



Learning Environment Needs Analysis Project (2015)

Timeline and Stakeholder Engagement Matrix

Timeline of Activities

Activities	FY15 Q4	FY16 Q1			FY16 Q2		
	June	July	August	September	October	November	December
1. Develop a Plan for the Consciousness Raising and Needs Assessment by Steering Committee							
2. Develop a Resource List and Explanation of “Next Gen Digital Learning Environment”							
3. Arrange for Phone Call/Video Presentation by Provosts Martha Pollack from Michigan and Laura Roble from Indiana							
4. Provide Provost Materials to David Ward for Review prior to distribution							
5. Develop Schedule and Background Materials for Campus Visits conducted by Renee Pfeifer-Luckett, La Vonne Cornell-Swanson & Student Note taker							
6. Send Provosts Schedule and Background materials for campus visit							
7. Conduct Sessions with All UW Campus Administrative Constituents, Hosted by Provosts, Engage Constituents							
8. Engage Faculty, Instructional Staff, and Students in Focus Groups							
9. Synthesize Results from Sessions, Share Results with Focus Groups, Refine Based on Comments							
10. Synthesize Results into a Draft Needs Analysis Report							
11. Submit Draft for Review by Learn@UW Executive Committee, Key Stakeholders (CIOs, Student Affairs, CFOs)							
12. Key Stakeholder Summit (address synthesis of findings and cross-cutting perspectives)							
13. Refine Report Based on Inputs and Comments, submit for approval by Learn@UW EC and Provosts							
14. Learning Environment Needs Analysis Report Completed, sponsored by Learn@UW Executive Committee							



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UW Stakeholders to Be Engaged

Stakeholder Group	Nature of Engagement
Provosts	Provide input, assist by providing campus contact to help identify key stakeholders on their campuses, and review project results.
Accessibility Coordinators Instructional Designers	Develop a short list of key needs that learning technologies may be able to facilitate in terms of providing a learning environment that is conducive to all students.
Assessment Professionals Accreditation Professionals	Identify key needs that learning technologies may be able to provide in terms of learning environment data that can be harnessed to help with the assessment and accreditation process.
Continuing Education Professionals	Identify key needs that learning technologies may be able to provide in terms of non-traditional course data that can be harnessed to help with the continuing education community.
Learn@UW Utility Staff	Identify key issues in supporting a learning technology environment; determine the needs from a support perspective.
UW- Madison Learning Analytics Pilot Lead	Met June 10, 2015
Learning Technology Development Council (LTDC)	Met April 2015
D2L Site Administrators	Met April 2015
IT Professionals to include: Technology and Information Security Council (TISC) Educational Media Technology Council (EMTC) Identity Access & Management (IAM) & Technical Advisory Group (TAG) Information Technology Management Council (ITMC)	Identify key needs that learning technologies may be able to provide in terms of general IT. We seek to ensure that the voice of all IT are heard. This group will be most interested in third-party integrations.
Librarians	Foster a renewed collaborative effort to enable librarians to manage content acquisition and generation. We seek to ensure that the voices of all librarians are heard.
Office of Professional and Instructional Development (OPID)	Foster a collaborative environment to enable holistic support of faculty development efforts. We seek to ensure that the voices of all OPID centers are heard.
Registrars and Student Information Systems (SIS)	Identify key needs that learning technologies may be able to provide in terms of learning environment data that can be harnessed to improve the student experience and administrative effectiveness.
UW Campus CIOs	Identify key needs that learning technologies may be able to provide in terms of learning environment, perhaps to support technology training and access to content, provide an effective technology environment.
UWSA Chief Info. Security Officer, Campus Data Security Officers	Address Data governance & policy for Learning Analytics. Identify key needs in terms of security policies and data governance to ensure compliance.
Faculty and Instructional Staff	Engage during Fall 2015 semester. Help faculty and instructors envision what is possible to support teaching and learning, as well as faculty development. Identify key needs to support teaching methods.
Students	Engage during Fall 2015 semester. Identify key needs that learning technologies may be able to provide in terms of learning environment, to support skills building, learning and growth.