

# UPDATE: DECEMBER 2020

## 2019-2023 IT STRATEGIC PLAN

### IMPLEMENTATION GOALS

2020 Updates added on: December 30, 2020

#### 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.

<p>UW-W Campus Strategic Plan Areas:</p> <ul style="list-style-type: none"> <li>i. Programs &amp; Learning</li> <li>ii. Educator-Scholar Community</li> <li>iii. Diversity &amp; Global Perspectives</li> <li>iv. Regional Engagement</li> <li>v. Professional &amp; Personal Integrity</li> </ul>	<p>UW-W IT Strategic Plan Areas:</p> <ul style="list-style-type: none"> <li>I. Teaching &amp; Learning</li> <li>II. Research Support</li> <li>III. Student Success &amp; Engagement</li> <li>IV. Organizational Effectiveness</li> <li>V. Reliable Technology &amp; Customer Focused Service</li> <li>VI. Professional Development</li> </ul>
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#### I. TEACHING & LEARNING

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

TIMEFRAME: COMPLETION 2020-2021

1. Create an automated system that tracks licensure interests and progress for students majoring in fields that require state licensing (i.e. - education).

<b>Initial Timeframe:</b> Added in 2015		<b>Source:</b> CoEPS
<b>2020 Status:</b> Cancelled		<b>Timeframe:</b>
<b>2017 Notes:</b>	Sponsor have not shared any updates on the hiring process as well as any need related to the project in the past 10 months. Moved to ON HOLD until more directions are received.	
<b>2018 Plans:</b>	Reach back to the users to understand if the project is still needed and validate if the requirements are still the same in order to build a plan.	
<b>2016 Notes:</b>	Project placed on hold at sponsor’s request until CoEPS Technical Liaison replacement is hired.	
<b>2017 Plans:</b>	Deliver phase two of licensure project.	
<b>2015 Notes:</b>	Delivered phase one of the project, which provided CoEPS with a custom application that enables the college to collect data on students at PIP sessions who are interested in pursuing careers that require licensure – such as K-12 education – providing a baseline of prospective students in a current year. Begin development of project’s second phase.	

<b>2016 Plans:</b>	Deliver project phase two, which will enable CoEPS to collect information on each respective student's licensure interest, and that data can then be compared to the information supplied by students at their PIP sessions.
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- 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>2020 Status: In Progress</b>		
<b>2020 Notes:</b>	<p>Converted 31 classrooms into video-enabled spaces for HyFlex teaching methodology.</p> <p>Provided over 65 HyFlex training sessions and workshops for UW-W instructional staff over the summer of 2020.</p> <p>Provided instructors with special microphones to enhance audio experience for remote students.</p>	
<b>2021 Plans:</b>	Assess use of video-enabled classrooms and introduce improvements as needed.	
<b>2019 Notes:</b>	Infused active learning design and pedagogy into current IT classroom redesign processes.	
<b>2018 Notes:</b>	<p>Offered the Active Learning Academy during the Summer-Fall 2018 to prepare instructors new to teaching in Heide 102 and 105 (as well as 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.</p>	
<b>2019 Plans:</b>	Continue to work with departments to understand teaching needs and matching needs with state-of-the-art designs and technology to support student learning and success.	
<b>2017 Notes:</b>	<p>Facilitated the Provost's Classroom Redesign Initiative, working with a team of instructors from the College of Letters and Science as a strategic partner. 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.</p> <p>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.</p>	
<b>2018 Plans:</b>	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.	
<b>2016 Notes:</b>	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.	
<b>2015 Notes:</b>	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.	
<b>2016 Plans:</b>	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.	

<b>2014 Notes:</b>	Campus A/V technology standards were defined and implemented. A comprehensive campus-wide audio/visual inventory and review was completed. The findings were utilized as a basis for the campus AV multi-year upgrade strategy. Plan was developed and presented for approval and funding.
<b>2015 Plans:</b>	Begin implementing campus-wide AV strategy which includes analog to digital migration.

3. Process reengineering for online course evaluation system.

<b>Initial Timeframe:</b> Started in 2018		<b>Source:</b> ICIT
<b>2020 Status:</b> In progress		<b>Timeframe:</b> Complete in 2021
<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>	Determine if the campus is interested 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.	

4. 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>2020 Status:</b> (NEW)		<b>Timeframe:</b> Complete in 2021
<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> <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>
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5. Enable “anywhere” access to campus resources.

<b>Initial Timeframe:</b> Start in 2011		<b>Source:</b> Carried from 2008-2013 ITSP
<b>2020 Status:</b> In Progress		
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>Expanded the Citrix Virtual Apps Library to include Adobe Creative Cloud applications.</li> <li>Added server capacity and virtualized additional instructional software including: <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> <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> </ul> </li> <li>Enabled remote access to graphic-intensive instructional software for two academic programs (Geography and MAGD) by using Citrix Remote PC technology.</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 additional 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 CreativeCloud 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 will conduct pilots as needed.</li> <li>Implement and rollout Kumo to campus community.</li> </ul>

6. Re-assess the approach to instructional technology training.

<b>Initial Timeframe:</b> Start in 2021	<b>Source:</b> ICIT/LTC
<b>2020 Status:</b> NEW	
<b>2021 Plans:</b>	<p>Focus on enabling instructors to use tools effectively to achieve desired pedagogical outcomes.</p> <p>Conduct surveys / focus groups to identify specific professional development needs and structure LTC offerings to address them.</p>

ONGOING

1. Institute 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>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 providing attendees with information on the latest technology initiatives, services and resources.</li> </ul>

	<ul style="list-style-type: none"> <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 social media platforms targeting both student and staff.</li> </ul>
<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 facilitation of a six-part, yearlong workshop series with LEARN focused on assisting instructors in getting back to basics by managing their workload.</li> <li>• Under the Emerging Technology Exploration Project program, ran projects for collaborative tools (i.e., Webex Teams, PollEverywhere, Turningpoint8) in Spring 2018 and adaptive learning (i.e., Cerego and Realizeit) during Summer and Fall 2018.</li> <li>• Continued conversations about 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 possible. Additionally, a self-paced online resource was developed. Additionally, the LTC utilized a peer mentor approach for the D2L-Canvas transition, where instructors became early adopters and helped support the transition of their colleagues through office hours, recording video help tutorials, and facilitating campus and college Canvas events.</li> <li>• Offered Webex Team Bootcamps for instructors interested in implementing the tool into their courses.</li> <li>• Offered PollEverywhere workshops to market to instructors who may want to use the tool to increase student engagement in face-to-face courses.</li> <li>• Began preparation for the 2<sup>nd</sup> Celebrating Teaching and Learning Conference (to be held in May 2019), where instructors will share their expertise and teaching strategies.</li> </ul>

<p><b>2017 Notes:</b></p>	<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>• Continued to develop the Emerging Technology Exploration Project program, running projects for Study Pattern (Spring 2017) and Cisco Spark (Fall 2018). Each semester up to ten instructors will explore a tool that meets a chosen pedagogical challenge. Instructors submit proposals to be included in the project, are selected for participation, participate in instructional development sessions, implement the tool into their course, assist in evaluate it as a solution to the specified pedagogical challenge, and provide 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>• Continue collaborations with LEARN to provide workshops to the instructors that leverage knowledge/expertise of campus instructors.</li> <li>• Support Emerging Technology Exploration Projects in Spring and Fall 2018.</li> <li>• Continue to explore options for the Virtual Teaching Commons</li> </ul>
<p><b>2016 Notes:</b></p>	<ul style="list-style-type: none"> <li>• Meetings were held in the Spring 2016 and Fall 2016 semesters to facilitate the expansion of the Community of Practice. The meetings enabled participants to ask questions and learn about a specific topic.</li> </ul>
	<ul style="list-style-type: none"> <li>• Feasibility of Virtual Teaching Commons was explored, focusing on gathering and sharing information related to online and blended learning. Additional UWW partners have been secured (e.g., community-based learning, academic innovation, LEARN), as well as a cross-institutional partnership with UWM to share materials.</li> <li>• Conducted annual 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 with a focus on teaching challenges. Specific challenge addressed was 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>	<p>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.</p> <p>Continued Snackables with a focus on teaching challenges.</p>
<b>2015 Plans:</b>	<p>Launch Community of Practice in Spring of 2015, evaluate effectiveness.</p> <p>Launch Canvas pilot, evaluate effectiveness.</p> <p>Continue Snackables with a focus on teaching challenges.</p> <p>Establish a standard practice for making faculty and instructional staff aware of CourseSmart and incorporate into course request process for D2L.</p>
<b>2013 Notes:</b>	<p>Continued to promote the use of “CourseSmart” eTextbooks with instructors as well as the use of Cisco Show and Share video services. Shutdown of the UWW Second Life Island at end of 2013.</p>
<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>	<p>Developed tutorial videos featuring UW-Whitewater students</p> <p>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 various instructional needs. Mobile technology tools were promoted to faculty during the summer online/hybrid workshop series and Tech Open House.</p>
<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>	<p>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 during the 2011 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.</p> <p>Developed and delivered six “Snackable Series” sessions on emerging technology during Fall 2010.</p> <p>Developed a “Faculty Best Practices” wiki series that demonstrates/showcases faculty use of emerging technology and includes faculty video testimonials of the pedagogically sound use of technology in teaching and learning.</p>
<b>2012 Plans:</b>	<ol style="list-style-type: none"> <li>1. Develop tutorial videos featuring UW-Whitewater students demonstrating their knowledge and expertise in using campus technologies.</li> <li>2. Continue to develop and deliver “Snackable Series” on emerging technology. -</li> </ol>
<b>2010 Notes:</b>	<p>Campus-wide awareness of emerging technologies was cultivated through several activities, including:</p> <ol style="list-style-type: none"> <li>1) co-sponsorship with the Learn Center, LTC Winterim Workshop;</li> <li>2) faculty Second Life grant,</li> <li>3) participated in 2010-2011 Teaching Scholars program to promote best practices by faculty in using technology in teaching and learning;</li> <li>4) held first “Snackable Series” (Technology One Byte at a Time) session on new mobile “Clicker” technology;</li> <li>5) supported two faculty presentations at 2010 D2L International Conference (Fusion), with topics that included “delivering media-rich courses,” and “online learning;”</li> <li>6) created ten individual handouts, each covering a unique learning technology such as blogs, wikis, ePortfolios, etc.;</li> <li>7) held customized faculty training session to provide information about emerging technologies and how they apply in specific disciplines;</li> <li>8) Coordinated faculty pilots for ePortfolios, and new clicker “responseware;” and 9) tested and implemented the use of new electronic D2L-based assessment rubrics.</li> </ol>
<b>2011 Plans:</b>	<p>Pilot the use of mobile tools such as D2L 2GO and new Turning Technology mobile “clickers.”</p> <p>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.</p> <p>Developed documentation and training materials for one-on-one user Telepresence training. Telepresence was topic of Chancellor Vmail with CIO.</p> <p>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.</p> <p>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.</p>

<b>2009 Notes:</b>	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.
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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>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 center 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 in current and future workshops (e.g., winter 2020 workshop in collaboration with LEARN with micro-sessions on syllabus, Canvas setup, etc.).</li> <li>• Continued and enhanced the Institute for Online and Blended Teaching to best meet UWW 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 developing online benchmarks in collaboration with interested 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 enhance and 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 of which 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>	<p>Conducted 102 consultations for faculty in all colleges, but primarily for L&amp;S. Assisted HPERC in bring course content from Health 101</p>
<b>2015 Plans:</b>	<p>Conduct at least 75 consultations for faculty in all colleges          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.          Start the conversation at UW about sharing content for common courses.</p>

3. Address a high-learning curve for technology for some instructors, as well as the time commitment required to attend technology workshops and to incorporate technology into instructional delivery in a timely manner.

<b>Initial Timeframe:</b> Added in 2014	<b>Source:</b> IT/BE, Art & Design, Counselor Education
<b>2020 Status:</b> Closed due to high use of technology during pandemic.	
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <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> <li>• Launched the Instructional Support and Development Website to help provide a one-stop shop for instructors to share and learn effective instructional methods and resources.</li> <li>• To assist instructors' transition to teaching remotely during COVID-19 pandemic, the LTC added dozens of online workshops designed to help instructors transform their courses to an online or Hyflex teaching model. Prior to the fall semester, 979 instructional staff had attended one of these workshops.</li> <li>• In addition to workshops for HyFlex and online teaching, the LTC also developed detailed documentation and training for the equipment needed for teaching remotely, specifically microphones and webcams.</li> <li>• "Flipped" some workshops and trainings provided pre-recorded material up front and optional hands on time for questions.</li> </ul>

<p><b>2019 Notes:</b></p>	<ul style="list-style-type: none"> <li>• Created and implemented a plan for new employees into the university, leveraging email in their first month with key technology information and a link to an introductory technology training session.</li> <li>• Developed a presentation for HR's new employee training.</li> <li>• Worked with LTC Advisory Group to further explore needs for an instructional resource's website (i.e., virtual teaching commons) one-stop shop with LEARN and Office of Academic Assessment.</li> <li>• Worked with the LTC Advisory Group to further explore challenges related to bringing in students and guest speakers remotely, developing plans for a pilot of the Webex Kit.</li> <li>• Developed plans to work with departments to uncover challenges where technology can help them achieve their goals and meet their unique needs.</li> </ul>
<p><b>2020 Plans:</b></p>	<ul style="list-style-type: none"> <li>• Create a cohesive digital transformation plan aimed at meeting the needs of instructional and non-instructional staff.</li> <li>• Launch the Instructional Resources website as a one-stop shop for instructional support, including micro-learning opportunities and concrete examples of things they can implement into their courses.</li> <li>• Continue 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>• Pilot the Webex Kits for bringing in guests and remote students.</li> <li>• Work individually with departments, as a strategy for digital transformation.</li> </ul>
<p><b>2018 Notes:</b></p>	<ul style="list-style-type: none"> <li>• Conducted the annual Instructor Support Survey in March 2018 to inform decision-making for the next year regarding projects and programming.</li> <li>• Continued to redesign Technology Training to be objective and evidence-driven.</li> <li>• Conducted search and screens to replace our Technology Training Specialist.</li> <li>• Increased marketing for Lynda to support self-paced learning of technology tools</li> <li>• Offered Canvas Introduction sessions both face-to-face and online to accommodate instructor needs.</li> <li>• Developed a Canvas Introduction that is fully online and asynchronous to meet instructor needs.</li> <li>• Continued investigating the Virtual Teaching Commons</li> </ul>
<p><b>2019 Plans:</b></p>	<ul style="list-style-type: none"> <li>• Create a cohesive technology training plan aimed at meeting the needs of instructional and non-instructional staff.</li> <li>• In partnership with HR, determine plausibility of developing a mandatory introduction to campus technology training session for all new employees to ensure they are aware of technologies and best practices for use.</li> <li>• Continue to develop best practices and support efforts (e.g., Webex kits in A/V checkouts) to support instructors bringing in guest speakers and units (e.g., LTC and LEARN) bringing in remote participants.</li> <li>• Continue to investigate the Virtual Teaching Commons.</li> </ul>

<b>2017 Notes:</b>	<ul style="list-style-type: none"> <li>• Conducted the annual Instructor Support Survey in April 2017 to inform decision-making for the next year regarding projects and programming.</li> <li>• Began work on redesigning Technology Training sessions to focus on objectives and activities that produce evidence of meeting those objectives.</li> <li>• Kicked off the Badging Initiative, rolling out one badge for the Summer Institute for Online and Blended Teaching completers.</li> <li>• Piloted “Saturday Instructional Event” at the beginning and end of the Fall semester to better serve instructional staff who are unable to get assistance during typical business hours.</li> <li>• Began investigation into offering institutes and offerings in an online and/or self-paced version.</li> <li>• Accommodated instructors teaching in active learning spaces, but creating an online, self-paced version of the Active Learning Academy.</li> </ul>
<b>2018 Plans:</b>	<ul style="list-style-type: none"> <li>• Conduct the annual Instructor Support Survey in April 2018.</li> <li>• Continue to redesign Technology Training sessions to be objective and evidence-driven.</li> <li>• Continue to redesign workshops, integrate them into the badging plan, create badges, and distribute them.</li> <li>• Evaluate effectiveness of the Saturday Instructional Events</li> <li>• Analyze results from data collection regarding having a fully online version of the Institute for Online and Blended Teaching.</li> </ul>
<b>2016 Notes:</b>	<ul style="list-style-type: none"> <li>• Successfully launched Online/Blended Teaching Boot Camp in winter 2016 (36 participants).</li> <li>• Developed video series featuring boot camp alumni discussing experiences and best practices in teaching online and hybrid courses. Videos are hosted in Rev for easy access by faculty and instructional staff.</li> <li>• Conducted comprehensive survey to UW-Whitewater faculty and instructional staff regarding learning technology needs– 17 percent of recipients completed the survey.</li> </ul>
<b>2017 Plans:</b>	<p>Offer both Online/Blended Teaching Boot Camps on a permanent bi-annual basis (January and August), as a means to train and familiarize instructional staff with technology utilized in pedagogy.</p> <p>Lead a collaborative teaching &amp; learning event in May focusing on student engagement. Representatives from a variety of campus programs, office and initiatives will be involved, including:</p> <ul style="list-style-type: none"> <li>• Academic Innovation</li> <li>• LEAP</li> <li>• Community-Based Learning</li> <li>• Office of Academic Assessment</li> <li>• First Year Experience</li> <li>• Library</li> </ul>
<b>2015 Notes:</b>	<p>Explore the creation of an Online/Blended Teaching Boot Camp for Winter and Summer terms, in an effort to accommodate high demand for online course delivery training. Classes and one-on one consultation continue to be offered on common campus technologies. D2L documentation was updated and expanded.</p>
<b>2016 Plans:</b>	<p>Launch Online/Blended Teaching Boot Camp during winter of 2016. Will unveil video series focusing on varying aspects of online course production and delivery. Academic units will be surveyed in an effort to better understand training needs.</p>
<b>2014 Notes:</b>	<p>Began recording instructional technology workshop presentations and post them on YouTube for later use, as a means to improve convenience.</p>
<b>2015 Plans:</b>	<p>Snackables workshop series will be presented though WebEx, allowing campus community to join in remotely.</p>

## II. RESEARCH SUPPORT

TIMEFRAME: COMPLETION 2020-2021

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

<b>Initial Timeframe:</b> Added in 2014		<b>Source:</b> ICIT, Psychology
<b>2020 Status:</b> Restart the project in 2021		<b>Timeframe:</b> Complete in 2021
<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 help assess technical feasibility before commitment is made and specific technology is selected. This is particularly important for research initiatives discussed during new 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 development process.</li> </ul>	

2. Support a variety of cybersecurity grants and initiatives.

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

1. Enable mobile apps for student services.

<b>Initial Timeframe:</b> Added in 2014		<b>Source:</b> Financial Aid
<b>2020 Status:</b> In Progress		<b>Timeframe:</b> Complete in 2021
<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 few departments for use. 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> <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 signing up 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.

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

<b>Initial Timeframe:</b> Added in 2014		<b>Source:</b> Campus Police
<b>2020 Status:</b> In Progress		<b>Timeframe:</b> Complete in 2021
<b>2020 Notes:</b>	Implemented emergency text notifications for UW-W staff, students and families.	
<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.	

3. Create, define and leverage analytical data to aid in student success in the following ways:
  - a. Develop approach for using data insights obtained from student behavior (such as class attendance or meal consumption) to improve student success.

<b>Initial Timeframe:</b> Added in 2014		<b>Source:</b> Matt Aschenbrener – AVC of Enrollment and Retention
<b>2020 Status:</b> Cancelled		<b>Timeframe:</b>
<b>2020 Notes:</b>	The registrar’s office is currently working with the EAB Navigate App to analyze student data, this is still in the planning stages. Additionally, the University Center is working with the ITSCM program to analyze student HawkCard data for research into possible student retention.	
<b>2018 Notes:</b>	Launched Involvio to a small set of students and started to collect data. Worked with Involvio to set up the application to collect data effectively.	
<b>2019 Plans:</b>	After full rollout this year we will partner with Involvio to analyze the data.	
<b>2017 Notes:</b>	Facilitated Involvio demonstration event to bring together campus leaders to examine the use of Involvio to provide data insights from student behavior to increase student success.	
<b>2018 Plans:</b>	Work with Involvio on their new predictive analytics and retention tool to understand how data can be harnessed from their mobile application to inform our campus (learning) analytic strategy.	

<b>2016 Notes:</b>	Reimagining first year initiative is in the process of identifying specific experiences that improve probability of student success.
<b>2017 Plans:</b>	Once success-related activities are identified, ICIT will develop a proposal for data tracking approach.
<b>2015 Notes:</b>	Reviewed approaches to student data analytics used by other institutions. Identified Lehman College as a suitable model to invite for consultation.
<b>2016 Plans:</b>	Develop plan for introducing data analytics on campus.
<b>2015 Plans:</b>	Identify student data that can be used for predictive analytics, develop strategy, provide recommendations

b. Use card swipes for events to obtain analytics about student behavior.

<b>Initial Timeframe:</b> Added in 2014		<b>Source:</b> Matt Aschenbrener – AVC of Enrollment and Retention
<b>2020 Status:</b> Completed		<b>Timeframe:</b>
<b>2020 Notes:</b>	Capabilities are delivered through UW-W app. Promotion postponed due to COVID-19 pandemic.	
<b>2019 Notes:</b>	Tested Wi-Fi zones and QR Codes for event and attendance tracking through Involvio App. Involvio App functionality replaces the “card swipe” approach.	
<b>2020 Plans:</b>	Complete rollout of attendance and event tracking.	
<b>2018 Notes:</b>	Moving forward with the Involvio App to integrate event and attendance tracking through card swiping.	
<b>2019 Plans:</b>	Will look to integrate the tracking for attendance to campus events and classes.	
<b>2017 Notes:</b>	Began investigating Involvio’s ability to capture data from students’ mobile devices to inform student success strategies	
<b>2018 Plans:</b>	Work with Involvio on their new predictive analytics and retention tool to understand how data can be harnessed from their mobile application to inform our campus (learning) analytic strategy.	
<b>2016 Notes:</b>	Completed upgrade to Blackboard software and facilitated the transition of the Blackboard system to an off campus to virtual server environment. Blackboard upgrade enables the analytics from card swipes. UC purchased additional “swipers” to lend out as-needed.	
<b>2016 Plans:</b>	Plan and implement Blackboard upgrade, expected in June of 2016. Assist with enabling of tracking system that allows Career & Leadership Development and the Student Involvement Office to integrate card swipes data into Org Sync to capture student volunteer activities and other student actions. Work with Office of Enrollment and Retention to understand needs and define data elements, to see how they can be integrated into interactive reporting tool.	
<b>2015 Notes:</b>	No action in 2015.	
<b>2015 Plans:</b>	Find out what kind of data is currently being captured and how it can be made available for analysis.	

c. Explore the utilization of learning analytics as a way to increase student retention and course success.

<b>Initial Timeframe:</b> Added in 2015		<b>Source:</b> ICIT
<b>2020 Status:</b> Completed		<b>Timeframe:</b> Complete in 2020
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>Learning Analytics dashboards in Cerego and Realizeit were used by faculty.</li> </ul>	
<b>Future Plans:</b>	Re-evaluate the need and the capabilities in 3-5 years	

<b>2019 Notes:</b>	<ul style="list-style-type: none"> <li>Assembled an LTC team to design a learning analytics project in support of student success.</li> <li>Submitted an IRB for a research project that will gain a better understanding of predictors of drops, fails, withdrawals, and incompletes (DFWI).</li> <li>Shared needs for better analytics from the Canvas Learning Management System to the UW System’s project manager for Canvas.</li> <li>Reviewed other campuses (e.g., Utah State University) to better understand the tools and insights they are seeking that would better support formulation of a learning analytics plan.</li> </ul>
<b>2020 Plans:</b>	<ul style="list-style-type: none"> <li>Complete IRB research project regarding predictors of DFWI.</li> <li>Explore Beta Analytics, Canvas’ new analytics tool for instructors.</li> <li>Participate in the UW System’s Learning Technology Development Council’s January 2020 meeting to explore learning analytics needs across the UW System.</li> <li>Explore the UW System’s “data lake,” when it is ready (projected Summer 2020) to ascertain usefulness toward UW’s learning analytics strategy.</li> <li>Inventory data points provided from technologies that may relate learning.</li> <li>Examine tools, similar to Utah State University (e.g., DesignPlus), to support effective course design that fit within UW System policies.</li> <li>Examine tools (e.g., Shiny) that assist with visualization of learning.</li> <li>Continue to collect information to inform a campus analytic strategy.</li> </ul>
<b>2018 Notes:</b>	<ul style="list-style-type: none"> <li>Staff participated in professional development to better understand learning analytics and how to use it to increase student retention and course success.</li> </ul>
<b>2019 Plans:</b>	<ul style="list-style-type: none"> <li>Create a cohesive learning analytics plan, determining questions we want to answer from our data and what we would like to accomplish.</li> </ul>
<b>2017 Notes:</b>	<ul style="list-style-type: none"> <li>Completed the Emerging Technology Exploration Project in Spring 2017 on Study Pattern. Waiting on UW System to determine system-wide support.</li> <li>Attended conference sessions/webinars regarding learning-analytic strategies.</li> </ul>
<b>2018 Plans:</b>	Develop a campus learning analytic strategy.
<b>2016 Notes:</b>	Evaluated learning analytics tools and institutional needs.
<b>2017 Plans:</b>	<ul style="list-style-type: none"> <li>Will conduct Emerging Technology Exploration Project in Spring of 2017 on <i>studypattern.org</i>.</li> <li>Will participate in Reimagining the First-Year initiative.</li> <li>Will align with plans developed in the Curriculum and Pedagogy segment of Reimagining the First-Year initiative.</li> </ul>
<b>2016 Plans:</b>	<ul style="list-style-type: none"> <li>Determine individual (i.e., students and instructor), course, and institutional (e.g., colleges, departments, etc.) needs regarding learning analytics.</li> <li>Evaluate learning analytic tools to meet campus teaching and learning needs.</li> <li>Develop implementation plans for the best tools to understand feasibility.</li> </ul>

4. Implement CRM for other departments and programs that focus on attracting students to UW-W.

<b>Initial Timeframe:</b> Added in 2015	<b>Source:</b> CoBE, Graduate Studies
<b>2020 Status:</b> Completed	
<b>2020 Notes:</b>	RFI Forms, Event Registration, Campaigns, and data imports were implemented. Slate has been launched for both Graduate and undergraduate Admissions.
<b>2019 Notes:</b>	Evaluated multiple CRM solutions and contracted with Technolutions to implement Slate for CoBE Grad Business only. Attended training and began planning / implementation work.
<b>2020 Plans:</b>	Go-live with RFI Forms, Event Registration, Campaigns, and data imports.

<b>2018: Notes</b>	Assessment to understand current usage of CRM, integrations and workflow has started. Partnership with the Admissions area and the Vendor was a key component. Some results showed simple and immediate fixes that were implemented during the year.
<b>2019 Plans:</b>	Understand and decide if the remaining improvements will be implemented versus replacing the platform for different CRM software that includes those functionalities.
<b>2017 Notes:</b>	More discussion with CoBE and Graduate Studies is needed in order to understand current status and future needs. Potentially a new project will be added to address CRM functionalities reengineering according to requirements.
<b>2016 Notes:</b>	Completed integration with WINS enabling information to be carried over from WINS, such as PIP registration information, enrollment status, event signup information, and test scores. ICIT will facilitate and support a major CRM upgrade in 2017, and will provide ongoing support and consultations following the upgrade.
<b>2015 Notes:</b>	Planned and implemented CRM communication tool for the following programs: <u>College of Business &amp; Economics:</u> <ul style="list-style-type: none"> <li>• Bachelors of Business Administration</li> <li>• Masters of Business Administration</li> <li>• Doctorate of Business Administration</li> </ul> <u>School of Graduate Studies:</u> <ul style="list-style-type: none"> <li>• Masters in Special Education - Professional Development</li> <li>• Masters in Special Education - Counselor Ed grad program</li> </ul> <u>Center for Global Education</u>
<b>2016 Plans:</b>	Explore methods to improve integration of CRM tool and WINS. Prepare for next significant system upgrade, expected in 2016 or 2017.

5. Improve internal processes/functionality for student-facing departments.

a. Improve Scholarship Processing for Admission's Office.

<b>Initial Timeframe:</b> Added in 2020	<b>Source:</b> Admissions, Advising.
<b>2020 Status:</b> NEW	<b>Timeframe:</b> Complete in 2021
<b>2020 Notes:</b>	This project was created to help streamline the scholarship processing procedure within the Student Information System (WINS). Completed Phases 1 and 2 of this project: <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>	Complete phases 3 and 4: <ul style="list-style-type: none"> <li>• Batch Awarding -New batch process to create offers for qualified candidates.</li> <li>• Add additional functionality for financial aid integration.</li> </ul>

b. Upgrade Courses.uww.edu

<b>Initial Timeframe:</b> Added in 2020	<b>Source:</b> Registrar
<b>2020 Status:</b> NEW	
<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.
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6. 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>2020 Status:</b> In Progress		
<b>2020 Notes:</b>	<p>Launched new admissions page with the RNL SEO optimized templates. Developed content for CoAC program pages including:</p> <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>	<p>Finalize changes to College of Arts and Communication to academic programs pages.</p> <p>Develop content for program pages in College of Education and Professional Studies</p> <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>2020 Status:</b> NEW		<b>Timeframe:</b> Complete in 2021
<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.	

7. 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>2020 Status:</b>	
<b>2021 Plans:</b>	Purchasing 12 computers, monitors and peripherals to create a new gaming computer lab for the UW-W E-Sports Program.

## ONGOING

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

<b>Initial Timeframe:</b> Initiated 2009	<b>Source(s):</b> Carried from 2008-2013 ITSP, Matt Aschenbrener-AVC of Enrollment and Retention
<b>2020 Status: Ongoing</b>	
<b>2020 Notes:</b>	Review 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 be conducting focus groups in order address these student's 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 2020-2021

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

<b>Initial Timeframe:</b> Added in 2017		<b>Source:</b> ICIT
<b>2020 Status:</b> In progress		<b>Timeframe:</b> Complete in 2021
<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 UWW 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. Ability to bring information such as classes taught and student evaluation scores into Digital Measures for Purple Book and other documentation.

**Note:** Moved from Student Success & Engagement Section

<b>Initial Timeframe:</b> Added in 2014	<b>Source:</b> CoBE
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<b>2020 Status:</b> Completed	
<b>2018 Notes:</b>	Extract was created and sent to the vendor.
<b>2017 Notes:</b>	In December ICIT had a meeting with L&S where they share that a pilot of Digital Measures is being executed. If successful, it will be scaled to a bigger group.
<b>2018 Plans:</b>	Generate an extraction of data from WINS to auto populate courses and teacher's data in Digital Measure. If the pilot is successful it will be automated.
<b>2015 Notes:</b>	Digital Measures system was upgraded in October/November of 2015. This upgrade offered enhanced features for integration with WINS.
<b>2016 Plans:</b>	Will coordinate with CoBE to finalize integration plans, and will complete integration upon stakeholder approval.
<b>2015 Plans:</b>	Explore potential for uploading of WINS (classes taught) and Class Climate (data from student evaluations) information into <i>Digital Measure System</i> , develop recommendations.

3. 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>2020 Status:</b> In Progress		<b>Timeframe:</b> Complete in 2021	
<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.		

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

<b>Initial Timeframe:</b> Added in 2014		<b>Source:</b> Administrative Affairs	
<b>2020 Status:</b> In Progress		<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.

5. 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>2020 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.	

6. Having access to faculty syllabi would be very helpful for textbook staff to determine if a book is going to be used later in the term or if they can return excess stock to the publisher.

<b>Initial Timeframe:</b> Added in 2014		<b>Source:</b> Bookstore
<b>2020 Status:</b> Cancelled		<b>Timeframe:</b>
<b>2015 Notes:</b>	This project was placed on temporary hold due to resource constraints.	
<b>2016 Plans:</b>	Initiate project, and explore potential options for stakeholder.	
<b>2015 Plans:</b>	Explore options to notify Bookstore staff about textbook selection for the upcoming terms.	

7. Explore new Calendar tool

<b>Initial Timeframe:</b> Initiate in 2018		<b>Source:</b> 2018-2022 Strategic Plan
<b>2020 Status:</b> In Progress		<b>Timeframe:</b> Complete in 2021
<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.

#### 8. UW-System Restructuring Initiative

<b>Initial Timeframe:</b> Initiate in 2018		<b>Source:</b> 2018-2022 Strategic Plan	
<b>2020 Status:</b> In Progress		<b>Timeframe:</b> Complete in 2021	
<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 UWW.</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> <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 UWW</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>		

#### 9. Building Address Change

<b>Initial Timeframe:</b> Initiate in 2020		<b>Source:</b> 2018-2022 Strategic Plan	
<b>2020 Status:</b> In Progress		<b>Timeframe:</b> Complete in 2021	
<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>		

10. Discovery Project to replace Hyperion

<b>Initial Timeframe:</b> Initiate in 2020		<b>Source:</b> 2018-2022 Strategic Plan
<b>2020 Status:</b> NEW		<b>Timeframe:</b> Complete in 2021
<b>2020 Notes:</b>	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. <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>	Complete the discovery project. 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. If no solution exists on campus, consult with others in the UW System. If no acceptable solution exists within the UW System, pursue the request for proposal (RFP) process to identify a suitable software on the market.	

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

<b>Initial Timeframe:</b> Initiate in 2020		<b>Source:</b> ICIT
<b>2020 Status:</b> NEW		<b>Timeframe:</b> Complete in 2021
<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>	

## 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>2020 Status:</b> In Progress		<b>Timeframe:</b> Complete in 2021
<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> </ul>	

	<ul style="list-style-type: none"> <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 workstation computers that may have applications with high-risk data.
<b>2020 Plans:</b>	Complete project to remove local administrative rights access from workstation 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>2020 Status:</b> In Progress		<b>Timeframe:</b>	
<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>2020 Status:</b> In Progress		
<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 mobile 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>Source:</b> Carried from 2008-2013 ITSP
<b>2020 Status:</b> In progress		<b>Timeframe:</b> Complete in 2021
<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 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/</li> </ul>	

	<p>designated employees must “approve” a project before it can be implemented. Tickets for change-related items are created in HPSM.</p> <ul style="list-style-type: none"> <li>Implemented an automated survey system for all service and support interaction to facilitate the quality assurance process.</li> </ul> <p>Developed robust Knowledgebase</p>
<b>2017 Plans:</b>	<p>Complete separation of processes between Tier1 and Tier2 Help Desk technician</p> <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>	<p>Reorganized Technology Support organization to clearly delineate the responsibilities between HelpDesk, Workstation Management, Asset Management and Tech Purchasing staff:</p> <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>	<p>Improved incident tracking to reconcile incidents with service calls. Launched HPSM governance to develop and incorporate best practices for all support tiers.</p>
<b>2015 Plans:</b>	<p>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</p>
<b>2013 Notes:</b>	<p>Introduced the role of Incident Commander to improve ticket quality, escalation and speed of response.</p> <p>Evaluated the need/value for Knowledgebase self-service. Reviewed UW-Madison KB service, it will meet UWW needs.</p>
<b>2014 Plans:</b>	<p>Integrate Change &amp; 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.</p>
<b>2012 Notes:</b>	<p>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.</p>

<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>2020 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2017
<b>2020 Notes:</b>	<p>Participated in the UW-W Tabletop Exercise. Follow up action items include:</p> <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 Technology Infrastructure of campus.
<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. Assess viability of the current Help Desk solution (HPSM) in light of the newly developed solutions and long-term vendor support.

<b>Initial Timeframe:</b> Added in 2017		<b>Source:</b> ICIT
<b>2020 Status:</b> Completed		
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>Transitioned to new ITSM (ServiceNow).</li> <li>Launched Incident module in Spring of 2020.</li> <li>Launched Service Catalog, Change Management and Problem Management in Summer of 2020.</li> </ul>	
<b>2019 Notes:</b>	Purchased ServiceNow, a replacement for current HPSM service catalog. Hired ITSM Process Analyst to help with the transition.	
<b>2020 Plan:</b>	Transition into ServiceNow environment.	
<b>2018 Plan:</b>	Review available cloud-based ITSM solutions, develop strategy	

6. Replace print management software with PaperCut.

<b>Initial Timeframe:</b> Added 2017		<b>Source:</b> CoBE, ICIT
<b>2020 Status:</b> Completed		<b>Timeframe:</b> Carried forward to 2020
<b>2020 Notes:</b>	All network printers were successfully migrated to PaperCut.	
<b>2019 Notes:</b>	Successfully Integrated UW-Rock printers into the Whitewater Papercut environment by the start of Fall Semester 2019. Successfully migrated 50% of non-instructional print queues to Papercut.	
<b>2020 Plans:</b>	Complete non-instruction printer migration to Papercut.	
<b>2019 Plans:</b>	Integrate UW-Rock Papercut printing environment into the existing UW-Whitewater environment. Being migrating non-instructional queues from Microfocus iPrint to Papercut.	
<b>2017 Notes:</b>	Implemented summer of 2017. Resolved long standing problem with Pharos Mobile Print and simplified reporting. Working with governance groups to increase awareness of student printing behaviors.	
<b>2018 Plans:</b>	Initiate project to migrate faculty and staff printing from iPrint to PaperCut.	

7. Implement UW Policy security initiatives.

<b>Initial Timeframe:</b> Added 2018		<b>Source:</b> ICIT
<b>2020 Status:</b> In progress		<b>Timeframe:</b> Carried forward to 2021
<b>2020 Notes:</b>	Completed deployment of Cisco AMP (advanced malware protection). Completed deployment of Cloudlock (high risk data loss prevention). <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</li> </ul>	

	<p>data to a secure storage location. If not moved in 7 days, the data is deleted.</p> <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>	<p>Continue to implement security initiatives including:</p> <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>

8. Migrate campus email system to Office 365

<b>Initial Timeframe:</b> Added 2019	<b>Source:</b> ICIT
<b>2020 Status:</b> In progress	<b>Timeframe:</b> Carried forward to 2021
<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> </ul>

	<ul style="list-style-type: none"> <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.

9. Transition the Endpoint Management System from ZENworks to SCCM.

<b>Initial Timeframe:</b> Added 2019	<b>Source:</b> ICIT
<b>2020 Status:</b> Completed	<b>Timeframe:</b>
<b>2020 Notes:</b>	Completed transition to SCCM and removed ZENworks from all campus devices.
<b>2019 Notes:</b>	SCCM is an Endpoint Management System used to control the Windows workstation environment. ICIT is currently engaging consultants to assist with the transition.
<b>2020 Plans:</b>	Transition from ZENworks to the SCCM environment.

10. Upgrade PeopleSoft Tools

<b>Initial Timeframe:</b> Initiate in 2020	<b>Source:</b> 2018-2022 Strategic Plan
<b>2020 Status:</b> Completed	<b>Timeframe:</b> Complete in 2020
<b>2020 Notes:</b>	<ul style="list-style-type: none"> <li>Mobile friendly version of Fluid was implemented in June of 2020</li> <li>PeopleTools was upgraded to 8.58 in August of 2020.</li> </ul>
<b>2019 Notes:</b>	The PS 9.2 and Fluid upgrades were completed in 2019. The next step in the PS upgrade will be People Tools.
<b>2020 Plans:</b>	ICIT will be planning the upgrade to People Tools in the Summer of 2020.

11. Upgrade Oracles Databases from 12cR2 to 19c.

<b>Initial Timeframe:</b> Added 2019	<b>Source:</b> ICIT
<b>2020 Status:</b> Completed	<b>Timeframe:</b> Complete in 2020
<b>2020 Notes:</b>	The upgrade to Oracle 19c will provide long-term support with better performance through April of 2024. The Oracle databases were upgraded on June 6 <sup>th</sup> , 2020.

12. Upgrade Microsoft SQL Servers.

<b>Initial Timeframe:</b> Added 2019	<b>Source:</b> ICIT
<b>2020 Status:</b> NEW	<b>Timeframe:</b> Complete in 2021
<b>2020 Notes:</b>	UWW-developed .NET applications were transitioned to SQL 2017 in fall of 2020. Third Party applications are being transitioned, with a target date of completion of January 2021.
<b>2021 Plans:</b>	Complete the upgrade of remaining SQL databases in early 2021.

13. Upgrade ImageNow (document imaging system).

<b>Initial Timeframe:</b> Added 2019	<b>Source:</b> ICIT
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<b>2020 Status:</b> NEW		<b>Timeframe:</b>
<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.	
<b>2021 Plans:</b>	Deploy SSO for Perspective Experience and transition from WebNow.	

14. Explore printer consolidation, and HP print management for office printing.

<b>Initial Timeframe:</b> Added in 2020		<b>Source:</b> ICIT
<b>2020 Status:</b> NEW		<b>Timeframe:</b>
<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.	

15. Upgrade/Replace obsolete software and hardware for departmental systems across campus.

<b>Initial Timeframe:</b> Initiate in 2021		<b>Source:</b>
<b>2020 Status:</b> NEW		<b>Timeframe:</b> Complete in 2021
<b>2021 Plans:</b>	<p>Financial Services</p> <ul style="list-style-type: none"> <li>Review Nelnet as a possible cost-reducing replacement for TouchNet.</li> </ul> <p>Campus Events</p> <ul style="list-style-type: none"> <li>Conduct an RFP for event ticketing software for in-person and online event sales.</li> </ul> <p>University Center</p> <ul style="list-style-type: none"> <li>Upgrade technology for campus ID card printing.</li> <li>Upgrade Bowling Alley Steltronics automatic scoring system.</li> <li>Replace lighting and sound system in University Center's Hamilton Room.</li> <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>University Housing</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>	

## ONGOING

1. Expand the UW-Whitewater wireless network to extend across all of campus and throughout all campus buildings.

<b>Initial Timeframe:</b> Complete in 2011		<b>Source:</b> Carried from 2008-2013 ITSP
<b>2019 Status:</b> Ongoing		
<b>2020 Notes:</b>	Purchased additional access points for upgrade and expansion of Wi-Fi in 3 buildings in student housing	

<b>2021 Plans:</b>	Upgrade wireless network in Starin Hall.
<b>2019 Notes:</b>	Incorporated UW-Rock campus into the UWW Wi-Fi network.
<b>2021 Plans:</b>	Replace where needed and expand Wi-Fi in 3 buildings in student housing.
<b>2019 Plans:</b>	<ul style="list-style-type: none"> <li>• Continue network upgrades and minor footprint expansions as needed.</li> <li>• Replace and convert UW-Rock County wireless network to UWW network.</li> </ul>
<b>2017 Notes:</b>	<p>Replaced existing “uww-wifi” network with “uww.”</p> <ul style="list-style-type: none"> <li>• Created a simplified setup for staff and students.</li> <li>• Eliminated “UWWGuestandSetup” for new device setup.</li> </ul>
<b>2018 Plans:</b>	Continuation of network upgrades, and minor footprint expansions as needed.
<b>2016 Notes:</b>	Facilitated minor expansions of wireless network footprint as needed. Bulk of network-oriented work in 2016 focused on upgrading wireless network in existing areas.
<b>2017 Plans:</b>	Continuation of network upgrades, and minor footprint expansions as needed.
<b>2015 Notes:</b>	Wireless infrastructure expanded in areas used by athletics.
<b>2016 Plans:</b>	Determine remaining gaps in coverage and deploy additional access points
<b>2014 Notes:</b>	<p>Research, recommended, secured funding and procured Cisco ISE for authentication of wireless devices on the campus wireless network to enhance the process of onboarding, managing, and monitoring.</p> <p>Expand wireless coverage into athletic facilities.</p>
<b>2015 Plans:</b>	<p>Deploy Cisco ISE solution for authentication of wireless devices on the campus wireless network to enhance the process of onboarding, managing, and monitoring them.</p> <p>Continue to expand wireless coverage into athletic facilities.</p> <p>Conduct survey in the Library, deploy wireless access points as needed.</p>
<b>2013 Notes:</b>	<p>Identified and addressed periodic service issues with campus wireless service relating to a large increase in the number of personal devices configured to interact with the campus wireless network. Removed support for older wireless standards to preserve capacity and manage the large increase in devices.</p> <p>Submitted Student Technology Fee proposal for wireless expansion and additional technology infrastructure to assist in managing continued growth in the numbers and types of personal wireless devices on campus.</p>
<b>2014 Plans:</b>	Deploy a new system for authentication of wireless devices on the campus wireless network to enhance the process of onboarding, managing, and monitoring them.
<b>2012 Notes:</b>	Continued expansion of indoor and outdoor wireless coverage and upgrades to Clean Air technology. Deployment of wireless access points into renovated buildings including Fischer and Laurentide Halls.
<b>2013 Plans</b>	<p>Expand wireless coverage in the following areas:</p> <p>Winther (1<sup>st</sup> and 2<sup>nd</sup> floor)</p> <p>Hyland (Floors 1-3)</p> <p>Andersen (Floors 2-3)</p> <p>Upham (Floors 1-2)</p> <p>Heide (First floor)</p> <p>Hyer (3<sup>rd</sup> floor)</p> <p>Bookstore (Both levels)</p>
<b>2011 Notes:</b>	Continued expansion of indoor and outdoor coverage and upgrade of existing access points to 802.11n. Started implementation of Cisco “Clean Air” access points that limit interference with other radio sources.
<b>2010 Notes:</b>	Continued expansion of indoor and outdoor coverage. Upgraded to 802.11n coverage in many high-traffic areas.
<b>2011 Plans:</b>	Survey campus for remaining areas where coverage is insufficient. Submit requests for enhancement and continue expansion / service enhancement as funding allows.

<b>2009 Notes:</b>	Extended coverage to outdoor areas.
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2. Promote awareness of specific, new or underutilized technologies available at UW-Whitewater.

<b>Initial Timeframe:</b> Ongoing		<b>Source:</b> Carried from 2008-2013 ITSP, CoEPS
<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 specifically targeted Faculty and Staff.</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>	<p>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.</p>
<b>2012 Notes:</b>	<p>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.</p>
<b>2013 Plans:</b>	<p>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.</p>
<b>2011 Notes:</b>	<p>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.</p>



<b>2012 Plans:</b>	Social network task force; streamline blog posts to automatically Tweet; redesign ConnectIT for mobile.
<b>2010 Notes:</b>	<p>Promoted awareness of technologies using several channels.</p> <ol 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> </ol>

3. 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>2020 Notes:</b>	<p>During the 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>Two-way synchronous communication:</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>Two-way asynchronous communication and collaboration:</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>One-way communication:</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>	<p>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.</p>
<b>2018 Plans:</b>	<p>Will explore Cisco Spark to enable collaboration among staff, starting with the Provost's Office (January 2018) and other campus users in a pilot.</p>
<b>2015 Notes:</b>	<p>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.</p>
<b>2016 Plans:</b>	<p>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.</p>
<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>	<p>Complete documentation for all collaborative technologies. Investigate methods to promote and increase staff utilization of Cisco Jabber and WebEx technologies.</p>

<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 2020-2021

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

<b>Initial Timeframe:</b> Added in 2014		<b>Source:</b> Campus Police, Financial Aid
<b>2020 Status:</b> In Progress		<b>Timeframe:</b>
<b>2021 Plans:</b>	<ul style="list-style-type: none"> <li>• Re-asses 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 incentives.</li> </ul>	
<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.

2. 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>2020 Status:</b> In Progress	<b>Timeframe:</b> Complete in 2021
<b>2020 Notes:</b>	<p>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.</p>
<b>2021 Plans:</b>	<p>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).</p>
<b>2019 Notes:</b>	<p>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.</p>

<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/badging 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

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

<b>Initial Timeframe:</b> Initiated in 2009	<b>Source:</b> Carried from 2008-2013 ITSP, CoBE, FP&M, CoEPS, Art & Design
<b>2020 Status:</b> Completed	
<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>	<p>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.</p>

<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>	<p>Continue to update/create documentation and offer workshops that assist staff in utilizing available technologies.</p>
<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/Osq">http://geturl.uww.edu/Osq</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>



