Lynda.com promoted through social media, flyers, and internal communication channels.</li> <li>Made winter and summer Online Instruction Boot Camp offering permanent, in an effort to provide faculty and instructional staff with in-person training on utilizing instructional technology</li> </ul>
<b>2017 Plans:</b>	Initiate review of documentation to ensure pertinence to primary audience. Focus of revisions will include use cases to illustrate benefits of technology to the end user, as opposed to describing the role of technology.
<b>2015 Notes:</b>	<p>Created a matrix for storage, assisting users in understanding the differences between Google Drive and network storage.</p> <p>Explored production of training videos on ICIT services. Determined the strategy to not be viable in most circumstances due to the workload needed for production and how quickly technologies change due to updates. Written documentation and workshops on ICIT services were offered to faculty and staff, as well as individualized 1-1 consultations as requested.</p> <p>Continued promoting Lynda.com as a training resource by placing posters around campus, providing workshop attendees a handout about Lynda at the close of sessions, and advertising the service on the D2L.</p>
<b>2016 Plans:</b>	Continue to update/create documentation and offer workshops that assist staff in utilizing available technologies.
<b>2014 Notes:</b>	<p><u>Faculty/Inst. Staff:</u> Restructured access to best practices materials by linking the information from the appropriate service pages on ICIT website. Created library of short training videos (including intermediate to advanced level instruction on software and applications) and documentation as a resource for faculty (CoBE) (Art &amp; Design).</p> <p><u>Administrative Staff:</u> Developed a new visual approach to help members of campus community make effective choices when selecting technology tools and services. This includes developing matrices to guide appropriate use of technology, and posting them to the ICIT website for easy access. In 2014 developed matrices for file storage and guest access. Produced Cisco Webex, Jabber, VoIP, Telepresence, and Google Apps for Education documentation and training materials to accommodate University staff with inflexible schedules. To address computer literacy, introduced Lynda.com to staff for self-serve training on technology. Training documentation updated and continuous live training being offered for widely utilized software packages such as Office 2013 (FP&amp;M).</p>

<b>2015 Plans:</b>	<ol style="list-style-type: none"> <li>1. Create new matrices guiding appropriate technology use for remaining and newly implemented ICIT services.</li> <li>2. Produce video training courses on ICIT Services and post to UWW website for easy, 24/7 access by staff and faculty.</li> <li>3. Continue promoting Lynda.com as a training resource for common business technologies.</li> <li>4. Wiki will house information from Community of Practice for easy access.</li> </ol>
<b>2010 Notes:</b>	<p>Faculty/Inst. Staff - Formalized “Best Practices” wiki pages for learning technology. LTC launched online “Best Practices” series which provides a one-stop-shop approach for learning technology support (e.g., training information, documentation, and video clips) related to a particular technology tool. The first “Best Practices” web page focused on “Clickers” and featured a video faculty testimonial advocating clicker in the classroom (see: <a href="http://geturl.uww.edu/0sq">http://geturl.uww.edu/0sq</a>) Other topics include D2L Rubrics, Blogs and D2L ePortfolios.</p> <p>Administrative Staff – developed documentation for VPN, allowing users access to campus resources from remote locations, developed documentation and training related to MeetingPlace conversion to WebEx, and developed documentation and training materials for Telepresence.</p>
<b>2009 Notes:</b>	<p>For faculty and instructional staff LTC is developing online resources and suggestions to help faculty utilize technology for teaching and learning, including digital storytelling, Second Life, and other technologies.</p> <p>For Administrative staff developed and published materials for use of new PeopleSoft WINS, the new Events Calendar, Adobe Acrobat, MS Word and Excel, Outlook Email and Calendar, and Remote Access connectivity tools. A section of the web site is targeted information for new Faculty and Staff.</p>

2. Introduce a “badging” reward system or certificate for completing the training.

<b>Initial Timeframe:</b> Added in 2014	<b>Source:</b> Campus PD, Financial Aid
<b>2021 Status:</b> Completed	
<b>2021 Notes:</b>	<ul style="list-style-type: none"> <li>● Issued badges to instructional staff who completed online and blended faculty development (i.e. OBI/OTI) and LinkedIn Learning Habits Challenge</li> <li>● Fielded inquiries from campus partners on starting badging initiatives (School of Graduate Studies, CoBE, Communications department, HR). Assisted CoBE in setting up a Credly account and the ability to issue badges.</li> <li>● Established more formal documentation on the badging at UWW including “Digital Credentials: Launching a Program Planning Guide,” “Digital Credentials: Process for using Acclaim by Credly,” and “Digital Credentials: Resources.”</li> <li>● Continued to explore badging as training incentives and collaborations with other units.</li> </ul>
<b>2022 Plans:</b>	<ul style="list-style-type: none"> <li>● Continue to offer badging for our online and blended faculty development and other projects/initiatives, as appropriate.</li> <li>● Manage the badging program (Credly) for campus partners (i.e. CoBE, etc.)</li> </ul>
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>● Reassess the use of badging on campus.</li> </ul>
<b>2019 Notes:</b>	<ul style="list-style-type: none"> <li>● Continued to create process, policy, and best practices for badge use related to training.</li> </ul>
<b>2020 Plans:</b>	<ul style="list-style-type: none"> <li>● Continue to explore badging as training incentives and collaborate with other units (e.g., LEARN) as they develop training with badge</li> </ul>

	<p>incentives.</p>
<b>2018 Notes:</b>	<ul style="list-style-type: none"> <li>Badges were created and distributed for online and blended faculty development (i.e., the Institute) and emerging technology (i.e., Webex Team Bootcamp completers).</li> <li>Due to turnover in the Technology Training Specialist position, training redesign and badging efforts were placed in hold.</li> <li>Created a badging request process.</li> </ul>
<b>2019 Plans:</b>	<ul style="list-style-type: none"> <li>Continue to offer badging for our online and blended faculty development and emerging technology exploration projects, as appropriate.</li> <li>Onboard the new Technology Documentation and Training Specialist, assisting the person in this role to redesign our technology training portfolio and associated reward (e.g., badging) mechanisms.</li> <li>Explore badging needs outside of the LTC and develop plan for scaling, if appropriate.</li> </ul>
<b>2017 Notes:</b>	<ul style="list-style-type: none"> <li>Created processes for creating (e.g., badging template to create badges in a similar way) and administering (e.g., badges from Credly to users) badges to support workshop and program completion.</li> <li>Developed integration between Credly and the UWW Whitepages.</li> <li>Offered the Summer Institute for Online and Blended Teaching and upon completion, offered badges to the participants.</li> </ul>
<b>2018 Plans:</b>	<ul style="list-style-type: none"> <li>Develop badges and processes for 21<sup>st</sup> Century Collaboration (i.e., Google Apps, WebEx), 21<sup>st</sup> Century Communication (i.e., Outlook, Webex, Jabber), Content Management (i.e., Ingeniux, Google Sites), Trailblazer (i.e., earning at least three pioneer badges by participating in pilot projects), Data Collection (i.e., Google Forms, Adobe Fillable Forms, Excel), and the Digital Executive.</li> </ul>
<b>2016 Notes:</b>	<p>Developed technical design and project goals. Once implemented, earned badges will be displayed next to user information in campus White Pages. Mockup of potential badging designs were created in 2016.</p> <p>Project Goals include:</p> <ul style="list-style-type: none"> <li>Move all workshops to model that produces evidence of application (badges)</li> <li>Create standalone and explore use of larger conceptual badges (master of Excel Vs. of entire Microsoft suite)</li> <li>Enable visibility of badges</li> </ul>
<b>2017 Plans:</b>	<ul style="list-style-type: none"> <li>Implement technological changes to enable the use of badges in campus White Pages.</li> <li>Introduce badging program to campus community.</li> </ul>
<b>2015 Notes:</b>	A 2015 D2L upgrade was expected to include functionality that would enable a badging system on campus. The upgrade did not include expected functionality.
<b>2016 Plans:</b>	Explore technical aspects of badging system and ability to leverage existing campus technologies. Determine structure and incentives for badging system
<b>2014 Notes:</b>	Investigated assessment tools that enables badging for those who complete training modules. Assisted Registrar's office with creating a Grade Change process training video.
<b>2015 Plans</b>	Explore badging options, including systems already used on campus such as <a href="http://www.meritpages.com">www.meritpages.com</a> along with as other sources.