



MADISON INITIATIVE FOR UNDERGRADUATES

First Year Progress Report – August 2010

V 10.4.2010

Posted at: www.apa.wisc.edu/MIU

Table of Contents	
I. A Recap of the Purpose and Structure of MIU	2
II. Competitive Process to Identify MIU Projects	3
III. Round 1 Process and Funded Projects	4
IV. Round 2 Process and Funded Projects	5
<i>IV.a. Criteria and Rating Schema</i>	6
<i>IV.b. Review Process</i>	6
<i>IV.c. Round 2 Funded Proposals</i>	8
<i>IV.d. Funding Set-asides for three Thematic Projects</i>	9
V. Summary of Project Characteristics and Commitments Made in Round 1 and Round 2	10
VI. Progress Report - Need-Based Financial Aid	11
VII. Progress Reports - Round 1 Projects	12
Appendix A. Coordinating Committees	16
Appendix B. Table of Round 1 and Round 2 Awards	18
Appendix C. Calls for Round 1 and Round 2	20

MIU Report on the First Year – Status as of August 2010

I. A Recap of the Purpose and Structure of MIU¹

The Madison Initiative for Undergraduates was approved in April 2009 by the Board of Regents. It involves a supplemental tuition charge to be phased in over four years to improve the quality and long-term value of undergraduate education while making it as affordable as possible. The initiative uses funding from the tuition charge to add faculty and instructional support in high-demand areas, increase access to high-impact educational practices and improve vital student services. MIU will leverage greater need-based financial aid by matching the additional tuition revenues devoted to financial aid with matching resources from private fundraising.

Specifically, the goals of MIU are:

1. Preserve affordability of a UW-Madison education, primarily through expansion of need-based financial aid;
2. Increase the number of faculty and add instructional support to offer the courses, majors, and experiences that students need;
3. Expand best practices and innovation in teaching and learning, curricular design, and student services, in order to enhance student outcomes.

Under MIU, beginning in Fall 2009, tuition is increased by \$250 per year for resident undergraduates and \$750 per year for non-resident undergraduates over a four year period (through Fall 2012). By the end of the four years the tuition increase is expected to add \$40M to instructional funding.

Approximately half of the new funds are for need-based financial aid; students with unmet financial need will receive more grant aid and all students from families with an adjusted gross income of less than \$80K will be *held harmless* for the increase.

The other half of the funding was approved for activities that improve the student learning experience and student services. The University will hire an estimated 75 faculty, 30 staff, and over 80 new teaching assistants in a range of disciplinary areas with the goal of reducing or eliminating bottlenecks in key gateway courses like chemistry, biology, math, Spanish, economics, and business courses for non-business majors. Increasing access to these courses will help students graduate faster, enable students to take prerequisites in the appropriate order, improve access to majors, and provide the opportunity for students to be successful. Improvements in student services are a target area for MIU: academic advising, career advising, and peer mentoring are a few of the services students prioritize for improvement. More high-impact learning activities are also a priority for MIU funding. Students who participate in activities such as Freshman Interest Groups (FIGs), Undergraduate Research Scholars (URS), residential learning communities (RLCs), capstones, internships, and service-

¹ UW System Board of Regents, April 2009

learning courses, honors, are more satisfied with their college experience, report being better prepared to enter the workplace following graduation. Another priority identified for MIU funding was the integration of technology into courses: much of the technology already exists so MIU resources can be directed to building instructors' capacity to use it.

Table 1. Summary of Budget as Originally Proposed, Spring 2009

	FY2010	FY2011	FY2012	FY2013
Projected Revenue	\$10,250,000	\$20,500,000	30,750,000	\$41,000,000
Anticipated Program and Project Allocations				
Faculty hiring and instructional support for bottlenecks, high-demand majors	\$3,625,000	\$7,250,000	\$10,875,000	\$14,500,000
Student learning and student service innovations; advising; pedagogical innovations; high-impact practices; capstones and internships; service learning; e-learning, additional Freshmen Interest Groups, expanding international experiences	\$1,525,000	\$3,050,000	\$4,575,000	\$6,100,000
Financial Aid	\$5,100,000	\$10,200,000	\$15,300,000	\$20,400,000
Total Projected Allocations	\$10,250,000	\$20,500,000	30,750,000	\$41,000,000

II. Competitive Process to Identify MIU Projects

The success of the proposal for creating the MIU initiative was based on wide-spread input and engagement at UW-Madison. It was a natural choice to carry that process of wide engagement into the process for distributing the MIU funds. Chancellor Biddy Martin charged Provost Paul DeLuca with overseeing a competitive peer review process for identifying projects to receive funding.

Two committees were established to advance the process. The Student Board was a five-person student committee appointed by Associated Students of Madison (ASM). The MIU Oversight Committee was comprised of faculty, staff, students (Student Board members), and

administrators. In addition, a subset of the oversight committee members was convened as the Provost's staff MIU working group to provide day-to-day leadership for advancing MIU.

The members of the MIU Oversight Committee (MIU-OC), Student Board (SB), and Provost's staff MIU working group are listed in Appendix A.

These committees oversaw the call for proposals and the process of reviewing proposals and making recommendations to the chancellor on funding decisions. Through the call for proposals, all faculty and staff were invited to submit proposals that were aligned with the goals of MIU. The call for proposals resulted in a vibrant community discussion about the nature of a quality educational experience and generated a rich set of proposals for consideration.

III. Round 1 Process and Funded Projects

The first call for proposals was distributed to the deans in August, 2009 with an October 1 deadline (Appendix B). Despite the short time line, 29 proposals were submitted to the provost's office from the deans for the Oct. 1 deadline.

The review process for Round 1 was extensive. All proposals underwent review by the provost's staff MIU working group. Proposals were forwarded to all members of the MIU Oversight Committee and to the Student Board. Members of the MIU-OC reviewed all of the proposals. Simultaneously, the Student Board reviewed all proposals except those that focused on faculty hiring. Both committees used a rating process described below (see Round 2) to complete the review of the proposals.

Representatives met with Chancellor Bidy Martin and Provost Paul DeLuca to present recommendations and discuss the proposals. As a final result, eight (8) proposals were selected to receive funding in Round 1:

- The shared Advisor Notes System, a campus-wide project housed in the College of Agricultural and Life Sciences. Advisor Notes is a secure online system for the electronic capture of notes about student-advisor visits that can be shared among those who advise the same student. (\$150,000 one-time funds)

"On behalf of the oversight committees, I congratulate all of those who submitted proposals and thank them for their commitment to enhancing undergraduate education here at the University of Wisconsin-Madison. This is truly an historic time for this institution, and I am happy to have everyone participating as a partner in our efforts." Bidy Martin, Chancellor

- International Internship Program, under the Division of International Studies. The program will cultivate international internship experiences for UW-Madison students. (\$206,000 ongoing, including \$103,00 one-time funds for Jan-June 2010)

"It has been an inspiration to see that faculty, staff and students from across the campus have stepped up to make proposals that will truly change the undergraduate experience. All of us involved in this review process — students, faculty and staff — are humbled by this once-in-a-lifetime opportunity to shape our university's future."
Aaron Brower, Vice Provost for Teaching and Learning

- International Student e-Tutorial, a project of the Office of International Students and Services. The on-line e-tutorial will provide basic information to international students about life in Madison and compliance with federal rules that govern their legal immigration status. (\$8,370 one-time funds)

- Expansion of First-Year Interest Groups (FIGs), College of Letters & Science. FIGs will be expanded to 60 groups serving more than 1,200 students. (\$250,000)

- Expansion of the Chemistry Learning Center and the Physics Learning Center, College of Letters & Science. The proposal funds additional staff at the learning centers so that services can be provided to more students. (\$248,000)

- School of Business Faculty Positions. The proposal funds three (3) FTE faculty positions in Finance. (\$525,000)

"Overall I'm pleased with both the chancellor's and provost's continual effort to incorporate student input in this process. I feel students had a large role with the ratings of the proposals which we all presented to Chancellor Martin." Tom Templeton, vice chair of Associated Students of Madison and member of the MIU-OC and SB.

- Globalizing Undergraduate Education, College of Agricultural and Life Sciences. The project will expand short-term international experiences and internationalizes course content. (\$227,000)

- Faculty Positions in L&S Departments. Seventeen (17) faculty lines and 17 50% TAs will be funded in L&S departments, starting in 2010-11, to help meet the MIU goals. (\$2,405,000)

Decisions to fund two other proposals had been made in August 2009:

- one-time funding for extra sections of bottleneck courses in fall 2009 and spring 2010 (\$425,000 one time funds);
- a policy analyst position was funded to support campus-level data analysis and accountability related to MIU and the advancing the goals of MIU (\$75,000).

In total, about \$4 million was allocated to program initiatives in Round 1. Progress reports on the projects funded in Round 1 are provided in section VI below.

IV. Round 2 Process and Funded Projects

The call for Round 2 proposals was distributed early in September. The process was similar to the Round 1 call. A total of 114 proposals were submitted by deans to the provost's office in mid-November, 2009. The process for the review of Round 2 proposals was similar to that used for Round 1, except that it was modified to deal with the much larger number of proposals.

IV.a. Criteria and Rating Schema

Criteria and instructions were developed by the Provost's staff MIU working group in consultation with the MIU-OC. Criteria for rating proposals focused on the MIU goals 2 and 3: Goal 2. Increase the number of faculty and add instructional support to offer the courses, majors, and experiences that students need; Goal 3. Expand best practices and innovation in teaching and learning, curricular design, and student services, in order to enhance student outcomes.

For these two goals, reviewers were to consider seven criteria:

1. Project would have a significant impact on and improvement of undergraduate education.
2. Proposal addressed specific topics identified as important under MIU – advising, use of technology, best practices in gateway courses, high-impact educational practices, undergraduate research, capstones, internships, and senior theses, introductory Biology education.
3. Proposal included a plan for evaluating impact and a timeline.
4. For proposals that request new hires, an explanation of impact on access to courses and majors, more faculty instruction of undergraduates, and a plan for recruiting a diverse pool of candidates.
5. Proposal included collaboration among schools and colleges and major student support units (Libraries, University Housing, Enrollment Management, and so on.)
6. Proposal included a well developed budget and a narrative describing budget and other resource needs.
7. Special attention would be given to proposals that develop themes related to cross-disciplinary, inter-disciplinary, or emerging disciplinary efforts.

Based on these criteria, proposals were rated on a four point scale: 1, highest rating, definitely fund; 2, possibly fund; 3, probably do not fund; 4, lowest rating, don't fund.

IV.b. Review Process

Each proposal received an initial review and rating from the Provost's staff MIU working group. This review allowed a university-level perspective on each proposal and allowed the working group to become familiar with the range of proposals so they could be a good resource to the full MIU OC.

Proposals were forwarded to the Student Board and the Student Board reviewed and rated every proposal.

Every member of the MIU-OC was asked to read all 114 proposals. In addition, each proposal had two members of the MIU-OC assigned as "major reviewers". Each MIU-OC member was assigned to be the major reviewer for about 20 proposals. The major reviewers provided a rating for each of their proposals and a short verbal summary of their assigned proposals at the meetings when the proposals were being discussed.

The initial ratings from the Student Board, two MIU-OC major reviewers, and the Provost's staff MIU working group (a total of four ratings) were collected and tabulated. Detailed and averaged ratings were distributed to the MIU-OC to aid in the review process. The MIU-OC met in four 3-hour meetings in late January and early February 2010 to conduct a review of all of the proposals.

"It became clear from evaluating the proposals that we need to do a better job of providing advising services to students across disciplines and across academic advising, preprofessional advising and career advising. Now is the time to start, and we'll take some time to develop our best plan."
Paul DeLuca, Provost

The order of discussion was set by the average of the initial ratings of the two MIU-OC major reviewers, starting with the most highly rated proposal. Every proposal that received an average initial rating above 2.5 was thoroughly discussed. Major reviewers provided a short summary of the proposal and how it aligned with the criteria. The presentation was followed by questions. After each discussion, all members of the MIU-OC re-rated the proposal. When all of the highly rated proposals had been reviewed, MIU-OC members were invited to nominate any remaining proposals for discussion. This approach offered the opportunity for any proposal that may have had a lower initial rating to be moved up on the rating list. The revised ratings were collected from each member and averaged to give a new collective rating.

All of the individual proposal reviews were completed by early in the fourth meeting. Following the conclusion of the individual proposal reviews, the MIU-OC looked at the entire list and all of the ratings and re-discussed any proposal for which MIU-OC members still had questions.

Finally, the entire list of proposals was sorted by the collective rating. The MIU-OC agreed on a group of top proposals that were recommended for funding.

In mid-February, the full MIU-OC and SB met with the chancellor to present the committee's recommendations. In addition, the MIU-OC recommended funding for two campus-wide issues. One issue was to devise a comprehensive and cross-campus strategy to provide academic and career advising. The other issue was to develop e-learning through by repurposing library space.

The chancellor received and reviewed the MIU-OC recommendations. She asked for additional fact-finding on a number of proposals to answer questions and to evaluate the impact of

reduced budgets on the ability of the proposals to meet the goals of MIU. A joint sub-committee of the MIU-OC and SB was charged with this fact-finding activity and reported back to the chancellor.

IV.c. Round 2 Funded Proposals

In May 2010, the chancellor announced MIU funding for 24 proposals:

- BRIDGE program (Building Relationships in Diverse Global Environments) and the International Reach program. These programs, which pair international students with U.S. students to promote cross-cultural dialogue, engagement, and student success, will receive stable, on-going funding. (\$27,300)
- Scholarships@UW-Madison. Funds will allow for the implementation of the online scholarship application system in all undergraduate schools, colleges and departments. (\$660,000 one-time funds)
- University Health Services (UHS) Case Manager. A new staff position will develop a case-management program to better serve students who have complex mental health and social support needs. (\$64,000)
- McBurney Disability Resource Center Scheduling System. A web-based scheduling system will be implemented for deaf and hard-of-hearing students to make online requests for services such as captioning and interpreting. (\$31,200, mostly one-time funds)
- McBurney Disability Resource Center Internship Program. A predoctoral internship program for doctoral students in Clinical Psychology will focus on best practices for serving postsecondary students with disabilities. (\$20,250)
- Center for the First-Year Experience Transfer Student Program. CFYE will add services directed at coordinating initiatives for transfer students so that they make a smooth transition to UW-Madison and are better integrated into the university. (\$33,500)
- Advising in University Residence Halls. This collaboration of Cross-College Advising Service and University Housing will expand advising resources in university residence halls and create an after-hours advising program in College Library that would be geared toward helping first-year students. (\$245,000)
- Building Excellence in Natural Resources and the Environment. This project will add faculty to the Department of Agricultural and Applied Economics, College of Agriculture and Life Sciences. (\$298,000)
- Teaching Assistant Resources, College of Agricultural and Life Sciences. More TA funding will add TA support and discussion sections to some large courses that currently have no TAs. (\$400,000)
- Faculty lines in the Department of Chemistry, College of Letters and Science (\$635,000)
- Faculty lines in the Department of Economics, College of Letters and Science (\$825,000)
- Faculty lines for the International Studies Major, College of Letters & Science and Division of International Studies (\$258,000)
- Faculty lines in the Department of History, College of Letters and Science (\$500,000)
- Faculty lines in the Department of Psychology, College of Letters and Science (\$560,000)

- Faculty lines in the Department of Spanish & Portuguese, College of Letters and Science (\$460,000)
- Faculty lines in the School of Social Work, College of Letters and Science (\$250,000)
- Faculty lines associate with the Digital Studies Initiative, College of Letters and Science, School of Education, School of Human Ecology. This project is a collaborative effort among several departments. (\$468,000, plus \$111,000 one-time funds)
- Certificate in Prof Communication in East Asian Languages, College of Letters and Science (\$110,000, plus \$40,000 one-time funds)
- An educational initiative to add three faculty lines in Global Public Health, College of Agriculture and Life Sciences (\$581,000)
- Support for 0.5 FTE of a faculty line to expand Physiology 435, School of Medicine and Public Health (\$198,000)
- Expansion of Residential Learning Communities, University Housing (\$403,000)
- Internships in the Liberal Arts, College of Letters & Science (\$113,000)

“Even at this point, the impact on campus is huge. The additional faculty positions are enabling departments to offer new opportunities to students. Two great examples are areas such as Psychology, which is revamping its curriculum, and CALS, which will greatly expand courses in the economics of natural resource management.” Paul DeLuca, Provost

IV.d. Funding Set-asides for Three Thematic Projects

Based on Round 1 and Round 2 proposals, three thematic areas were identified by the MIU-OC as being high priority for funding. These thematic projects needed a longer time frame and wider discussion for planning than provided to meet the Round 1 and Round 2 constraints. At the recommendation of the MIU-OC, the chancellor authorized that MIU funds be set aside to fund well developed proposals for three projects:

- **Introductory Biology Education.** A task-force was appointed to develop a unified, campus-wide proposal for resolving some outstanding challenges associated with the Introductory Biology course sequences. A potential MIU set-aside of up to \$500,000 was ear-marked for a proposal from the task-force; funds would be released to the project only with the approval of the provost and the chancellor. Funding for a clerical support staff person in 2010-11 was authorized.
- **A comprehensive approach to improving undergraduate advising.** A task force was charged with planning a coordinated response to undergraduate advising needs. Advising is so central to the goals of MIU and to a quality educational experience that up to \$1.5 million would be used to support the new plan. Two 2-year bridge proposals were funded out of this set aside. First, two positions were funded for a pre-health advising office (housed in Letters & Science) to support students who have an eventual professional goal related to the health sciences (Nursing, MD program, Physician Assistant, Physical Therapy, and so on.) Secondly, two positions were funded in Letters & Science Career Services to expand services to students over the two-year planning period.

- A set aside to develop e-learning spaces (\$300,000). A Round 1 proposal set the stage for convening a working group to more fully develop plans for e-learning spaces and the accompanying changes in pedagogical approach.

For most projects funded in Round 2, the project activities will begin in Fall 2010. Full progress reports on Round 2 projects and the set-aside projects will be provided in the 2011 MIU report.

V. Summary of Commitments Made and Project Characteristics In Round I and Round II

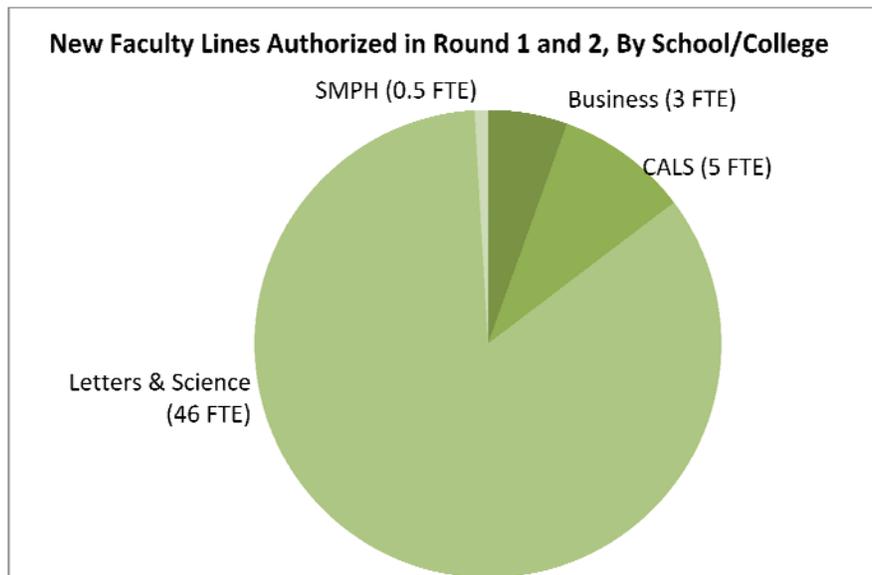
Table 2. Summary of Award Characteristics from Round 1 and Round 2

Category	Number	Amount	Notes
Faculty hiring for course expansion, access to majors, improved educational experience	14	\$7.96M	54.5 new faculty lines committed in these projects
High Impact Practices and Educational Innovation	9	\$2.66M	Includes a set aside for Restructuring Introductory Biology Education (\$500K) and for e-Learning (\$300K), and funding for expanded FIGs, RLCs, and internships.
Academic and Student Support	7	\$1.1M	Includes expansion of CLC, PLC, expanded services offered by McBurney, UHS, and ISS, plus one-time funding for Scholarships@UW-Madison
Academic and Career Advising for Undergraduates	4	\$1.78M	Includes a \$1.5M set aside for a project to re-envision delivery of advising for all undergraduates
Infrastructure	1	\$0.07M	Policy and Planning Analysis
	35	\$13.6M	
See Appendix B for a detailed table			

Approximately \$8 million was committed in Round 2. Combined with Round 1 commitments (approximately \$4 million), and the set-asides for key initiatives (advising, biology education, and e-learning), about \$4 million is available for a third round of proposals in 2010-11. (Approximately \$4M is set aside for overhead and fringe benefits associated with new hires.) With the completion of the Round 1 and Round 2:

- a total of 35 projects have been funded, 10 projects in Round 1, 22 projects in Round 2, and three (3) thematic projects that received funding set-asides. .
- 54.5 FTE for new faculty lines were authorized: 0.5 FTE for SMPH, 5 for CALS, 3 for Business, and 46 for L&S.

- 77 50% FTE for new TA positions have been added, along with 7 FTE for instructional academic staff positions, and 12 FTE for other permanent academic staff in student support and other administrative roles.
- 7 FTE of short-term staff positions will be added for up to two years to support the advising, introductory biology, and e-learning during the planning period for these umbrella projects.
- 5 projects included funds to assure that more faculty are able to teach in high impact learning experiences--they provide departments with support for faculty to engage in specific activities, such as teach First-Year Interest Groups and direct Residential Learning Communities.



VI. Progress Report - Need-Based Financial Aid

Funds from MIU added \$5.1 million to need-based institutional grants in 2009-10. Institutional grant dollars increased by 86% over the prior year (\$12.9 million compared to \$6.9 million in 2008-09 and \$6.2 million in 2007-08).

In 2009-10, 6,057 students received a "Hold Harmless Grant"; a total of \$1.7 million went to students with demonstrated financial need and an adjusted family income of less than \$80,000 annually (based on their FAFSA).

A total of 1,260 students who had financial need received a UW-Madison Grant; a total of \$3.4 million went to these students with awards averaging \$2,600.

In 2009-10, 14% more students than in the prior year were served by the FASTrack program, which provides need based institutional grants to the neediest students.

VII. Progress Reports - Round 1 Projects

All MIU-funded-projects are required to provide annual reports that detail the impact of their projects and how the project is advancing the goals of MIU. A standard format has been developed for project reports. A summary for each project is given below. The detailed reports are posted at: www.apa.wisc.edu/MIU .

School of Business Faculty Positions in Finance

Three faculty lines were funded in the School of Business (Finance) to alleviate course bottlenecks in the Finance and Marketing sequence (Marketing 300, Finance 300, Finance 320 and Finance 330) and increase the presence of faculty instructors in the classroom. An additional goal was to provide more options for non-Business majors by meeting demand for General Business 310 and 311 and by working with Economics to create a Finance option in the Economics major.

As of July 2010, one faculty member has been hired (Marketing), another has an offer (Finance) and a joint hire with Economics is in progress. Several initiatives for non-business majors have been implemented. General Business 310 will be offered regularly (starting with Fall 2010). The Certificate in Business and Entrepreneurship Certificate (both for non business majors) have been recently implemented. The first-ever Business FIG will be offered in Fall 2010.

College of Letters & Science Faculty Lines

The College of Letters & Science was awarded 17 faculty lines and 17 teaching assistant FTEs in Round 1 to alleviate course bottlenecks, provide access to high-demand majors, increase the faculty presence in the classroom, and expand capacity for delivery of high-impact practices. The positions were in the following departments: Chemistry (1), Communication Arts (3), Economics (3), History (2), Journalism (1), Political Science (2), Psychology (3), Social Work (1), Spanish.

For many departments, the searches for the MIU faculty lines was conducted in the 2009-10 academic year and the faculty will join UW-Madison in time for Fall 2010 classes. Departments have specific plans to expand course offerings and high-impact practices in Fall 2010. The 2011 report will provide specific information on these additional offerings.

Advisor Notes, Cross-College Advising and College of Agricultural and Life Sciences

Advisor Notes is a secure online system for the capture of notes about student-advisor visits that can be shared appropriately among those who advise the same student.

Two teams, one that dealt with protocol and policy issues and another that dealt with technical issues, met throughout the 2009-10 academic year. The Advisor Notes project

teams had started meeting before they received MIU funding, having identified Advisor Notes as a solution to several advising challenges. The working teams determined the technical specifications needed by the Advisor Notes system and identified other issues that needed to be considered (such as privacy, access, legal issues, FERPA, connections with student record systems, and so on).

The Advisor Notes system “went live” on June 1, 2010 with a successful implementation for a pilot group of users. Eight pilot units, representing 57 academic advisors, were selected to pilot the Advisor Notes system for new students coming to orientation in summer 2010. Over 90% of first-year students entering SOAR have their advising notes entered into the new system. Feedback on the system has been gathered throughout the summer and focus groups will be conducted with pilot users in Fall 2010. This information will be used to identify changes needed at this early stage. After any needed changes are implemented, Advisor Notes will be rolled out to other advisors in controlled phases.

Online Interactive International Student e-Tutorial, Office of International Students and Services

The project goal was to implement an interactive e-Tutorial for prospective and current international students in order to communicate to them important information about their immigration status and life at UW-Madison, to reduce anxiety about attending UW-Madison, and to provide students access to information at times when ISS is not staffed. The e-tutorial is a cost effective way to provide routine information to students so staff can focus on more issues specific to individual students.

Shortly after funding was approved, ISS contracted with Kognito, the company that produced the tutorial, and worked with them to customize the product for UW-Madison. Customizations include video clips of UW-Madison’s international students talking about their experiences. The tutorial “went live” in mid July 2010. It can be accessed at the following URL <http://iss.wisc.edu/> under “Announcements” in the upper right hand corner. As August 31, 2010, students from 76 countries have used this new system. ISS will track the impact of this new resource over the coming year.

International Internship Program, Division of International Studies

The international internships program is a partnership of Business, Engineering, CALS, and Letters & Science, under the leadership of the Office of International Studies. The project aims to increase the number of students participating in international internships, increase the number of organizations/sites offering international internships, increase student post-graduation employment at sites hosting international interns, strengthen relationships with global organizations, increase recognition of UW-Madison as a leader in global human capital development, and raise funding for program support and financial aid to students pursuing international internships.

Spring 2010 focused on hiring, partnership development and organizational issues. A Managing Director, Assistant Director, Summer Intern, and Academic Year Intern were all hired. Some students were placed in internships for summer 2010 and other placements are in development for summer 2011. Two advisory committees were formed and met monthly. Project is working on establishing partner relationships with career services offices, Area Studies centers, Registrar's Office, University Communications, and the Morgridge Center for Public Service.

Globalizing Undergraduate Education, College of Agricultural and Life Sciences

This project is a collaborative effort among International Academic Programs (IAP), Center for International Business Education and Research (CIBER), International Engineering Studies and Programs (Engineering), and CALS Career Services under the auspices of CALS. The goals of the project are to better integrate international curriculum into courses, to increase the number of new international internship sites, to increase the number of students placed in those internships or short-term study-abroad, and to increase the funding available to support students who choose to participate in international internships.

In Spring 2010, the project focused on hiring and organizational activities. An academic staff member was hired to coordinate the internship activities. She is working to establish advisory groups, marketing materials and a framework for recruiting students and administering internships. A position vacancy listing for the second position was posted in July 2010 with a targeted starting date of 10/1/2010. Progress on the internationalization of the curriculum will begin after this person is hired.

Expanded First-Year Interest Groups (FIGs), College of Letters & Science

FIGs will be expanded from the 32 groups serving 598 students in Fall 2009 to at least 60 FIGS to serve approximately 1,200 students by Fall 2012.

The FIGs coordinator position was increased from 50% to 100% and a 33% PA position was added. This additional staffing allowed for more FIGs to be planned for Fall 2010. For Fall 2010, a FIG is being offered in each school/college that has an undergraduate major, and a total of 45 FIGs are being offered. At least 5 more FIGs are being planned for spring 2010, which will put the anticipated 2010-11 total at 50.

Expanded Chemistry Learning Center and the Physics Learning Center, College of Letters & Science.

Funding was provided to two important learning-support centers, the Chemistry Learning Center and the Physics Learning Center. Funding was intended to be sufficient for assistance to be available to all students who are identified as needing learning-support services. Until now, both CLC and the PLC have had to limit the number of students who they are able to give assistance to. CLC will increase staffing to cover all

sections of the largest introductory Chemistry courses (Chem 103, 104 and 108). PLC will support the introductory Physics sequences Physics 103-104 and Physics 207-208.

The focus in Spring 2010 was to get increased staffing in place. PLC added staff and so was able to add support services for students in Physics 207/208 and maintain support for students in Physics 103/104. CLC added staff in preparation for gearing up in the 2010-11 academic year.

Letters & Science Funding for Additional Sections in 2009-10.

As MIU was just getting underway in Fall 2009-10, \$425,000 was released to Letters & Science on a one-time basis to provide access to students and open sections in bottle neck courses. Space for an additional 2,912 enrollments was provided, mostly by funding additional TAs to expand enrollments in gateway classes and in some cases by funding lecturer positions. Specific examples include: 200 seats in Biology 151/152 in both the Fall 2009 and Spring 2010 semesters; 190 seats in Chemistry 103 in Fall 2009; 100 seats in Sociology 134; more than 200 seats in various introductory and intermediate level Spanish classes in Fall 2009; 72 seats in Anthropology 104 in Fall 2009; 96 seats in introductory and intermediate English classes in Spring 2010.

Academic Planning and Analysis, Policy and Planning Analyst Position, Office of the Provost

One position was added to support the infrastructure needs and increased reporting activity associated with MIU. A staff person was hired in April 2010.

Appendix A. Coordinating Committees

Madison Initiative for Undergraduates Oversight Committee, 2009-2010

*** Also a member of the Provost's staff MIU working group.*

Paul DeLuca, Chair, Provost/Vice Chancellor for Academic Affairs

Joanne Berg, Vice Provost for Enrollment Management & Registrar

Lori Berquam, Dean of Students

Aaron Brower**, Vice Provost for Teaching & Learning; Professor, Social Work

Maria Cancian, Professor, LaFollette School of Public Affairs

Michelle Curtis, Associate Director, Student Financial Aid

Joe Koss, ASM Student Appointee

Regina Murphy, Professor, Chemical & Biological Engineering

Tori Richardson, Assistant Dean, College of Letters & Science

Adam Sheka, ASM Student Appointee

Aliko Songolo, Professor, Dept. of French & Italian

Cheryll Steinke, Office of Student Financial Aid

Tom Templeton, ASM Vice Chair

Michel Wattiaux, Professor, Dairy Science

Administrative Support

Sheila Voss**, Office of the Provost

Ex-Officio Members

Jocelyn Milner**, Associate Provost and Director, Academic Planning & Analysis

Mo Noonan Bischof**, Assistant Vice Provost

Eden Inoway-Ronnie**, Exec Assistant to Provost

Irwin Goldman, Deputy Dean/Interim Dean, CALS

Tim Norris, Director, Budget Office

Bob Ray, Associate Dean, CALS

Doug Rose, Director, Office of Space Management

Gary Sandefur, Dean, L&S

Nancy Westphal-Johnson, Associate Dean, L&S

Kathy Christoph, DoIT

Darrell Bazzell, Vice Chancellor for Administration

Scott Hildebrand, Special Assistant to Vice Chancellor for Admin

Student Board, 2009-10

Tyler Junger, ASM Appointee, and MIU-OC member

Alexander Kowalsky, ASM Appointee

Aaron Minerath, ASM Appointee

Jonathan Alfuth, ASM Appointee

Christa Behnke, ASM Appointee

Adam Sheka, ASM Appointee, and MIU-OC member
Joe Koss, ASM Appointee, and MIU-OC member
Tom Templeton, ASM Vice Chair and MIU-OC member
Sophia Weerth, ASM Appointee
Lori Berquam, Dean of Students

Appendix B. Table of Round 1 and Round 2 Awards

Category	Lead Unit	Project Name	Round	One-time Funds	On-going Budget	New Faculty FTE	TA FTE	Inst AS FTE	Other AS FTE	Temp Hires
Advising	Letters & Science	Advisor Notes	1	150,000		0	0	0	0	0
Advising	Student Life	Engaging Transfer Students	2	2,500	31,000	0	0	0	1	0
Advising	University Housing	Expanding Advising in Housing, College Library	2		245,000	0	0	0	5	0
Advising	Cross-campus	Advising Re-envisioning Project (set-aside)	1		1,500,000					1
Advising	Cross-campus	Pre-Health Advising (Advising set-aside Bridge Project)	1			0	0	0	2	2
Advising	Cross-campus	Career Services Advising (Advising set aside Bridge Project)	1			0	0	0	2	2
Courses/Majors/ Faculty	Business	Faculty Expansion: Finance and Marketing	1	525,000	525,000	3	0	0	0	0
Courses/Majors/ Faculty	CALS	Teaching Assistants in CALS	2		400,000	0	8	0	0	0
Courses/Majors/ Faculty	CALS	Faculty Expansion: Global Public Health	2		581,000	3	1.5	0	1.4	0
Courses/Majors/ Faculty	CALS	Faculty Expansion: AAE (Building Excellence in Natural Resources)	2		298,000	2	1	0	0.25	0
Courses/Majors/ Faculty	Cross College Biology	Intro Biology Restructuring (set-aside)	2		500,000					1
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Chemistry (Note 1.)	1		141,470	1	0.5	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Communication Arts (Note 1)	1		282,941	2	1	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Economics (Note 1)	1		424,412	3	1.5	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: History (Note 1)	1		282,941	2	1	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Journalism Mass Comm (Note 1)	1		141,470	1	0.5	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Political Science (Note 1)	1		282,941	2	1	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Psychology (Note 1)	1		424,412	3	1.5	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Social Work (Note 1)	1		141,470	1	0.5	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Spanish & Portuguese (Note 1)	1		282,941	2	1	0	0	0
Courses/Majors/ Faculty	Letters & Science	Expanded Course Sections for 2009-10	1	425,000						
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Psychology	2		560,000	4	4	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: International Studies Major	2		258,000	2	1	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Chemistry (Transform Undergraduate Learning)	2		635,000	4	2	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: History	2		500,000	4	2	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Social Work	2		250,000	2	1	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Spanish and Portuguese	2		460,000	4	2	0	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Digital Studies Initiative	2	110,800	468,000	4	2.5	0.5	0	0
Courses/Majors/ Faculty	Letters & Science	Faculty Expansion: Economics	2		825,000	5	2.5	0	0	0
Courses/Majors/ Faculty	SMPH	Course Expansion: 435 Experimental Physiology	2		198,000	0.5	1	0	1	0

Category	Lead Unit	Project Name	Round	One-time Funds	On-going Budget	New Faculty FTE	TA FTE	Inst AS FTE	Other AS FTE	Temp Hires
High Impact Practices	CALS	CALS Globalizing Undergraduate Education	1		227,000	0	0	0	2	0
High Impact Practices	Letters & Science	FIGS Expansion	1		250,000	0	0.33	0	0.7	0
High Impact Practices	International Studies and Programs	International Internships	1	103,000	206,000	0	0.5	0	2	0
High Impact Practices	Letters & Science	Certificate in Professional Communication in East Asian Lang	2	40,000	110,000	0	0	2	0	0
High Impact Practices	University Housing	Expand Residential Learning Communities	2		402,675	0	0	0	1	0
High Impact Practices	Letters & Science	Internships in Liberal Arts	2		112,640	0	0	0	0.5	0
High Impact Practices	Cross Campus	e-Learning Spaces (set-aside)	2		300,000					1
High Impact Practices	Cross Campus / L&S	Math/Pre-calculus (bridge funding, e-Learning set-aside)	2		0	0	0.5	0.33	0	0
Infrastructure	Provost's Office	APA Policy Analyst	1		75,000	0	0	0	1	0
Student Support	Student Life	International e-Tutorial	1	8,370		0	0	0	0	0
Student Support	Letters & Science	Chemistry Learning Center	1		124,000	0	0	2.5	0	0
Student Support	Letters & Science	Physics Learning Center	1		124,000	0	0.33	2	0	0
Student Support	Enrollment Mgmt	Scholarships @ UW-Madison	2	660,000		0	0	0	0	5
Student Support	University Health Services	Mental Health Case Management	2		64,000	0	0	0	1	0
Student Support	Student Life	BRIDGE, International Reach	2		27,300	0	0	0	0	0
Student Support	Student Life	Pre-doctoral Clinical Psychologist Internship	2		20,250	0	0	0	0.5	0
Student Support	Student Life	Scheduling Software for Deaf/Hard-of-Hearing Services	2	29,160	2,040	0	0	0	0	0

1. Faculty lines authorized in Letters & Science in Round 1 were associated with a single proposal and are counted as one project.
2. Staffing information is provided for awards: FTE, Full time equivalent; TA, teaching assistant; Inst AS, instructional academic staff; Other AS, other academic staff.
3. Chemistry Learning Center and Physics Learning Center were funded in a single proposal/project.
4. For the three set-aside projects, the positions are shaded to indicate that decisions are pending.



DATE: September 2, 2009

TO: Deans, Department Chairs and Academic Program Directors, and all Faculty and Academic Staff

FROM: Paul M. DeLuca, Jr., Provost 

RE: MIU Proposal Guidelines

This is a follow-up to the call for proposals for the Madison Initiative for Undergraduates (MIU), sent by Chancellor Biddy Martin and me on July 31, 2009. It is intended to provide further detail regarding the MIU proposal submission process.

We wish to elicit the broadest possible and most creative ideas that address the MIU goals and align with the university's strategic framework: 1) Preserve affordability of a UW-Madison education, primarily through expansion of need-based aid; 2) Generate faculty and instructional support, including hiring, to offer the courses, majors and experiences students need; 3) Expand best practices and innovation in teaching and learning, curricular design, and student services in order to enhance student outcomes. The specifics regarding the MIU, including annual dollar amounts that will be available, can be found in the MIU Executive Summary submitted to the Board of Regents last spring <http://madisoninitiative.wisc.edu/wp-content/uploads/2009/05/mi.pdf>.

This initiative is an opportunity to improve, and transform, the educational experience for undergraduates. We are particularly interested in encouraging "out of the box" thinking that cuts across disciplinary boundaries. Finally, campus strategic priorities will frame selection decisions.

We will have a two-phase process to receive proposals. Phase 1 will focus on goals 2 and 3 from above **for projects that will begin this academic year**, including hiring initiatives with recruitments that must begin in 2009-10. Phase 2 will focus on these same goals but without the constraints of the short implementation timeline. Below are the instructions for proposal submission.

a. Proposals Guidelines and Instructions:

- Within the MIU goals 2 and 3 as stated above, identify the problem that your proposal will address in terms of *undergraduate* education, instructional quality and innovation, and access, and how the proposed hires/innovation/activities/effort will significantly impact this problem.
- Describe how progress is to be measured, demonstrated, and reported; that is, provide metrics and timelines to evaluate project success.
- For proposals that request new hires:
 - Describe how they will significantly impact student access and the ability of departments to allow their faculty to teach undergraduates.
 - Describe the proactive steps that will be used to identify and recruit a diverse pool of candidates.
- Identify cross-college partnerships and/or campus collaborators needed to ensure success (between schools and colleges, with other major units, such as libraries, Dean of Students offices,

IT, Housing, Enrollment Management, the Union, etc.).

- Include a detailed budget and budget narrative, identifying infrastructure needs/cost, such as physical space and facilities, technology, other academic support services, etc.
- Special attention will be given to proposals that encourage cross-disciplinary, interdisciplinary, and emerging disciplinary efforts.
- Some areas for curricular and student service innovation were identified through last spring's MIU campaign, and we wish to encourage proposals that address these areas:
 - Academic and career advising, inclusive of pre-professional advising
 - Use of technology and best-practice enhancements to introductory/gateway courses
 - Expanding and coordinating undergraduate research opportunities
 - Expanding and improving our ability to enhance student learning through high impact practices; such as First-year Interest Groups (FIGs), residential learning communities, peer mentor opportunities and student leadership, and service learning
 - Expanding and improving our ability to offer capstones, internships, and senior theses
 - Improving biology education, particularly introductory biology.

Special note to Deans: Schools and Colleges have already worked hard to identify their bottlenecks and high demand areas. Deans are encouraged to submit proposals that directly address those needs. Deans will need to develop their own timelines and procedures that will enable them to forward to the Provost only those proposals that they fully support.

b. Proposal Length: Proposals should not exceed 10 single-spaced pages (12 point font), including budget and budget narrative. Brevity is appreciated.

c. Proposal Submission Process and Deadlines: Proposals should be submitted by the appropriate dean's office or the director of a major campus unit. Proposals involving more than one school, college, or unit should submit jointly. After review by the appropriate dean(s), proposals should be forwarded electronically to Provost Paul DeLuca at provost@provost.wisc.edu.

Phase 1 Proposals

Deadline for submission to Provost: **October 1, 2009.**

Proposals in Phase 1 need to begin this academic year.

Phase 2 Proposals

Deadline for submission to Provost: **November 15, 2009.**

Proposals in Phase 2 will focus on initiatives, regardless of their time frame.

Questions regarding the development of proposals may be addressed to provost@provost.wisc.edu.

c: Chancellor Martin
MIU Oversight Committee
Darrell Bazzell
Tim Norris
Becci Menghini
Eden Inoway-Ronnie