



MADISON INITIATIVE FOR UNDERGRADUATES

Second Year Progress Report Activity in the 2010-11 Academic Year

www.apa.wisc.edu/MIU

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UW-Madison Initiative for Undergraduates

Second Year Progress Report – Executive Summary

September, 2011

Goals and Costs

The Madison Initiative for Undergraduates was approved in April 2009 by the Board of Regents. It involves a tuition surcharge to be phased in over four years to improve the quality and long-term value of undergraduate education while making it affordable to all. The tuition charge is used to add faculty and instructional support in high-demand and emerging areas, increase access to high-impact educational practices and improve vital student services. It also significantly increases need-based financial aid by matching the tuition revenues devoted to financial aid with private fundraising.

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

Approximately half of the new funds are used for need-based financial aid; grants go to students with unmet financial need and all students from families with an adjusted gross income of less than \$80K are held harmless for the increase. The other half of the new funds are for improvements in undergraduate education and funding decisions were made through a competitive grant review process.

Review Processes and Allocations

Two committees (Student Board appointed by the Associated Students of Madison and the MIU Oversight Committee, comprised of faculty, staff, students and administrators) reviewed proposals and made recommendations to the provost and chancellor on funding decisions. The competition rounds were completed in spring 2011 and the MIU Oversight Committee will have an ongoing oversight role until at least 2014 (five years after original approval).

The full \$20M in funding allocated for the undergraduate experience was allocated in three rounds of competitions for funding: approximately \$4M in Round 1 (Fall 2009), \$8M in Round 2 (Spring 2010); \$4M in Round 3 (Spring 2011); and a \$4M allocation for overhead and fringe benefits associated with new hires.

Selected Highlights

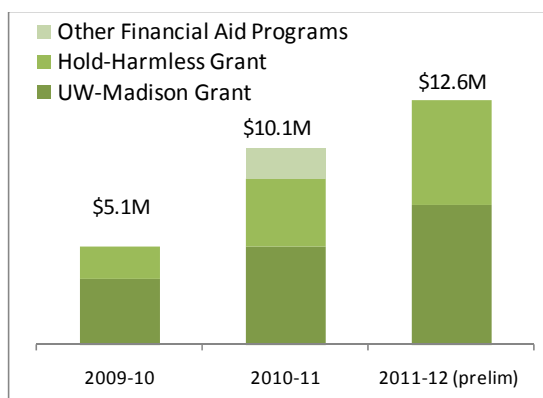
- 54 projects were selected for funding from a total of 199 proposals submitted in rounds 1, 2, and 3.
- 76 new faculty positions were awarded across 20 departments; 31 new faculty across 12 departments are hired and on-campus by Fall 2011; new faculty positions are allocated to high demand and bottle neck areas, such as economics, chemistry, psychology, Spanish, International studies, physiology, history, political science, and social work.
- 36 academic staff positions (FTE) were added to expand instruction and student services. An additional 24 undergraduate advisor positions were allocated from the advising set-aside fund.
- Approximately 120 50% teaching assistants were added (63.5 FTE total); this adds capacity for approximately 10,000 student course enrollments in TA-taught sections.
- 1,100 students enrolled in 54 First-year Interest Groups in Fall 2011, an 80% increase in FIGs enrollment over Fall 2009 before MIU funding.
- The Chemistry Learning Center increased the number of students they supported annually from about 250 students to 429 students in 2010-11 and now support students in all 16 primary sections of Chem 103, 104, and 108.
- The International Student e-tutorial served 7,334 students and prospective students from 138 countries in the first 12 months of operation; 70% of the visitors were served at times that were outside of UW-Madison's regular business hours.

- 300 students were served by UHS's MIU-funded mental health case worker in the first three months the service was available.
- New undergraduate certificates in Global Health and in Japanese Professional Communication were approved; certificates in Digital Studies, Chinese Professional Communication, Educational Services, and Mass Communications are being developed.
- Students in several pre-calculus math courses are already benefiting from innovative pedagogy and e-learning spaces. The project, known as WisCEL (the Wisconsin Collaboratory for Enhanced Learning) covered sections of Math 095, Math 101, and Math 112 in 2010-11. In 2011-12 most offerings of these classes will shift to the e-learning environment. Planning is underway to expand to selected Engineering classes and to language classes.

MIU-Funded Financial Aid

- Institutional need-based financial aid increased to \$13.7 million in 2010-11, up from only \$6.9 million in 2008-09 before MIU contributed to need-based institutional aid. Resident tuition is still among the lowest among Big 10 institutions.
- In the first two years of MIU, 8,458 students received a "Hold Harmless Grant"; a total of \$5.2 million went to these students who had demonstrated financial need and an adjusted family income of less than \$80,000 annually. A total of 2,140 students who had financial need received a UW-Madison Grant (\$8.4 million, average award of \$3,900). Another \$1.6 million was distributed through other programs.
- Over the first two years, MIU funded \$15.1 million in grants to undergraduates. In August 2011, \$12.6 million in MIU grants had already been awarded. Final numbers for 2011-12 will be available at the end of the academic year.

MIU-Funded Financial Aid and Grants



Undergraduate Advising

- Five MIU projects focused on undergraduate advising, a priority named by students for MIU. Among the projects was a \$1.5M set aside to re-envision undergraduate advising. A task force was established in April 2010 to develop a campus-wide plan to realize goals for improved and coordinated advising.
- The task force delivered a comprehensive plan in Spring 2011 that was endorsed by the MIU-OC and accepted by the provost and chancellor. Recommendations included adding 24 new undergraduate advisors, centralizing advising by establishing an Office of Undergraduate Advising under the leadership of a new director, improving technology to support advising, and improving training for advisors.
- Among the 24 new advising positions, 8 positions were permanently allocated to pre-health advising (3 positions), advising of exploring/undecided students (2 positions), transfer student advising (2 positions), pre-Law advising (1 position). These permanent allocations were based on strong impact of temporary positions in these roles. For example, the Center for Pre-Health Advising had 976 walk-in or by-appointment advising sessions and 11,500 visitors to their web site in the first year (2010-11).
- The remaining 16 new advisor positions will be allocated through a competitive proposal process.
- The search for a new Director of Undergraduate Advising is expected to be completed by the end of 2011.
- MIU projects have included some technological advances. For example, *Advisor Notes*, an on-line note-taking and sharing system, allows a student's advising history to be available at any advising appointment. First rolled out in summer 2010, by the end of May 2011, *Advisor Notes* included almost 30,000 notes for 17,000 students and was used by 85 advising units and 276 faculty and staff.

Full details and comprehensive reports on MIU can be viewed at

<http://madisoninitiative.wisc.edu/>

MADISON INITIATIVE FOR UNDERGRADUATES
Second Year Progress Report
Activity in the 2010-11 Academic Year

I. MIU Progress Highlights

Overall MIU Funding:

- 54 projects were funded in total in Rounds 1, 2, and 3 of the peer review competition.
- 76 new faculty positions were awarded across 20 departments (total, all three rounds).
- An additional 7.7 FTE of faculty lines were funded on a flexible basis to support targeted MIU projects.
- 31 new faculty across 12 departments were hired and on-campus by Fall 2011 of the 51 new faculty awarded in Round 1 and 2; searches were underway for the remaining faculty positions.
- 36 academic staff positions (FTE) were added to expand instruction and student services. In addition, 24 new advisor positions were created through the Advising Project.
- Approximately 120 TA positions (63.5 FTE total) were added, which adds the capacity for approximately 10,000 student enrollments in TA-taught sections.

Impact of MIU Financial Aid:

- 8,458 students from low- and middle-income families received a “Hold Harmless Grant” in the first two years of MIU, a total of \$5.2M.
- 2,140 students received an additional \$8.4M of need-based grant aid in the form of UW-Madison Grants in the first two years of MIU. An additional \$1.6 million was distributed through other financial aid programs.
- MIU-funded aid to students totaled \$15.1 million in the first two years.
- As of August 2011, \$12.6 million had already been awarded for the 2011-12 year. MIU has helped keep UW-Madison affordable and UW-Madison’s tuition remains among the lowest in the Big 10.

Impact of Selected MIU Projects:

- The Center for Pre-Health Advising had 976 walk-in or by-appointment advising sessions and 11,500 visitors to their web site in the first academic year of operation (Oct 2010-June 2011).
- Cross-College Advising Services advised 6,912 students in the five residence hall locations in 2010-11, a 39% increase in the first year over prior levels.
- The International Student e-tutorial served 7,334 students and prospective students from 138 countries in the first 12 months of operation; 70% of the visitors were served at times that were outside of UW-Madison’s regular business hours.

- 300 students were served by UHS's MIU-funded mental health case worker in the first three months the service was available.
- 1,100 students enrolled in 54 First-year Interest Groups in Fall 2011, an 80% increase in FIGs enrollment over Fall 2009 before MIU funding.
- Spaces and enrollments in Applied Ag and Economics course 343 Environmental Economics more than doubled in 2010-11 (217 students) compared to the prior year (104 students).
- The Chemistry Learning Center increased the number of students they supported annually from about 250 students to 429 students in 2010-11 and now support students in all 16 primary sections of Chem 103, 104, and 108.
- Space and enrollments in International Studies 101, Introduction to International Studies, increased to 340 students, a 30% increase over the prior year enrollments of 250; this increased the number of seats available to freshmen and sophomores.
- A new advanced physiology course, Physiology 435, added capacity for 86 students, mostly seniors, and added sufficient capacity to eliminate the wait list for Physiology 335 for the first time in 10 years.
- MIU projects focused on internships resulted in a substantial expansion: 68 new internships via Internships in the Liberal Arts (L&S) and 131 international internships.
- The Certificate in Professional Japanese Communication and the Certificate in Global Health were designed and approved and are set for implementation in Fall 2011. Certificates in the planning stage include Professional Chinese Communication, Digital Studies, and Mass Communications.
- Between September 2010 and August 2011, 4,583 students submitted a total of 5,224 applications to 628 scholarships through the on-line Common Scholarship Application (Scholarships@UW-Madison). In just the first year, 7 school/college dean's offices used the system and 21 departments implemented or were in the process of implementing CSA. For the two colleges that are most advanced in their implementation, they used the system to pass out 314 awards totaling \$955,300 (average award of \$3,042).
- The Digital Studies Project developed six (6) new courses; offerings in 2011-12 will have the capacity for a total of 184 student enrollments. Courses include Art 107 Introduction to Digital Forms; English 236 Bascom Seminar-Reading and Writing in Electronic Environments; English 307 Topic: Rhetoric, Mashed Up; Communication Arts 200 Introduction to Digital Communications; Communication Arts 522 Digitally Documenting Everyday Discourse; SLIS 341 Building Digital Infrastructures for Culture and Science.
- The History Department increased capacity in a wide range of courses: writing-intensive courses, 463 students and 5 courses over baseline; seminars, 90 students and three courses over baseline; undergraduate research courses, 1579 students and 46 sections over baseline; global learning/ethnic studies requirements sections, 206 students and 3 courses over baseline; service learning, 66 students and 1 course over baseline.
- Sixty-nine faculty and staff representing 41 of the 54 MIU projects attended one of four summer 2011 workshops on student learning assessment and the achievement gap offered by MIU Core Team members.

II. A Recap of the Purpose and Structure of MIU

The Madison Initiative for Undergraduates (MIU) was approved in April 2009 by the Board of Regents. The initiative uses funding from a tuition surcharge to add faculty and instructional support in high-demand areas, increase access to high-impact educational practices and improve vital student services. MIU will also 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 support goals 2 and 3, namely improvements in undergraduate education. These funds were distributed through a competitive peer review process. Priority was given to MIU projects that seek to reduce or eliminate 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, especially academic advising, are student priorities for MIU support. MIU projects expand delivery of high-impact learning activities such as First-Year Interest Groups (FIGs), undergraduate research, residential learning communities (RLCs), capstones, internships, and service-learning courses, which help prepare students for the world of work, advanced study, and productive citizenship.

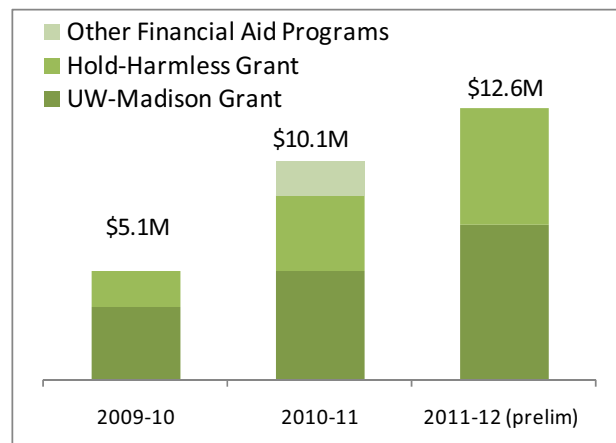
Table 1. Summary of Budget as Originally Proposed, Spring 2009

Revenue and Allocations	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; high-impact practices; capstones and internships; service learning; e-learning; FIGs; other student support activities	\$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

III. Progress Update - Need-Based Financial Aid

In the first two years of MIU, 8,458 students received a "Hold Harmless Grant"; a total of \$5.2 million went to these students who had demonstrated financial need and an adjusted family income of less than \$80,000 annually (based on their FAFSA). A total of 2,140 students who had financial need received a UW-Madison Grant; a total of \$8.4 million went to these students with awards averaging \$3,900. Another \$1.6 million was awarded in 2010-11 through other need-based financial aid programs.

Figure 1. MIU-Funded Financial Aid and Grants



In August 2011, \$12.6 million of MIU-funded Hold-Harmless Grants and UW-Madison Grants had already been awarded for 2011-12. Final numbers for 2011-12 are expected late in the spring semester.

IV. Competitive Process to Identify MIU Projects

To fully involve faculty, staff, and students in the use of MIU funds, a competitive peer review process was used to identify projects to receive funding. The call for proposals invited all faculty and staff to submit proposals that were aligned with the goals of MIU. The proposal review structure, established in fall 2009, involved three inter-related committees:

- The Student Board, a student committee appointed by Associated Students of Madison (ASM).
- The MIU Oversight Committee comprised of faculty, staff, students (Student Board members), and administrators appointed by the provost and chancellor.
- The MIU Core Team, a subset of the MIU Oversight Committee appointed by the provost that provided day-to-day leadership for advancing MIU.

The 2010-11 members of these committees are listed in Appendix A.

These committees oversaw the call for proposals and proposal review and collaborated to deliver a single set of recommendations on funding to the provost and chancellor.

V. MIU Round 1 and MIU Round 2

The MIU Round 1 call for proposals was distributed to the deans in August 2009. Despite the short time line, 29 proposals were submitted by the October 1 deadline. After a multi-stage review process, eight (8) proposals were selected to receive Round 1 funding.

MIU Round 2 was launched in September 2009; 114 proposals were submitted to the provost's office by mid-November 2009. Following the peer review process, in spring 2010 the provost and chancellor announced the 24 proposals that would receive MIU Round 2 funding.

Rounds 1 and 2 funding included set-aside funding for three campus-wide projects:

- Undergraduate advising was identified as central to the goals of MIU and up to \$1.5 million was set aside to fund a coordinated response to undergraduate advising needs. In 2010, 2-year bridge proposals were funded from this set aside: a Center for Pre-Health Advising (two advisor positions); expanded Career Services in Letters & Science (two positions); funding for two advisors in the College of Engineering. A task force convened in April 2010 to develop a campus-wide plan to re-envision the delivery of undergraduate advising, delivered a comprehensive plan and recommendations in April 2011. The recommendations and progress on undergraduate advising are described in section VII.
- The Wisconsin Collaborative for Enhanced Learning, WisCEL, was funded 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. The plan was initiated by piloting the innovative e-learning pedagogy and curriculum to students enrolled in several pre-Calculus math courses (Math 095, Math 101, Math 112). Starting in Fall 2011, the project will expand to eventually cover all students in these pre-Calculus Math courses. Delivery of additional courses in Engineering, languages, and biology are in the planning stages.
- Up to \$500,000 was set aside for introductory-level Biology education. A task-force was charged with developing a unified, campus-wide proposal with funds to be released to the

project with the approval of the provost and the chancellor. The work of the task force is on-going.

In summary, Round 1 and Round 2 funding included:

- a total of 35 projects
- 54.5 FTE for new faculty lines (0.5 FTE for SMPH, 2 for CALS, 3 for Business, and 46 for L&S)
- 77 new TA positions (50% positions), 7 FTE for instructional academic staff positions, and 12 FTE for other permanent academic staff in student support and administrative roles
- 7 FTE of short-term staff positions for up to two years to support the advising, introductory-level Biology, and WisCEL projects during the planning phase

Approximately \$4 million was committed in MIU Round 1 and \$8 million was committed in Round 2. Accounting for the funding for set-aside projects and funding set aside for overhead and fringe benefits, approximately \$3.8 million was available for a third round of proposals in 2010-11. The 2009-10 MIU report provides more detail about Round 1 and Round 2.

VI. MIU Round 3 Proposal Review

The call for Round 3 MIU proposals was issued on September 8, 2010. A total of 56 proposals were submitted by November 29, 2010 for consideration in Round 3.

As in the previous rounds, the call for proposals (Appendix B) focused on increasing faculty and instructional support and on expanding innovation in teaching, curricular design, and student services. Proposals were rated (1=definitely fund to 4=do not fund) based on 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.

The proposals were reviewed by the MIU Core Team, the MIU Student Board, and the MIU Oversight Committee. Each MIU-OC member was assigned to be the major reviewer for nine proposals. The initial ratings from the Student Board, two MIU-OC major reviewers, and the MIU Core Team 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 late January and early February 2011 to conduct a review of all submitted proposals.

In review meetings, there was an opportunity to discuss all proposals. Starting with the most highly rated proposals, major reviewers provided a short summary of the proposal and how it aligned with the criteria and the MIU-OC discussed the proposal. After each discussion, all members of the MIU-OC re-rated the proposal. The revised ratings were collected and averaged to give a new collective rating. After all the proposals had been reviewed, the MIU-OC reviewed all of the ratings and re-discussed any proposal for which there were still questions. Through iterative discussion and rating over the course of five 3-hour meetings, the MIU-OC agreed on proposals to recommend to the provost and chancellor for funding.

The full MIU-OC and Student Board met with the provost and chancellor to present the recommendations (mid-February). The chancellor 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 Student Board was charged with this fact-finding activity. In April 2011, funding was announced for 19 MIU Round 3 projects.

VII. MIU-Funded Round 3 Projects

- Advisor Notes – Enhancements and on-going maintenance for the Campus-wide Shared Advisor Notes System, an online system for advisors to record and share notes from advising sessions (\$223,650 in one-time funds and \$50,000 in on-going funds)
- BRIDGES (International Student Services) – Building BRIDGES Across Campus is a supplementary award for a Round 1 award to this program that supports international students in their first semester (\$25,000)
- Design Lab (Design Composition Center) – A well-equipped and staffed space for students to learn to use technology to enhance their documents and presentations (\$240,000)
- Education and Educational Services Certificate (Department of Educational Psychology) – Development of a certificate that helps students learn about educational services (\$189,000 for two faculty, TAs, and a certificate administrator)
- Engineering Grand Challenges – The project is designed to engage undergraduates campus-wide in the grand challenges of contemporary engineering (\$164,555 for faculty salary flex time and TA support)
- Faculty Expansion: Communication Arts – Funding for a faculty member and five 50% TAs to establish a new course, CommArts155: Intro to Digital Media Production (\$164,500 in on-going funding and \$268,000 one-time funds for equipment)
- Faculty Expansion: English – Expanded participation in First-year Interest Groups and to increase access to small seminar courses for History major seniors (\$225,000 for three faculty positions)
- Faculty Expansion: French and Italian (Francophone World) – A project to engage undergraduates with the Francophone world, its cultures and communities (\$170,000 for two faculty and TA lines)

- Faculty Expansion: Journalism Mass Communications - New courses for majors and non-majors in digital literacy, expanded access to core courses to expand the capacity of the major by 40%, development of a non-majors certificate in mass communications (\$300,000 for three faculty and a part-time instructor)
- Faculty Expansion: Mathematics – Curricular reform in the calculus course sequence and the development of new instructional materials (\$300,000 for three faculty positions, and \$130,00 in one-time funds for faculty flex time)
- Faculty Expansion: Nursing – The “Future of Care” project is focused on expansion and improvement of undergraduate Nursing education, including curriculum revision (\$475,000 for five new faculty positions, and \$25,000 in one-time funds)
- Faculty Expansion: Philosophy – A new faculty member will be hired to have the expertise to teach Kantian philosophy (\$75,000)
- Faculty Expansion: Political Science – Three new faculty positions will support the undergraduate Research Skills Initiative, which will add an introductory “Methods of Political Inquiry” course, and several intermediate level courses in research methods (\$310,000)
- Faculty Expansion: Sociology – A new faculty hire will expand course offerings in Criminal Justice and in criminology through the Center for Law, Society, and Justice (\$130,000)
- International e-Tutorial – Ongoing support for maintenance of the on-line tutorial for International students (\$3,650)
- McBurney Center Transition Services Program – Expanded services to support new students as they transition into enrollment at UW-Madison (\$75,000)
- Organic Chemistry – Funding for learning enhancement in large organic Chemistry classes by adding additional teaching assistants (\$312,000)
- Scholarships @ UW-Madison – Continued development, expanded departmental participation, and ongoing maintenance for the online, campus-wide scholarship application system (\$600,000 one-time funding and \$100,000 ongoing funding)
- Teaching and Learning Excellence – A project of the Teaching Academy to support professional development of teaching skills among new faculty (\$150,000 in on-going funds and \$150,000 in one-time funds)

VIII. MIU Project Award Characteristics – Rounds 1, 2, and 3

Through the competitive process, MIU funding was provided to a total of 54 projects. The projects include funding for the following personnel:

- 75.5 FTE of new faculty lines across 20 departments were added (0.5 FTE in SMPH, 1 in Business, 2 in CALS, 63 in Letters & Science, 5 in Nursing). An additional 7.7 FTE of faculty funding was provided to support existing faculty on a flexible basis to enhance targeted MIU projects.
- 31 new faculty across 12 departments were hired and on campus by Fall 2011.
- 36 academic staff positions (FTE) were added to support instruction and student services.
- More than 120 TA positions were added (63.5 FTE total), which adds capacity for approximately 10,000 student course enrollments in TA-taught sections.

A listing of all of the MIU projects is provided in Appendix C. Table 2 and 3 summarize selected characteristics.

Table 2. Summary of Award Characteristics from Round 1, Round 2 and Round 3

Category	Number of Projects	Amount	Notes
Faculty hiring for course expansion, access to majors, improved educational experience	29	\$11.9M ongoing \$1.48M one-time	75.5 new faculty lines committed in these projects; in addition sufficient funding was provided to fund the reallocation of faculty for undergraduate instruction from other activities.
High Impact Practices and Educational Innovation	9	\$1.61M ongoing \$0.14M one-time	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	11	\$0.57M ongoing \$1.29M one-time	Examples: expansion of tutoring programs; expanded services offered by McBurney, UHS, and ISS; funding for Scholarships@UW-Madison.
Undergraduate Advising	5	\$1.83M ongoing 0.38M one-time	Includes a \$1.5M set aside for a project to re- envision delivery of advising for all undergraduates.
Infrastructure	2	\$0.23M ongoing \$0.15 one-time	Instructional development support for new faculty; project support and accountability.
TOTAL	54	\$16.15M ongoing \$3.45M one-time	

Table 3. Allocation of MIU Faculty Lines, by School/College

School/College	Number of Faculty Lines (FTE)	Faculty "Flex Time" FTE
College of Agricultural and Life Sciences	2	3
School of Business	1	
College of Engineering		1.2
School of Education	2	
College of Letters and Science	63	3.5
School of Medicine and Public Health	0.5	
School of Nursing	5	
Notes:		
1. FTE – Full-time equivalent		
2. Faculty "Flex Time" – funds to allow faculty to allocate time for instruction in a target area from other commitments such as teaching in their home department, research or outreach. Faculty may have their home appointment in a unit other than the one to which the funds were awarded.		

IX. Progress Update – MIU Projects

Selected highlights from progress reports are listed in section I. Annual reports for each Round 1 and Round 2 project are posted at: www.apa.wisc.edu/MIU.

All MIU-funded-projects are required to provide annual reports that describe the impact of the project and how the project is advancing the goals of MIU. All Round 1 and Round 2 projects provided a report in summer 2011. Round 1 projects have had funding for about 18 months and Round 2 projects have had funding for one year. Round 3 projects, which received notice of funding in April 2011, will submit their first progress reports in summer 2012.

Projects that depend on faculty hiring have a ramp up time of one to two years because of the lead time required for the hiring process. Student services projects have generally been able to be implemented more quickly and much of the most evident impact in the first two years of MIU comes from those projects.

Progress Update - Focus on Undergraduate Advising

Five MIU projects focused on undergraduate advising, a priority named by students for MIU. Early in the process of allocating MIU funds, \$1.5M was set aside to support a re-envisioning of undergraduate advising. A task force was established in April 2010 to develop a campus-wide plan to realize goals for improved and coordinated advising.

The task force delivered a comprehensive plan in Spring 2011 that was endorsed by the MIU-OC and accepted by the provost and chancellor. Recommendations included adding 24 new undergraduate advisors, centralizing advising by establishing an Office of Undergraduate Advising under the leadership of a new director, improving technology to support advising, and improving training for advisors.

Among the 24 new advising positions, 8 positions were permanently allocated to pre-health advising (3 positions), advising of exploring/undecided students (2 positions), transfer student advising (2 positions), pre-Law advising (1 position). Several of these positions had already been funded by MIU on a temporary basis and have proven their value to students. For example, the Center for Pre-Health Advising had 976 walk-in or by-appointment advising sessions and 11,500 visitors to their web site in the first year (2010-11). Temporary funding had been provided for pre-health advising, transfer student advising, Letters and Science career advising, and academic advising in Engineering. The remaining 16 new advisor positions will be allocated through a competitive proposal process that will be completed by the end of 2011.

The search for a new Director of Undergraduate Advising is expected to be completed by the end of 2011 and the office will be established early in 2012.

One of the Round 2 MIU projects was Advisor Notes, an on-line note-taking and sharing system that allows a student's advising history to be available at any advising appointment. This system was launched in summer 2010 for use with new undergraduates only. Less than a year later, by the end of May 2011, Advisor Notes included almost 30,000 notes for 17,000 students

and was used by 85 advising units and 276 faculty and staff. This project has been a clear demonstration of the value of technology to support the effective advising of such a large number of undergraduates.

Another advising project was the creation of new satellite offices of Cross-College Advising Service in University Housing and in College Library. These satellite offices allow for more walk-in and just-in-time advising sessions and make advising available where students live and study. In the first year (2010-11), Cross-College Advising Services advised 6,912 students in the five residence hall locations, a 39% increase over prior levels.

Taken together, these MIU projects that support advising are envisioned to dramatically improve the undergraduate student experience.

X. Summary

The Madison Initiative for Undergraduates was approved in 2009 and implemented in 2009-10 with the goal of improving the undergraduate experience. By the end of the 2010-11 academic year (the second year of MIU), more than \$15 million in financial aid had been distributed to students and all funds had been allocated to 54 projects through three rounds of competition. A total of 31 of the 75 MIU-funded faculty lines were filled by Fall 2011. New certificate programs in Global Health and in Professional Japanese Communication were in place. Dozens of new courses were in place or being developed in a range of traditional disciplines and interdisciplinary studies such as History, Psychology, Digital Studies, and Global Health. Many projects associated with student support services had made substantial and measurable progress and innovations in advising were already improving the experience of undergraduates.

Appendix A. Coordinating Committees

Madison Initiative for Undergraduates Oversight Committee, 2010-2011

Paul M. DeLuca Jr., Provost and Vice Chancellor for Academic Affairs (MIU-OC Chair)
Lori Berquam, Dean of Students (also Student Board)
Aaron Brower, Vice Provost for Teaching & Learning; Professor of Social Work (also Chair, MIU Core Team)
Lori Mann Carey, CNCS Appointee, Dept. Administrator, Art
Ian Coxhead, Professor, Agricultural and Applied Economics
Michelle Curtis, Associate Director, Student Financial Aid
Regina Murphy, Professor, Chemical & Biological Engineering
Tori Richardson, Assistant Dean, College of Letters & Science
Terry Ruzicka, Chief of Staff, Enrollment Management
Adam Sheka, ASM Student Appointee (also Student Board)
Aliko Songolo, Professor, Dept. of French & Italian
Tom Templeton, ASM Vice Chair (also Student Board)
Michel Wattiaux, Professor, Dairy Science
Katy Ziebell, ASM Student Appointee (also Student Board)

Administrative Support

Sheila Voss, Office of the Provost (also MIU Core Team)

Ex-Officio Members

Darrell Bazzell, Vice Chancellor for Administration
Steve Cramer, Assoc. Dean, College of Engineering
Scott Hildebrand, Chief of Staff, Office of VCA
Eden Inoway-Ronnie, Exec Assistant to Provost (also MIU Core Team)
Jennifer Klippel, Budget Analyst, Madison Budget Office
Jocelyn Milner, Director, Academic Planning & Analysis (also MIU Core Team)
Mo Noonan Bischof, Assistant Vice Provost (also MIU Core Team)
Tim Norris, Director, Budget Director, Madison Budget Office
Sarah Pfatteicher, Asst. Dean, CALS
Doug Rose, Director, Office of Space Management
Gary Sandefur, Dean, L&S
Carole Turner, Assoc. Dir, Academic Technology, DoIT
Nancy Westphal-Johnson, Associate Dean, L&S

Student Board (appointed by ASM), 2010-11

Adam Sheka
Tom Templeton
Claire Lynch
John Skic
Ian Gorecki
Max Puchalsky
Sundar Sharma
Katy Ziebell



TO: Deans, Department Chairs, and all Faculty and Academic Staff
FROM: Paul M. DeLuca, Jr., Provost
RE: Round 3 MIU Call for Proposals Guidelines
DATE: September 8, 2010

This memo outlines instructions and guidelines for the third round of funding decisions for the Madison Initiative for Undergraduates (Round 3 of the MIU). We will have approximately \$3.8M to allocate in Round 3. This round will complete the allocation of MIU funds.

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 high impact, "out of the box" thinking that cuts across disciplinary boundaries. Finally, campus strategic priorities will frame selection decisions.

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. You DO NOT

have to include fringes and start-up packages for new hires; those expenses are covered outside of this Call.

- 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:
 - Use of technology and best-practice enhancements to introductory/gateway courses
 - Expanding and coordinating undergraduate research opportunities
 - Expanding and improving our ability to offer capstones, internships, and senior theses
 - Expanding and improving our ability to enhance student learning through other high impact practices (see <https://tle.wisc.edu/tleblogs/ambrower/high-impact-educational-practices-uw-madison>)

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. Please write a cover memo to accompany the proposals that you submit, including your priorities and/or proposal rankings. The review committees weighted heavily these school/college cover memo.

b. Proposal Length: Proposals should not exceed 10 single-spaced pages (12 point font), including budget and budget narrative and a 250-word abstract. 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. The timeline for submissions and review decisions is as follows

- October 29, 2010 – Round 3 proposals submitted to the appropriate dean or director.
- November 29, 2010 – Deans forward proposals to provost.
- Late December/Early January – The provost office will organize the submissions and ready the committees for their review assignments.
- End of January/Early February – The review committees will complete their reviews.
- Mid February – Recommendations will be given to the chancellor.

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

Cc: Chancellor Martin
MIU Oversight Committee
Darrell Bazzell
Tim Norris
Becci Menghini
Aaron Brower
Eden Inoway-Ronnie
Mo Noonan-Bischof
Jocelyn Milner

Appendix C. Summary List of MIU Awards

Project Name	Lead department	Category	Round	One-time Budget Award	On-going Budget Award	New Faculty FTE Awarded	Faculty Hires by Fall 2011	Teaching Ass't FTE	Inst AS FTE	Other AS FTE	Temp Hires	Faculty Flex Time (FTE)
CCAS in Univ Housing and College Library	CCAS/Housing	Advising	2		245,000	0	0	0	0	5	0	0
Advising Re-envisioning Project (set-aside)	Cross-campus	Advising	1		1,500,000	0	0	0	0	27	1	0
Advising Set Aside: Career Services Advising	Cross-campus/L&S	Advising	1			0	0	0	0	0	2	0
Advising Set Aside: Engineering Bridge Funds	Cross-campus/Engr	Advising	1			0	0	0	0	0	2.5	0
Advising Set Aside: Pre-Health Advising	Cross-campus/CALS	Advising	1			0	0	0	0	0	2	0
Advisor Notes	Cross College Advising Services	Advising	1	150,000		0	0	0	0	0	0	0
Advisor Notes	Cross College Advising Services	Advising	3	223,650	57,000	0	0	0	0	1	0	0
APA Policy Analyst	Academic Planning and Analysis	Infrastructure	1		75,000	0	0	0	0	1	0	0
BRIDGE	International Student Services	Student Support	3		25,000	0	0	0	0	0.5	0	0
BRIDGE, International Reach	International Student Services	Student Support	2		27,300	0	0	0	0	0	0	0
CALS Globalizing Undergraduate Education	CALS Academic Student Services	High Impact Practices	1		227,000	0	0	0	0	2	0	0
CALS Teaching Assistants	CALS Academic Student Services	Courses/Majors/Faculty	2		400,000	0	0	8	0	0	0	0
Certificate in Professional Communication in East Asian Lang	East Asian Lang and Lit	High Impact Practices	2	40,000	110,000	0	0	0	2	0	0	1
Chemistry Learning Center	Chemistry	Student Support	1		124,000	0	0	0	2.5	0	0	0
Course Expansion: 435 Experimental Physiology	Physiology	Courses/Majors/Faculty	2		198,000	0.5	0.5	1	0	1	0	0
Design Lab (Design Composition Center)	University Libraries	Courses/Majors/Faculty	3		240,000	0	0	5	0	1	0	0.5
Education and Educational Services Certificates	Educational Psychology	Courses/Majors/Faculty	3		189,000	2	0	2.5	0.5	0	0	0
Engaging Transfer Students	Center for the First Year Experience	Advising	2	2,500	31,000	0	0	0	0	1	0	0
Engineering Grand Challenges	College of Engineering Dean's Office	Courses/Majors/Faculty	3		164,555	0	0	0	0	0	1	1.2
Expand Residential Learning Communities	University Housing	High Impact Practices	2		402,675	0	0	0	0	1	0	1
Expanded Course Sections in 2009-10	Letters & Science Dean's Office	Courses/Majors/Faculty	1	425,000		0	0	0	0	0	10	0
Faculty Expansion: AAE (Building Excellence in Natural Resources)	Agricultural and Applied Econ	Courses/Majors/Faculty	2		298,000	2	0	1	0	0.25	0	0
Faculty Expansion: Chemistry (I)	Chemistry	Courses/Majors/Faculty	1		141,470	1	1	0.5	0	0	0	0
Faculty Expansion: Chemistry (Transform Undergraduate Learning)	Chemistry	Courses/Majors/Faculty	2		635,000	4	0	2	0	0	0	0
Faculty Expansion: CommArts155 Intro to Digital Media Prodn	Communication Arts	Courses/Majors/Faculty	3	268,000	164,500	1	0	2.5	0	0	0.5	0
Faculty Expansion: Communication Arts (1)	Communication Arts	Courses/Majors/Faculty	1		282,941	2	2	1	0	0	0	0
Faculty Expansion: Digital Studies Initiative	English	Courses/Majors/Faculty	2	110,800	468,000	4	4	2.5	0.5	0	0	0
Faculty Expansion: Economics	Economics	Courses/Majors/Faculty	2		825,000	5	0	2.5	0	0	0	0
Faculty Expansion: Economics (1)	Economics	Courses/Majors/Faculty	1		424,412	3	2	1.5	0	0	0	0
Faculty Expansion: English	English	Courses/Majors/Faculty	3		225,000	3	0	1.5	0	0	0	0
Faculty Expansion: Finance and Marketing	Finance	Courses/Majors/Faculty	1	525,000	525,000	3	2	0	0	0	0	0
Faculty Expansion: French and Italian (Francophone World)	French & Italian	Courses/Majors/Faculty	3		170,000	2	0	1	0	0	0	0
Faculty Expansion: History	History	Courses/Majors/Faculty	2		500,000	4	1	2	0	0	0	0
Faculty Expansion: History (1)	History	Courses/Majors/Faculty	1		282,941	2	2	1	0	0	0	0
Faculty Expansion: International Studies Major	International Studies Major	Courses/Majors/Faculty	2		258,000	2	2	1	0	0	0	0
Faculty Expansion: Journalism Mass Comm	Journalism and Mass Communications	Courses/Majors/Faculty	3		300,000	3	0	2	0.4	0	0	0
Faculty Expansion: Journalism Mass Comm (1)	Journalism and Mass Communications	Courses/Majors/Faculty	1		141,470	1	1	0.5	0	0	0	0
Faculty Expansion: Mathematics	Mathematics	Courses/Majors/Faculty	3	130,000	300,000	3	0	1.5	0	0	1	0
Faculty Expansion: Nursing "Future of Care"	Nursing	Courses/Majors/Faculty	3	25,000	475,000	5	0	0.33	0.5	0	0	0
Faculty Expansion: Philosophy (Kant)	Philosophy	Courses/Majors/Faculty	3		75,000	1	0	0.5	0	0	0	0
Faculty Expansion: Political Science (1)	Political Science	Courses/Majors/Faculty	1		282,941	2	2	1	0	0	0	0

Appendix C. Summary List of MIU Awards

Project Name	Lead department	Category	Round	One-time Budget Award	On-going Budget Award	New Faculty FTE Awarded	Faculty Hires by Fall 2011	Teaching Ass't FTE	Inst AS FTE	Other AS FTE	Temp Hires	Faculty Flex Time (FTE)
Faculty Expansion: Political Science (Research Skills Init)	Political Science	Courses/Majors/Faculty	3		310,000	3	0	1.5	0	0	0	0
Faculty Expansion: Psychology	Psychology	Courses/Majors/Faculty	2		560,000	4	2	4	0	0	0	0
Faculty Expansion: Psychology (1)	Psychology	Courses/Majors/Faculty	1		424,412	3	3	1.5	0	0	0	0
Faculty Expansion: Social Work	Social Work	Courses/Majors/Faculty	2		250,000	2	0	1	0	0	0	0
Faculty Expansion: Social Work (1)	Social Work	Courses/Majors/Faculty	1		141,470	1	1	0.5	0	0	0	0
Faculty Expansion: Sociology (Criminal Justice, Cnt for Law, Society, and Justice)	Sociology	Courses/Majors/Faculty	3		130,000	1	0	0.5	0	0	0	0
Faculty Expansion: Spanish & Portuguese (1)	Spanish & Portuguese	Courses/Majors/Faculty	1		282,941	2	2	1	0	0	0	0
Faculty Expansion: Spanish and Portuguese	Spanish & Portuguese	Courses/Majors/Faculty	2		460,000	4	4	2	0	0	0	0
FIGs Expansion	First-year Interst Groups	High Impact Practices	1		250,000	0	0	0.33	0	0.7	0	1
Global Public Health	CALS Academic Student Services	Courses/Majors/Faculty	2		581,000	0	0	1.5	0	1.4	0	3
International e-Tutorial	International Student Services	Student Support	1	8,370		0	0	0	0	0	0	0
International e-Tutorial	International Student Services	Student Support	3		3,650	0	0	0	0	0	0.1	0
International Internships	International Studies and Programs	High Impact Practices	1	103,000	206,000	0	0	0.5	0	2	0	0
Internships in Liberal Arts	Journalism and Mass Communications	High Impact Practices	2		112,640	0	0	0	0	0.5	0	1
Intro Biology Restructuring (set-aside)	Inst for Biol Education	Courses/Majors/Faculty	1		500,000						1	
McBurney Transition Services	McBurney Center	Student Support	3		75,000	0	0	0	0	1.25	0	0
Mental Health Case Management	University Health Services	Student Support	2		64,000	0	0	0	0	1	0	0
Organic Chemistry (TA project)	Chemistry	Courses/Majors/Faculty	3		312,000	0	0	6	0	0	0	0
Physics Learning Center	Physics	Student Support	1		124,000	0	0	0.33	2	0	0	0
Pre-doctoral Clin Psychologist Internship	McBurney Center	Student Support	2		20,250	0	0	0	0	0.5	0	0
Scheduling Software for Deaf/Hard-of-Hearing Services	McBurney Center	Student Support	2	29,160	2,040	0	0	0	0	0	0	0
Scholarships @ UW-Madison	Student Financial Aid	Student Support	2	660,000		0	0	0	0	0	5	0
Scholarships @ UW-Madison	Student Financial Aid	Student Support	3	600,000	100,000	0	0	0	0	1	4	0
Teaching and Learning Excellence (Teaching Academy)	Teaching Academy/Academic Technology	Infrastructure	3	150,000	150,000	0	0	0	0.5	1	0	0
WisCEL (e-Learning set-aside)	Mathematics	High Impact Practices	2		300,000	0	0	1	1.5	2	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: FTE, Full time equivalent; TA, teaching assistant; Inst AS, instructional academic staff;
3. Chemistry Learning Center and Physics Learning Center were funded in a single proposal/project.
4. For the Introductory Biology, the positions are shaded to indicate that decisions are pending.

Appendix D. MIU OC Roles and Responsibilities

Ongoing Roles & Structure of Madison Initiative for Undergraduates Oversight Committee (MIU OC) April 29, 2011

Roles:

1. Advisory oversight to chancellor and provost.
 - a. Will review summaries of yearly progress reports on project goals and expenditures.
 - b. Will review summaries of yearly progress on financial aid activities related to MIU.
 - c. Will offer recommendations to chancellor and provost if any actions are needed on projects, or in oversight communications to projects.
 - d. Will review and offer recommendations on plans and direction changes initiated by projects and/or based on accountability reports.
2. Expect that MIU OC will meet once/year, likely in early Fall semester, to review ongoing projects, including budget expenditures.
 - a. Possible additional meetings as needed.
 - b. Possibilities to create small work groups if focused oversight is needed on particular topical areas or budgetary issues.
3. The MIU OC's role will dovetail with the accountability role of the Office of Academic Planning & Analysis (who will have primary responsibility to manage the yearly accountability reporting with individual projects), and the organizational role of the Provost Office (who will have primary responsibility to organize oversight and problem-solving across projects).

Structure:

1. Membership appointed by
 - a. ASEC (2)
 - b. ASM (3-4)
 - c. CNCS (2)
 - d. UC (4)
2. Ex-officio members from
 - a. Provost working group
 - b. Division of Student Life
 - c. DOIT
 - d. DEM (membership will be requested from Registrar and Financial Aid)
 - e. School/colleges who have received MIU funds
3. Chaired by provost or designee.
4. Will continue until June 30, 2014 with a final report either to Board of Regents or Public Authority Board (5 years after implementation is what was promised to Board of Regents in Spring, 2009). This is also one year after tuition differential ceiling is reached, and three years beyond final allocation of funds, which will allow all projects to demonstrate initial progress. Can re-evaluate need for oversight at that time.

Proposed timeline and development:

1. In beginning April, will ask ASM, ASEC, UC, CNCS for nominations; for continuity, we recommend reappointments from current OC members.
2. In beginning April, will ask appropriate groups to appoint their ex-officio members.
3. Appointments will ideally be made by the end of summer, with yearly meetings scheduled in late September/early October.