



MADISON INITIATIVE FOR UNDERGRADUATES

Third Year Progress Report Activity in the 2011-12 Academic Year

<http://apir.wisc.edu/miu.htm>

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Executive Summary

MIU Goals

The Madison Initiative for Undergraduates (MIU) was approved in April 2009 by the Board of Regents. MIU uses funds from a tuition surcharge to improve the quality and long-term value of undergraduate education while making it affordable to all. MIU adds faculty and instructional support in high-demand and emerging areas, increases access to high-impact educational practices and improves vital student services. Institutional need-based financial aid is also significantly increased.

MIU is expected to add \$40M to instructional funding and financial aid by the 2012-13 academic year. Tuition was 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).

MIU-Funded 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.

- In the first three years of MIU (2009-2012), 10,840 students received a Hold Harmless Grant; a total of \$10.2 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 2,168 students who had high financial need received a UW-Madison Grant; a total of \$11.2 million went to these students with an average award of \$4,000.
- Another 2,995 students with moderate financial need received a UW-Madison Initiative Grant; a total of \$5.7 million went to these students with an average award of \$1,900.
- Another \$3.4 million was awarded to students through other MIU-funded need-based financial aid programs.
- As of August 2012, \$17.5 million of MIU-funding Hold Harmless Grants and UW-Madison Grants had already been awarded to 6,697 students for 2012-13.

MIU Projects for Enhancing the Undergraduate Experience

Half of the new funds directly support improvements in undergraduate education. The full \$20M was allocated in three rounds of competition for funding: approximately \$4M in Round 1 (Fall 2009), \$8M in Round 2 (Spring 2010); \$4M in Round 3 (Spring 2011); plus a \$4M allocation for overhead and fringe benefits associated with new hires. Two committees – the 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 MIU Oversight Committee has an ongoing oversight role and meets annually to review progress on MIU.

Funding allocations included:

- 54 projects were funded to enhance the educational experience.
- 78 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.
- 61 new faculty across 20 departments were hired and on campus by Fall 2012. Two additional faculty were hired but are not yet on campus. Searches to fill the remaining few positions are on-going or planned for 2013-14.
- Approximately 140 TA positions (69 FTE total) were added, which increases the capacity for approximately 10,000 student enrollments in TA-taught sections.
- 36 academic staff positions (FTE) were added to expand instruction and student services and an additional 24 new advisor positions were created, most of which were filled by July 2012.

Highlights of progress in selected MIU projects in the past year include:

- 1,008 students enrolled in 55 First-year Interest Groups in Fall 2012, an 80% increase in FIGs enrollment over Fall 2009 before MIU funding. For spring 2013, eight FIGs for 160 are planned. The FIGs program was recognized for contributions to improvements in undergraduate education over the past decade with the 2012 Regent's Award for Excellence in Teaching.
- The Common Scholarship Application now has 88 campus units listing 750 scholarships on the public web site, 75 units making use of the on-line scholarship application, and 29 units preparing to launch in the next application cycle. In 2011-12, 6,229 applications were submitted by 5,156 separate students; 720 students were awarded nearly \$1.5M in scholarships through the award functionality. More than \$5M has been awarded to students through CSA since it went live in 2009.
- The University Health Services (UHS) case management system has provided service far beyond the projected caseload: staff received 451 referrals from campus units, met with 296 students, and scheduled additional follow-up appointments with 110 students.
- The International Internships program nearly tripled the number of students participating to 222 students (a 271% increase over baseline). Similarly, the Internships in the Liberal Arts program increased participation to 102 students, a 35% increase over the prior year.
- New undergraduate certificates in Global Health and in Japanese Professional Communication, Digital Studies, and Chinese Professional Communication were implemented.
- Faculty in a number of departments that received MIU funding for faculty lines were revamping courses and making substantial curricular reforms. Examples include Chemistry, Economics, English, French and Italian, History, Journalism, Psychology, Political Science, and Spanish and Italian
- In 2011-12 nearly 1000 students were enrolled in 21 sections of pre-calculus Math courses and Engineering courses in the WisCEL e-learning spaces (the Wisconsin Collaboratory for Enhanced Learning). For 2012-13, a projected 65 sections with enrollments of 3,000 will be offered. Starting in Fall 2012, all pre-calculus math will be offered in the WisCEL format.
- The Office of the Director of Undergraduate Advising was launched with a new director, new infrastructure, expanded support for advisors, and more than 2 dozen new advisors who are expanding student access to advisors.

Full details and comprehensive reports on MIU can be viewed at

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

MADISON INITIATIVE FOR UNDERGRADUATES

Third Year Progress Report Activity in the 2011-12 Academic Year

I. 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 also leverages greater need-based financial aid by matching the additional tuition revenues devoted to financial aid with 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 will add approximately \$20M to instructional funding and \$20M to need-based financial aid.

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 supports improvements in undergraduate education. These funds were distributed through a competitive peer review process that involved students, faculty, and staff in the decision making. Priority was given to proposals designed to reduce or eliminate bottlenecks in key gateway courses like chemistry, biology, math, Spanish, economics, and business courses for non-business majors. Increased access to these courses helps students make faster progress to their degree, improves access to majors, and enhances students' opportunity to be successful. Improvements in student services, especially academic advising, were also specified by students as priorities for MIU support. MIU projects expand delivery of high-impact learning activities such as First-Year Interest Groups (FIGs), residential learning communities (RLCs), capstones, internships, and service-learning courses, which help prepare students for the world of work, advanced study, and productive citizenship.

A standing MIU Oversight Committee has been appointed and is comprised of faculty, staff, students (Appendix A).

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

II. MIU Project Award Characteristics

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

- 77.5 FTE of new faculty lines across 20 departments were added (0.5 FTE in SMPH, 1 in Business, 2 in CALS, 65 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.
- 61 new faculty across 20 departments were hired by Fall 2012. Two additional faculty were hired but are not yet on campus. Searches to fill the remaining few positions are on-going.
- 36 academic staff positions (FTE) were added to support instruction and student services.
- Approximately 140 TA positions were added (68.5 FTE total), which adds capacity for more than 10,000 student course enrollments in TA-taught sections.

Last year's MIU report includes a detailed explanation of the competitive review process for MIU-funded projects. See Appendix B for a tabular summary of awards by category and faculty lines by school/college.

III. Progress Update – MIU Need-Based Financial Aid

In the first three years of MIU (2009-2012), \$49.6 million was distributed in need-based financial aid. A total of 10,840 students received a Hold Harmless Grant; \$10.2 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).

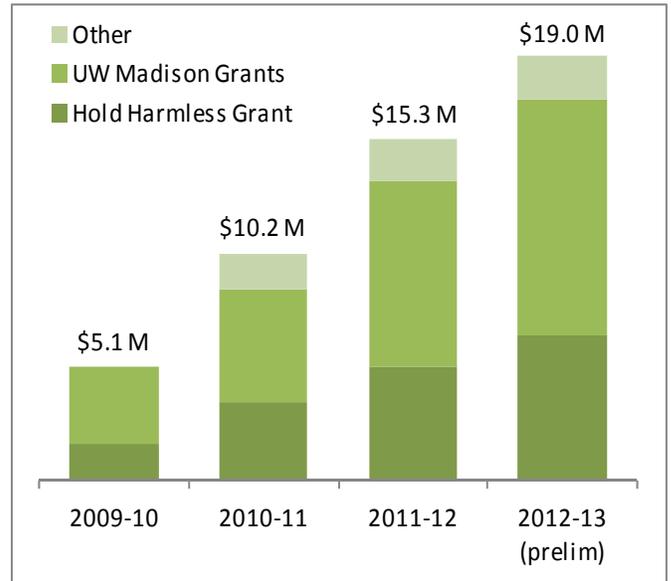
A total of 2,168 students who had high financial need received a UW-Madison Grant; \$11.2 million went to these students with an average award of \$4,000.

Another 2,995 students with moderate financial need received a UW-Madison Initiative Grant; \$5.7 million went to these students with an average award of \$1,900.

Finally, \$3.4 million was awarded to students through other MIU-funded need-based other need-based financial aid programs.

As of August 2012, \$17.5 million of MIU-funding Hold Harmless Grants and UW-Madison Grants had already been awarded to 6,697 students for 2012-13.

Figure 1. MIU-Funded Financial Aid and Grants



IV. Progress Update – Selected MIU Projects

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. This report is based on such MIU reports provided in June 2012. By June 2012, Round 1 projects had been active for approximately two and a half years, Round 2 projects had been underway for two years, and Round 3 projects, which received notice of funding in April 2011, were able to report on approximately one year of activity. Annual reports for each MIU project are posted at <http://apir.wisc.edu/miu.htm>

Student services projects have generally been able to be implemented quickly and much of the most readily evident impact in the first three years of MIU comes from those projects. Projects that depend on faculty hiring have a longer ramp-up time because of the lead time required for hiring, and many of those projects are in the planning and development phases.

The Department of **Chemistry** completed hiring three of five faculty positions and focused MIU resources on development and revision of undergraduate labs activities in several courses. For general chemistry courses, minimum standards were set for the number of faculty teaching in large lecture courses and the method of setting teaching assignments was modified to assure those standards are met. The expansion of research opportunities for undergraduates has been another focus of MIU effort. The MIU-funded Undergraduate Research Coordinator organized four events to help students find research groups. As the result of these and other efforts, 120 undergraduates enrolled in chemistry research courses in spring 2012 compared to 75 in spring 2010. In addition, a new course was implemented, Entering Research, to actively help students find undergraduate research experiences and teach how to become effective, conscious, and thoughtful researchers. At the end of this class, students reported increases in their ability to make contributions to a research team, explain a research topic to other scientists, write a research paper, and effectively read scientific articles.

MIU support for the **Chemistry Learning Center and the Physics Learning Center** has been essential for these programs to maintain and expand their service to students in these introductory science courses. Compared to the pre-MIU baseline, there has been an 86% increase in the number of students served. For example, in 2011-12, the Chemistry Learning Center (CLC) provided academic support to 7 of 8 sections of Chemistry 103 (202 students), all 7 sections of Chemistry 104 (207 students), and both sections of Chemistry 108 (28 students). In surveys about the helpfulness of staff, learning gains, confidence in chemistry, and enjoyment of chemistry, student clients of the CLC provide high positive responses with average responses consistently above 4.5 on a 5.0 scale

The **Common Scholarship Application** has continued to improve service to students and to schools, colleges, and departments through the release of 8 newly upgraded versions in 2011-12. In addition they launched a mobile “portlet” allowing student access through smart phones. Usage was increased to 60% of potential users; 88 campus units use the public website, 75 campus units use the on-line application, and an additional 29 units are preparing to begin using it in the next application cycle. 750 scholarships are now listed in the website include 197 that are based on financial need. Per month, the CSA website had 8664 unique visitors. In 2011-12, 6229 applications were submitted by 5156 students and 720 students were awarded nearly \$1.5M in scholarships through the award functionality module of CSA (does not reflect all awards). Since 2009, more than \$5M has been awarded to students through CSA.

The **Digital Studies** project, a collaboration of Letters & Science, School of Human Ecology, and the School of Education, has now completed planning for the Digital Studies Certificate which will be available to students in Fall 2012. The program faculty have redesigned and/or developed 6 new digital studies courses in Art, Communication Arts, English, Journalism, and Library and Information Studies, and developed capstone requirements for the certificate. An assessment plan has been developed for student self-ratings on 12 activities that demonstrate digital, media, information and visual literacy.

The Department of East Asian Languages and Literature has completed hiring new instructors and has launched two new certificates for undergraduates under the project, **Professional Communication in East Asian Languages**. Professional Japanese Communication was available to students starting in Spring 2012; 14 students declared the certificate and five students completed the requirements. The Certificate in Professional Chinese Communication will be available to students in Fall 2012.

The College of Engineering is providing leadership for **Society's Engineering Grand Challenges** project, which introduces students to these grand challenges through an introductory course open to all undergraduates, and through an undergraduate research experience for students who have completed the course. With MIU funding, the course (InterEngr 102) has doubled annual enrollment to 300 students, and 30-40% of those students enroll from outside Engineering. The majority of students report that they made gains in thinking about societal problems in an engineering context and came to understand social, economic, and/or ethical constraints on engineering. In 2012-13 the project aims to place 20 students in related research projects with faculty.

Growth of **First-year Interest Groups (FIGs)** continued with an offering of 58 FIGs with 1,050 students in Fall 2011 and 8 FIGs enrolling 147 in Spring 2011. Thus, FIGs has more than doubled offerings and enrollments over 2009-10 (32 FIGs enrolling 598 students). In 2011-12, FIGs piloted the use of "peer educators" whose role was to help FIGs students organize study groups, help instructors plan co-curricular and community-building events, and help students recognize and understand the connections between the FIGs courses. Evaluations show a strong link between FIGs participation and student success and engagement. The assessment plan includes continuing work on three studies designed to assess the impact of FIGs on targeted minority students, the connection between students' choices of a major and their choice of a FIG, and the integrative learning component of the FIG. In recognition of the contributions to the improvement of undergraduate education, the FIGs Program was awarded the 2012 Regent's Teaching Excellence Award.

The undergraduate Certificate for **Global Health**, with its academic home in CALS and connections to the Global Health Institute, has formalized the three core courses. In 2011-12, 46 students completed the certificate and an additional 120 students have declared it. The number of supervised field experiences increased from 13 sites and 120 students in 2010-11 to 20 sites for 175 students in 2011-12.

The **Department of History** continued the transformation of the undergraduate curriculum. They offered four sections of the new intermediate-level research course, History 201, The Historian's Craft, to 161 students; an evaluation of student learning that focused on research skill development using a pre and post-course comparison showed significant improvement. The History Department, added TA support to selected high-impact courses, which include The Historian's Craft and Asian American History, a high demand ethnic studies course. In addition they continued to increase seats in high-demand courses that satisfy the ethnic studies

requirement (1 course, 193 enrollments over baseline) and the Communications B requirement (4 courses, 180 enrollments over baseline).

With the addition of two new faculty members, the **International Studies major** has continued to expand capacity. The introductory IS course, IS101, enrolled 490 students in Fall 2011 and Spring 2012 combined, up from 250 students in Fall 2009. Faculty were able to offer 8 capstone courses for 120 upper-level students in the major. An additional benefit of added faculty is that the IS major for the first time has identifiable space in Ingraham Hall, which has already contributed to a sense of community, collegiality, and identity among IS majors.

The **International Internship Program** almost tripled the number of students participating over the baseline to 222 students (a 271% increase). In addition, they increased the number of partner sites offering international internships from 4 to 19; increased recognition of UW-Madison as a leader in global human capital development as measured by public recognition/media stories (23), peer recognition (15 activities/presentations and meetings or conferences), and corporate recognition (1198 website hits on the “organizations looking to partner” section); and increased travel support for students by raising funds to provide students who participated in the World Internship Program at least \$750 to support their travel expenses.

The **Internships in the Liberal Arts** program provided a high-impact, reflective internship course to 102 students in 2011-12, up from 68 in the prior year (the first year of the project). The narrative reflections of the majority of students indicate that students find value in the course. The project staff collaborated with the International Internships Program to ensure that students taking part in both types of internship were properly placed and partnered with L&S Career Services Internship Scholarship program to offer potential funding to students doing unpaid internships.

The **McBurney Disability Resources Center’s Transition Services Program** has more effectively connected with prospective and new students with disabilities through a range of efforts. For example, an enhanced orientation program was offered to 39 students and their parents (attendance up from 28 in 2010). Through work with SOAR to reach students earlier, student contacts increased from 185 in 2010 to 354 in 2011. McBurney staff offered a course (Exploring the Transition to College) intended for students with disabilities, which served 24 students. Recruiting has begun for the Workforce Recruitment Program, a federal program designed to recruit students with disabilities for potential internships and career opportunities. 24 students participated in 2011. Follow-up assessments indicate that these efforts and others are easing the transition for students with disabilities and improving communication across a range of student services providers.

The **School of Nursing**, under their “Future of Care” project, has completed searches to fill two of five tenure-track positions, has hired a clinical instructor, and has filled a 0.5 FTE student services coordinator position. The BS-Nursing program will add 14 students in Fall 2012, with additional growth planned in subsequent years. Starting in Fall 2013, the School of Nursing will

begin a small number of new freshmen directly to the BS-Nursing program, rather than requiring that they wait to apply until their junior year. Also starting in Fall 2012, a newly designed course “Introduction to the Nursing Profession” will be offered for the first time.

In an effort to reduce bottlenecks in Physiology 335 – Introductory Physiology, the Department of Neuroscience received funding to develop a new course, Physiology 435 – **Fundamentals of Human Physiology**. The course is offered in the spring term, and in Spring 2012 it enrolled 107 students, including 56 graduating seniors. Phys 435 provides a high-impact laboratory experience that includes developing and testing hypotheses, writing a research report, responding to feedback from faculty members, and revising experiments based on the feedback. Completed reports are published in the Neuroscience Journal of Advanced Student Science (see <http://jass.neuro.wisc.edu>). Upgraded devices and technology provide students with state-of-the-art data converting boxes, transducers, and analysis software in order to improve the quality of their laboratory experience and engagement with human physiology. In response to surveys, students gave strong positive responses about the degree to which they found the course engaging, satisfaction with what they learned, and relevance to their major and educational goals.

The MIU project to expand **Residential Learning Community (RLC)** options to students launched the Green House (focus on environmental issues) in 2011-12. Also, a Russian language program was added to the International Learning Community. The Creative Arts & Design Learning Community will open in Fall 2012 and will include a seminar course “Creativity and the Civic-Minded Culture.” Staff used response data from the 2011 National Survey of Student Engagement to compare RLC students to other first-year students on campus. RLC students showed significantly more positive experiences on participation in service learning, discussing ideas with faculty members outside of class, working with faculty members on non-course activities, reading books on their own, working more on problem sets for an hour or more, attending arts or cultural events, working on a research project with faculty outside of class, doing independent study. In all, during 2011-12, 1,316 students were served in seven RLCs.

The **Department of Spanish and Portuguese** has MIU-funded faculty positions to increase faculty taught courses required for the Spanish major. Four faculty have been hired and two additional faculty will be hired in the coming year. As a result, faculty have taught 13 sections of high-demand 300-level courses and had strong student evaluations, offered a section of Spanish 224 (Introduction to Hispanic Literatures) as a FIG, offered Spanish 319 (Medical Spanish) as a service learning course, eliminated wait lists for some courses and substantially reduced waitlists for 19 courses from 450 students to 126 students in 2011-12 (the lowest in three years) by adding more course sections.

The **Transfer Transitions Program** continued to develop support services for new transfer students, including improvements to Transfer SOAR that include a one-on-one meeting with an advisor, improved communication and resources including enhancements to a web site (www.transfer.wisc.edu), established a welcome dinner attended by hundreds of transfer students, hiring an intern to develop a peer mentor “Transfer Ambassadors” program to be

launched in Fall 2012, coordination with departments to hold more seats in courses for transfer students, and especially improve coordination around transfer with Madison College, UW-Madison's largest transfer feeder school.

The **University Health Services (UHS) case management system** was funded to improve support for students with mental health and social support needs. 2011-12 activity continued to exceed the projected caseload. Staff received 451 referrals from UHS and Division of Student Life and met with and followed up on 296 students; 110 students were scheduled for follow-up appointments and 57 attended. The staff also built infrastructure to support and manage this high case load. In student surveys, the majority of students for whom it was applicable agreed that connecting with mental health resources allowed them to stay in school.

V. Progress Update - MIU Umbrella Projects

Allocations were made for three campus-wide umbrella projects that had the potential to have broad impact on large numbers of undergraduates.

Undergraduate Academic Advising

Undergraduate advising was identified as a priority for MIU by students. 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, hiring a new director of undergraduate advising charged with the leadership and coordination of campus-wide advising, improving technology to support advising, and improving training for advisors. The search for the inaugural director of undergraduate advising was completed in January 2012.

In the first six months, the new director planned the structure of the Office of the Director of Undergraduate Advising and its reporting units. Searches were launched for assistant directors. The director developed a new structure for advisory groups and for the Council on Academic Advising, hosted forums with advisors, and met individually with numerous advisors to gather input for priorities, planning, and implementation. Several new training sessions for advisors have been offered and a training advisory board is supporting planning for a 2012-13 training and professional development program.

As a result of the MIU project, student access to advisors has already been expanded. Twenty-one new academic advisors and advising leaders have been hired. An additional eight positions are being filled (as of July 2012). For example:

- Individual advising appointments in the five advising offices in residence halls increased 38% in 2011-12, over the prior year. In 2010-11, 6,900 students were advised in these five

residence hall locations, a 39% increase over prior levels. These five offices represent expanded activity under an MIU-funded collaboration of Cross-College Advising Services and University Housing.

- A new academic and career advisor in the Language Institute worked with more than 1,200 students individually and in workshops in the first six months of 2012.
- One new advisor in the advising office for three majors in biology (Biology, Molecular Biology, Biological Aspects of Conservation) has taken on 621 students and met with 374 students in the Spring 2012 semester. Consequently, all of the students in these majors now have an assigned advisor.
- Based on survey results of transfer students in Letters & Science, more students successfully scheduled advising appointments in Spring 2012 compared with the prior year (57% compared with 32%) and fewer students were unsuccessful in scheduling an appointment (18% compared with 25%).
- A new academic/career advisor in Political Science organized eight career panels in Spring 2012 with average attendance of 40 to 50 students.
- Three advisor positions were allocated to the Center for Pre-Health Advising. They had almost 1000 walk-in or by-appointment advising sessions and 11,500 visitors to their web-site in their first year (2010-11).
- Several departments report that the increase in advising staffing have allowed them to develop more programming to introduce students to courses and co-curricular activities that they may not otherwise have had the opportunity to learn about.

Advising-related technology is contributing to improvements in advising. Major projects include:

- Advisor Notes, an on-line note-taking and information-sharing system, allows a student's advising history to be available at any advising appointment. This system was launched in summer 2010 and by June 2012, 437 faculty and staff in 134 units across 13 schools and colleges adopted it for use. More than 77,000 notes for 32,000 unique students were entered in the system after two years, up from 30,000 notes for 17,000 students after the completion of the first year. Forty one-on-one and group training sessions for Advisor Notes were held in 2011-12 by four volunteer trainers. This project has been a clear demonstration of the value of technology to support the effective advising of such a large number of undergraduates.
- An enhancement of Advisor Notes, the SOAR Advising Module, was launched for summer 2012. This system provides SOAR advisors with key information about their advisees at their first advising session as the students prepare to enroll for the first time.
- The Advising Architecture Review Board, a collaboration of advisors, the Registrar's Office, and DoIT, was established in summer 2011 to improve services, tools, and service delivery to undergraduate advisors and has already been productive with the rapid delivery of the SOAR Advising Module.

By the end of 2012, the Office of the Director of Undergraduate Advising will be fully staffed and all of the MIU-funded advisors will be hired. This will allow campus to expand on early successes and provide students with more access to better trained and better resourced professional academic advisors.

Wisconsin Collaboratory for Enhanced Learning (WisCEL)

The Wisconsin Collaboratory for Enhanced Learning, WisCEL, seeks to create a learning commons designed for instructional innovation. WisCEL teaching spaces and pedagogies feature collaboration-friendly, multi-use spaces that combine formal instruction and informal learning formats. Pedagogies include increased instructor time with students, frequent and immediate feedback, self-pacing and focused time-on-task, and spontaneous and structured peer collaboration. The plan was initiated in 2010-11 by piloting the innovative e-learning pedagogy and curriculum to students enrolled in several pre-Calculus math courses (Math 095, Math 101, Math 112). In Fall 2011, the project expanded to include more sections of those courses and some Engineering courses.

The project has strong faculty interest and additional expansions are expected in 2012-13. In 2011-12, nearly 1000 students were enrolled in 21 sections of pre-calculus-level Math courses and Engineering courses. For 2012-13, proposals have been received and approved for a projected 65 WisCEL sections with an anticipated enrollment of more than 3000 students. Based on the strong positive results of student learning in Math sections, the Math department has approved that all sections of Math 95, Math 101, and Math 112 will be taught in WisCEL spaces starting in Fall 2012.

Evidence collected so far shows that students are having an improved learning experience in WisCEL sections. Students in WisCEL sections consistently earn more A, AB, and B grades and fewer D and F grades than students in the non-WisCEL sections of the same courses. Students report the following perceptions of their experience: they have more time with instructors in WisCEL sections, there is more time for problem-solving during class, there is more time for discussion of course content with instructors, students are more excited to come to class, instructors care if students learn the course content. Similarly, WisCEL instructors report that WisCEL spaces are excellent learning environments, inspire creativity in how they teach, and provide faculty with better opportunities to discern student engagement with and understanding of course content.

To support the growth and development of WisCEL, an advisory committee has been established. Under WisCEL leadership, a space usage group has been formed to develop a formal process for considering proposals to add courses and to plan ways to expand access. WisCEL instructors meet to share best practices for teaching in the WisCEL environment. WisCEL instructors continue to work with evaluators to create tools to help them measure the effectiveness of new instructional practices.

In the first two years WisCEL has seen positive benefits for student learning and strong acceptance among students and faculty.

Introductory Biology

In early 2010, at the recommendation of the MIU Oversight Committee, the provost and chancellors set aside \$500,000 for improvements in introductory-level Biology education. A task-force charged with developing a unified, campus-wide proposal, with oversight by the deans of CALS and Letters & Science, submitted a final plan to the provost in Spring 2012. Key features of the structure, which will go into effect for fall 2012, include:

- Responsibility for management of the introductory Biology course sequence 151/152/153 will be relocated from the Institute for Biology Education to the departments of Botany and Zoology. A single course director will be appointed who will be responsible for all operations and delivery of the course. An additional faculty member will be appointed to oversee the lab components.
- The number of faculty instructors for the course will be reduced to about 14 faculty annually. This will free up faculty to teach at the intermediate and advanced levels. It will also allow for more stable teaching teams that are more effectively coordinated among themselves and between the lab and lecture components. One faculty member in each primary section will be designated as the chair of the section.
- A course executive committee will collectively have responsibility for and oversight of the course budget and staffing. The executive committee consists of the chair, the section chairs, the faculty lab head, the lead coordinator and a graduate student TA representative.
- In order to accomplish this effort, two faculty will be hired from MIU funds into the Zoology Department.
- MIU funding will be used to fund a portion of the salary of faculty instructors from other departments
- Curricular content will be reorganized so that plant biology, ecology and evolution are more robustly covered in 152 and animal biology will be more thoroughly covered in 151. This will support a faculty decision to allow students to place out of Biol 151 based on AP Biology scores of 4 or 5 for all students.
- Scheduling will be adjusted so that students will have more opportunities to start the Intro Biol sequence in the spring of their first year, as opposed to the previous pattern of the fall of the second year.
- A staff person who dedicated to pedagogical improvements and assessment of student learning will be hired.
- The labs will be invigorated, in part through assigning a faculty instructor to oversee the labs and in part through an infusion of funding from MIU to provide more lab supplies and a more diverse array of biological materials.
- More teaching assistants will be hired for the Intro Biology sequence. The workload of TAs will be adjusted to be in-line with contract standards. Additional TAs will allow for longer discussion section and allow each TA to spend more time with students. TA training will be

expanded. These changes are anticipated to attract better TAs. The improvements for TAs, which include an additional 3.15 FTE, amounts to \$94K.

As these changes are put into effect in the 2012-13 academic year, positive impacts on students should be evident by the time of the 2013 MIU report.

VI. MIU Presentations to External Audiences

Members of the MIU core team made two presentations about MIU to broader audiences. One presentation was made by Aaron Brower, vice provost for Teaching and Learning, at the AAC&U national conference. The slide presentation is posted with the annual project reports.

The Madison Initiative: A Model to Enhance Access and Quality for Undergraduates. AAC&U Conference, "Student Success: Pushing Boundaries, Raising Bars", March 23, 2012, Seattle. Authors: Aaron Brower (lead author), Mo Noonan Bischof, Eden Inoway-Ronnie, Jocelyn Milner.

The other presentation was made by Eden Inoway-Ronnie and Jocelyn Milner at the Higher Learning Commission annual meeting. The presentation paper is posted with the annual project reports.

Leveraging a Modest Tuition Increase to Enhance the Undergraduate Experience. Higher Learning Commission Annual Conference, April 2, 2012, Chicago. Authors: Maureen (Mo) Noonan Bischof, Aaron Brower, and Eden Inoway-Ronnie, and Jocelyn Milner (lead author).

Both of these presentations describe the history of MIU, the impressive impact that MIU has had in enhancing the undergraduate educational experience and describes how MIU serves as the precursor to the Educational Innovations Initiative, launched in Fall 2011.

VII. 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 2011-12 academic year (the third year of MIU), more than \$30 million in financial aid had been distributed to students and the 54 MIU projects had been active for one to two years. A total of 60 of the 75 MIU-funded faculty lines were filled by Fall 2012. New certificate programs in Global Health, Digital Studies, Professional Japanese Communication, and Professional Chinese Communication were available to students. Dozens of new courses were in place or being developed in a range of traditional disciplines and interdisciplinary studies such as Communication Arts, Digital Studies, History, Psychology, Physiology, and Global Health. A plan for improvements to the delivery of Introductory Biology was ready for implementation in Fall 2012. The Office of Undergraduate Advising was launched with a new director and efforts

already underway to expand technology resources and advisor training. More than two dozen additional advisors have been added to campus and have provided increased advising opportunities for students. WisCEL provided leadership in e-learning innovation across campus and has been amassing strong evidence that this hybrid, collaborative learning experience results in improved student learning.

Appendix A. MIU Oversight Committee, 2011-12

Paul DeLuca, Jr., Chair, Provost/Vice Chancellor for Academic Affairs
Tom Armbrecht, Professor, French & Italian
Lori Berquam, Dean of Students
Aaron Brower*, Vice Provost for Teaching & Learning, Professor, Social Work
Lori Mann Carey, CNCS Appointee, Dept. Administrator, Art
Michelle Curtis, Assoc. Dir., Student Financial Services
Jeremy Foltz, Professor, Agricultural and Applied Economics
Regina Murphy, Professor, Chemical & Biological Engineering
Max Puchalsky, ASM Student Appointee
Tori Richardson, Assistant Dean, L&S
Sundar Sharma, ASM Student Appointee
John Skic, ASM Student Appointee
Tom Templeton, ASM Chief of Staff
Michel Wattiaux, Professor, Dairy Science
Debbie Weber, CNCS Appointee, Dept. of Atmospheric & Oceanic Sciences

Administrative Support

Sheila Voss*, Office of the Provost

Ex-Officio Members

Mo Noonan Bischof*, Assistant Vice Provost
Steve Cramer, Assoc. Dean, College of Engineering
Susan Fischer, Student Financial Services
Jeff Hamm, Assoc. Dean, School of Education
Eden Inoway-Ronnie*, Chief of Staff, Office of Provost
Linda Jorn, Academic Technology, DoIT
Jennifer Klippel*, Budget Office
Jocelyn Milner*, Dir., Academic Planning & Institutional Research
Rick Moss, Assoc. Dean, School of Medicine & Public Health
Nadine Nehls, Assoc. Dean, School of Nursing
Scott Owczarek, University Registrar, Office of Registrar
Joann Peck, Assoc. Dean, School of Business
Sarah Pfatteicher, Interim Assoc. Dean, CALS
Nancy Westphal-Johnson, Assoc. Dean, L&S

*Also MIU Core Team, Office of the Provost

Appendix B. Summary of Features of Awards Made in the Competitive Review Process**Table B1. 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 B2. 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.		

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 2012	TA FTE	Inst AS FTE	Other AS FTE	Temp Hires	Faculty Flex Time (FTE)
Office of Undergraduate Advising	Provost's Office	Advising	1,2,3	373,650	1,802,000	0	0	0	0	33	7.5	0
BRIDGE, International Reach	International Student Services	Student Support	2,3		52,300	0	0	0	0	0.5	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	2	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	2	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	0.5	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	2	1	0	0.25	0	0
Faculty Expansion: Chemistry (Transform Undergraduate Learning)	Chemistry	Courses/Majors/Faculty	1,2		776,470	5	3	2.5	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	1,2		1,249,412	8	8	4	0	0	0	0
Faculty Expansion: English	English	Courses/Majors/Faculty	3		225,000	3	1	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	1	1	0	0	0	0
Faculty Expansion: History (Historian's Craft)	History	Courses/Majors/Faculty	1,2		782,941	6	3	3	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	1,3		441,470	4	4	2.5	0.4	0	0	0
Faculty Expansion: Mathematics	Mathematics	Courses/Majors/Faculty	3	130,000	300,000	3	3	1.5	0	0	1	0
Faculty Expansion: Nursing "Future of Care"	Nursing	Courses/Majors/Faculty	3	25,000	475,000	5	3	0.33	0.5	0	0	0
Faculty Expansion: Philosophy (Kant)	Philosophy	Courses/Majors/Faculty	3		75,000	1	1	0.5	0	0	0	0
Faculty Expansion: Political Science (Research Skills Init)	Political Science	Courses/Majors/Faculty	1,3		592,941	5	5	2.5	0	0	0	0
Faculty Expansion: Psychology	Psychology	Courses/Majors/Faculty	1,2		984,412	7	5	5.5	0	0	0	0
Faculty Expansion: Social Work	Social Work	Courses/Majors/Faculty	1,2		391,470	3	3	1.5	0	0	0	0
Faculty Expansion: Sociology (Criminal Justice, Cnt for Law, Society, and Justice)	Sociology	Courses/Majors/Faculty	3		130,000	1	2	0.5	0	0	0	0
Faculty Expansion: Spanish and Portuguese	Spanish & Portuguese	Courses/Majors/Faculty	1,2		742,941	6	4	3	0	0	0	0
FIGs Expansion	First-year Interst Groups	High Impact Practices	1		250,000	0	0	0.33	0	0.5	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	1,3	8,370	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	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	2	0	4	2	0	0	0
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

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 2012	TA FTE	Inst AS FTE	Other AS FTE	Temp Hires	Faculty Flex Time (FTE)
Organic Chemistry (TA project)	Chemistry	Courses/Majors/Faculty	3		312,000	0	0	6.25	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	2,3	600,000	100,000	0	0	0	0	1	9	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. Office of Undergraduate Advising includes the Advising Set-Aside funds, the Advisor Notes project, and the CCAS/University Housing Advising Project.
2. Faculty expansion authorized in multiple rounds have been combined into a single project for those departments.
3. Staffing information: FTE, Full time equivalent; TA, teaching assistant; Inst AS, instructional academic staff.