



MADISON INITIATIVE FOR UNDERGRADUATES

Progress Report Activity in the 2012-13 Academic Year

www.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 the undergraduate educational experience while making it more affordable to all. MIU has added faculty and instructional support in high-demand and emerging areas, increased access to high-impact educational practices and improved vital student services. Institutional need-based financial aid has also been significantly increased.

In total, the \$40M of MIU funding is divided equally between funding for instructional support and student services and funding for need-based financial aid. Under MIU, undergraduate 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

Half of the MIU 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 were held harmless from the tuition increases.

- In the first four years of MIU, \$50.9 million of MIU funds were distributed in need-based grants.
 - 12,930 students received a Hold Harmless Grant - A total of \$17.0 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).
 - 2,620 students who had high financial need received a UW-Madison Grant - A total of \$15.2 million went to these students with an average award of \$4,300.
 - Another 4,911 students with moderate financial need received a UW-Madison Initiative Grant. \$13.3 million went to these students with an average award of \$2,163.
 - Another \$5.4 million was awarded to students through other MIU-funded need-based financial aid programs.
- In 2012-13, \$20.4 million was distributed to students as need-based institutional grants.
- As of October 2013, 6,742 students had been awarded \$20.4 million in MIU-funded need-based financial aid for 2013-14.
- MIU funding now makes up 22%% of UW-Madison's total need-based aid, up from 15% before MIU.

MIU Projects for Enhancing the Undergraduate Experience

Half of the MIU funds directly support improvements in the undergraduate educational experience. The full \$20M was allocated in three rounds of competition for funding in 2009, 2010, and 2011. 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. Funding allocations included:

- 54 projects were funded to enhance the educational experience.

- 78 new faculty positions were awarded across 20 departments. An additional 7.7 FTE of faculty lines were funded on a flexible basis to support targeted MIU projects.
- Approximately 140 TA positions (69 FTE total) were added, which has increased 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 and filled by the end of 2012.

MIU projects are showing a strong, cumulative impact on the quality of the undergraduate experience. Students have increased opportunities to participate in high-impact practices, a central part of the Wisconsin Experience:

- Internship programs such as the International Internships and Internships in the Liberal Arts program have boosted for-credit internship opportunities in the US and abroad for more than 300 students over the past three years.
- First-year Interest Groups (FIGs) enrolled 1,147 students in 64 FIGs in 2012-13, double that in 2009-10 (32 FIGs enrolling 598 students). The FIGs program was recognized for contributions to undergraduate education with the 2012 Regent's Award for Excellence in Teaching.

A number of expanded and improved curricular opportunities are available for students, including:

- New undergraduate certificates in Global Health, Japanese Professional Communication, Digital Studies, Chinese Professional Communication, and Education
- Faculty are revamping courses and making substantial curricular reforms. Examples include Business/Finance, Chemistry, Economics, English, French and Italian, History, Journalism, Mathematics, Nursing, Philosophy, Physiology, Political Science, Psychology, Social Work, Sociology (Criminal Justice), Spanish and Italian
- WisCEL active learning spaces (the Wisconsin Collaboratory for Enhanced Learning) have served 3,000 students in 29 courses, mostly in Math and Engineering, since 2010-11. Currently, all pre-calculus math courses are being offered in the WisCEL format. WisCEL has demonstrated positive benefits for student learning and strong acceptance among students and faculty.

MIU has provided a substantial expansion of student services in several areas, including:

- The Office of the Director of Undergraduate Advising has provided an infrastructure for coordination and integration of academic advising across the campus resulting in the hiring of 34 new academic advisors and advising leaders who have improved student access to advisors and reduced advisor loads. As a result, more students are being seen in individual and group advising settings.
- Programs like the Transfer Transitions Program (for new transfer students) and the Chemistry and Physics Learning Centers (for students in introductory Chemistry and Physics who benefit from additional tutoring) support specific situations that can otherwise present barriers to progress.
- The Common Scholarship Application, a one-stop shop for students to access department-level scholarships, supported the awarding of \$2.27 million to 1,041 students.

Key indicators of student progress to degree are strong: the number of bachelor's degree graduates has increased, students are making timely progress to degree and graduating at high rates, and nearly 9 in 10 graduates have participated in high-impact activities representative of the Wisconsin Experience.

Full details and comprehensive reports on MIU can be viewed at

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

MADISON INITIATIVE FOR UNDERGRADUATES
Progress Report
Activity in the 2012-13 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 was increased by \$250 per year for resident undergraduates and \$750 per year for non-resident undergraduates over a four-year period (through Fall 2012). The MIU tuition increases are now making an annual contribution of \$20M to instructional funding and \$20M to need-based financial aid.

Approximately half of the MIU funds are used for need-based financial aid, and are distributed to students based on financial need as determined through the standard federal application for financial aid (FAFSA).

The other half of the funding supports improvements in the undergraduate educational experience. These funds were distributed through a competitive peer review process that involved students, faculty, and staff in 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 was intended to improve access to majors and enhances students' opportunity to be successful. Improvements in student services, especially academic advising, were identified by students as priorities for MIU support. MIU projects have expanded 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, comprised of faculty, staff, students, has been appointed and meets annually (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 as part of specific projects (such as Global Public Health and Engineering Grand Challenges).
- 36 academic staff positions (FTE) were added to support instruction and student services, especially in the area of academic advising.
- Approximately 140 TA positions were added (68.5 FTE total), which has added capacity for more than 10,000 student course enrollments in TA-taught sections.

The 2011 MIU report included 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 four years of MIU (2009-2013), \$50.9 million of MIU funds were distributed in need-based institutional grants.

A total of 12,930 students received a Hold Harmless Grant; \$17.0 million went to these students who had a demonstrated financial need and an adjusted family income of less than \$80,000 annually (based on their FAFSA).

A total of 2,620 students who had high financial need received a UW-Madison Grant; \$15.2 million went to these students with an average award of \$4,300. Another 4,911 students with moderate financial need received a UW-Madison Initiative Grant; \$13.3 million went to these students with an average award of \$2,163.

An additional \$5.4 million was awarded to students through other MIU-funded need-based financial aid programs.

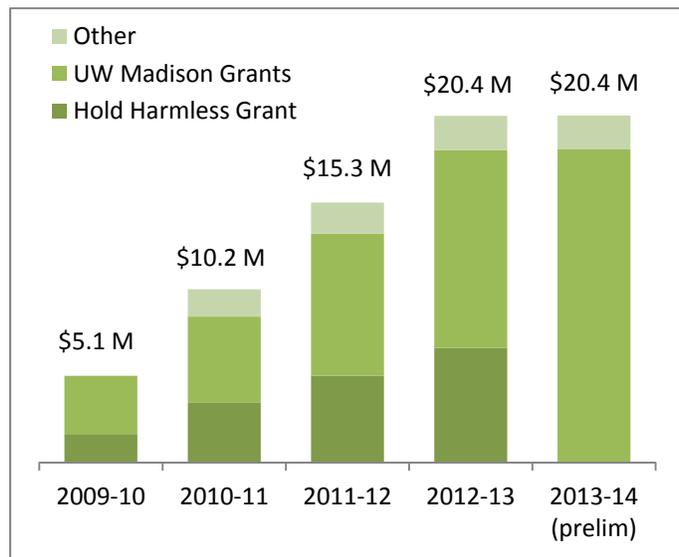
In 2012-13, \$20.4 million of MIU funds were distributed to students as need-based institutional grants out of the total amount of institutional need-based grants of \$33.8 million.

As of October 2013, 6,742 students had been awarded \$20.4 million in MIU-funded need-based financial aid for 2013-14.

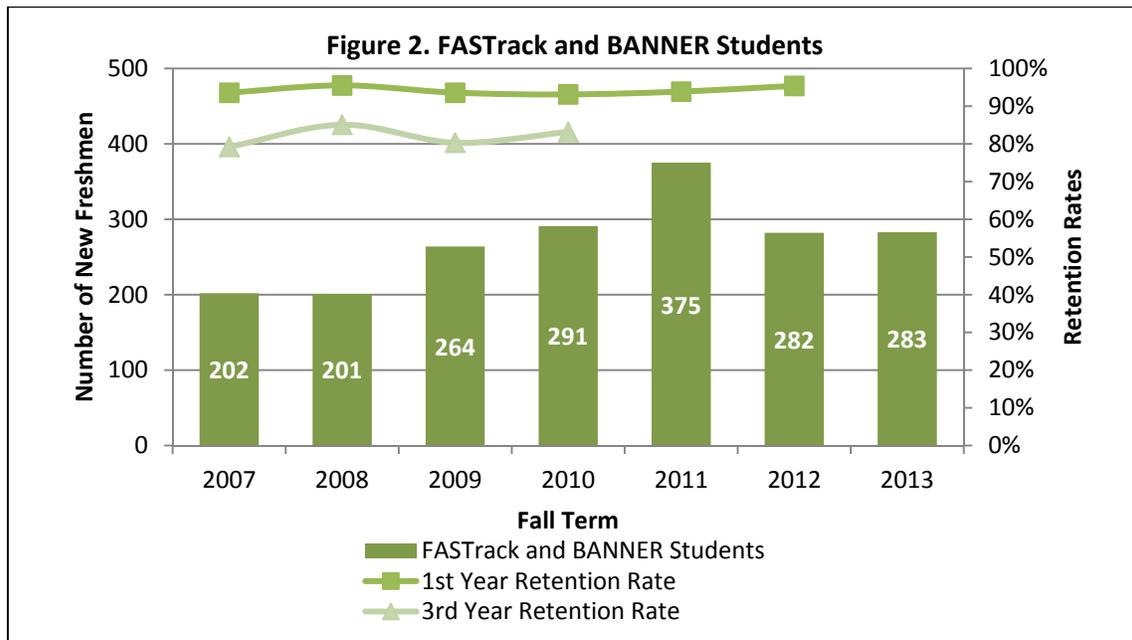
There is evidence that the increase in institutional aid from MIU is having a positive effect on low income students by providing more aid to more students and by reducing the loan burden for the lowest income students. Since Fall 2008, the percent of financial need met by institutional grant aid has increased from 15% to 22% (Table 2). Over the same period there has been a decline in the share of state gift aid (9.4% down to 7.7%) and federal gift aid (11.0% down to 7.7%). The other change has been a decrease in the percent of financial need met by subsidized loans (39.0% down to 34.7%).

MIU financial aid funding has been used to support the undergraduates with the most financial need: the FASTrack program for Wisconsin residents and BANNER for domestic non-residents. MIU financial aid has allowed UW-Madison to provide more aid to more of these students. Low-income students in these programs have high rates of returning for the second year (Figure 2); the retention rate for these students who entered as new freshmen in Fall 2012 was 95.3%, very similar to the overall retention rate of 95.1%.

Figure 1. MIU-Funded Financial Aid and Grants



	Fall Term						
	2006	2007	2008	2009	2010	2011	2012
Undergraduate WI Residents with Financial Need	7,107	7,259	7,872	8,781	9,016	8,899	9,059
Average Financial Need	\$10,501	\$11,743	\$12,931	\$13,728	\$14,137	\$15,126	\$14,916
Percentage of Financial Need met with:							
Federal gift aid	9.5	10.6	11.1	11.0	8.8	7.9	7.7
State gift aid	8.9	9.4	8.9	8.3	7.7	7.7	7.7
Institutional gift aid	11.3	12.4	15.0	16.2	19.9	21.5	22.0
Subsidized loans/work	54.3	46.6	41.8	39.0	35.5	35.8	34.7
Unsubsidized/private loans	25.1	28.2	29.6	28.9	27.4	24.5	25.3



IV. Progress Update – Selected MIU Projects

Fifty-four MIU projects were funded through a competitive proposal process that included faculty, staff and students. MIU project leaders provide annual reports that describe the impact of the project and how the project is advancing the goals of the MIU. Summaries for selected projects, based on project reports submitted in summer 2013, are provided in four categories below: projects that have an emphasis on high-impact practices and strengthening the Wisconsin Experience; student academic services including advising and other support services; restructuring of programs and curricular to improve program quality; and projects

focused on improving access to courses and majors. A complete set of annual report summaries for all MIU project are posted at <http://apir.wisc.edu/miu.htm>

Projects focused on High-Impact Practices and the Wisconsin Experience

First-Year Interest Groups (FIGs). FIGs provide groups of new students a common three-course experience in which one of the three classes is a small 20-student class. The program enrolled 1,147 students in 64 FIGs in 2012-13 and the MIU-funded expansion has allowed the program to more than double in size since 2009-10 (32 FIGs enrolling 598 students). FIGs are likely to reach capacity in 2013-14 with 70 offerings that can enroll up to 1,400 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. In recognition of the contributions to the improvement of undergraduate education, the FIGs Program was awarded the 2012 Regent’s Teaching Excellence Award.

Evaluations show a strong link between FIGs participation and student success and engagement; retention and graduation rates for students who enrolled in FIGs as new freshmen are similar to the overall undergraduate retention and graduation rates and so contribute to strong progress to degree patterns (see section V below).

Assessments of the impact of FIGs include student surveys at the beginning and end of the semester, student focus groups, classroom observation, and the assessment of collections of learning artifacts. Practices associated with FIGs that have been identified through classroom observation as most beneficial to students include practices that promote community-building, build student-faculty relationships, support interdisciplinary synthesis, and help students focus their interests on a specific major. Other assessment activities have focused on ways in which FIGs support at-risk students given that FIGs enroll higher proportions of targeted minority and first-generation students than the proportion in the student body; for example, 16% of students enrolled in FIGs identify as targeted minority students compared with 10% of undergraduates overall. Overall, in surveys and focus groups, FIGs participants report high levels of enthusiasm for their FIG experience. Students comment on the strong connections with other students developed through FIGs and articulate ways in which FIGs have been a life-changing experience.

Residential Learning Communities (RLCs) intentionally integrate learning that happens inside and outside of classroom. The MIU-funded RLC expansion has allowed more students to participate in a broader variety of living/learning experiences. In 2012-13, 1,399 students were served in eight RLCs, which included Bradley Learning Community (focus on first year students), Chadbourne Residential College (focus on liberal education), Entrepreneurial Residential Learning Community, GreenHouse (focus on environmental issues), International Learning Community (including 8 language groups), Multicultural Learning Community, Women in Science and Engineering, and The Studio (focus on creative arts and design, new in 2012-13). The ninth RLC, which opened in Fall 2013, is the Open House Learning Community, focused on gender issues. The faculty director will offer a seminar “Gender & Sexuality in the Media,”

which will provide the academic framework for the learning community. The tenth and final MIU-funded RLC, Bio House Learning Community, will open in Fall 2014. University Housing staff have facilitated access and participation in RLCs among students from targeted minority groups as well as international students and students from low income backgrounds; representation of students in these groups exceeds their representation in the student body as a whole. In collaboration with the Office of Student Financial Aid, University Housing funds and implements a grant program for low income students to offset the RLC program fee. Overall, UW-Madison students who start college in a RLC are more likely to graduate than other students (87.1 % compared to 82.7% for the 2006 entrance cohort.)

The positive impacts of RLCs have been well documented through UW-Madison's participation in the National Study of Living Learning Programs and the National Survey of Student Engagement. RLC students report significantly more positive experiences and high levels of engagement. For example, students in RLCs report they: were more likely to work on a research project with faculty members outside of a regular class; read more books for personal enjoyment or academic enrichment; spent more time on problem-based homework assignments; spent more time studying independently; were more likely to have attended a play, art show, or other performance; were more likely to have attended lectures or faculty presentations; and were more likely to participate in service learning and other civic activities. RLC students also reported high rates of ease with the transition to college and high levels of confidence in the learning skills that support college success.

The Internships in the Liberal Arts program provided a high-impact, reflective, for-credit internship course to 100 students in 2012-13, up from 68 participants in the first year of the project. Ninety percent of participants who enrolled in this program were participating in their first internship. Fifty-seven percent of participants were in a major that otherwise provided no for-credit internship experience to students. The narrative reflections of the majority of students indicate that they find value in the course and are able to successfully connect the essential learning outcomes of a liberal education with their professional work at the internship site. The project staff collaborated with the International Internships Program to ensure that students taking part in both types of internship were properly placed. They partnered with the L&S Career Services Internship Scholarship program to offer potential funding to students doing unpaid internships. Other program partnerships include the Department of English, the Department of Gender and Women's Studies, the Global Health Institute, the Office of Sustainability, the Wisconsin Alumni Association, the UW Foundation, and a range of businesses and non-profit agencies. Internship-related resources available to students have been improved by adding examples of learning goals, guidelines for transfer of internship credit, clarification of course repeat policies to the program web site and through virtual, on-line course orientation and course registration processes.

The **International Internship Program** increased the number of student participants from 28 in the base year (2010-11) to 85 in 2012-13 and increased the number of international partner sites offering internships from 4 in the base year to 33 in 2012-13. Relationships with global organizations are strong, as measured by the number of internships sites that repeat their

participation (16), and the number of partners promoting their relationship with UW-Madison in promotional materials (21). Recognition of UW-Madison as a leader in global human capital development was measured by public recognition/media stories (26), peer recognition (26 activities/presentations, meetings or conferences), and corporate recognition (1,081 website hits on the “organizations looking to partner” section). The program raises funds for travel support for students: all students who participated in the World Internship Program received a minimum of \$750 to support their travel expenses. Additional funding was raised to reduce the administrative costs, thereby reducing students’ program fees.

Projects focused on Advising and Academic Student Support Services

Undergraduate academic advising was identified as a high priority for MIU by students; the MIU Oversight Committee allocated \$1.5M of MIU funds to support a re-envisioning of undergraduate advising. An advising task force, established in April 2010, delivered a comprehensive plan in early 2011 that was endorsed by the MIU Oversight Committee and accepted by the provost and chancellor. As a result, the Office of Undergraduate Advising was launched with the hiring of a director in January 2012.

UW-Madison hired 34 new academic advisors and advising leaders as a direct result of MIU. These hires have improved student access to advisors and reduced advisor loads. As a result, more students are being seen in individual and group advising settings and are having email questions answered more quickly. For example:

- The Center for Pre-Law Advising opened in August 2012 and has conducted 450 appointments with individual students considering or actively applying to Law School, held workshops, panels and participated in SOAR.
- The College of Engineering reduced advising loads for pre-engineering advisors from 600:1 to 310:1 as a result of the MIU hires. They can now offer daily drop-in advising, including after-hours opportunities. In addition, nearly 450 non-engineering students were advised about possible transfer into the College of Engineering.
- The Center for Pre-Health Advising advised 2,106 students in appointments and drop-in advising meetings in 2012-13.
- The Exploration Center for Majors and Careers was able to realize a 35% increase in student appointments since hiring two MIU advisors in 2012.
- CALS transitional advisors made over 1,600 contacts with students focusing on major exploration, transferring into CALS, and course selection.
- The Biology Major, the largest major on campus, was able to increase individual appointment times from 20 to 30 minutes as a result of the new MIU hire.
- The Cross-College Advising Service (for undecided and exploring students) has seen an 86% increase in appointment and walk-in contacts over pre-MIU levels.

Individual and groups of MIU advisors have established innovative communications, workshops, partnerships, and assessments that allow them to reach more students in effective and efficient formats. For example:

- With several new MIU advising hires in Letters & Science, advisors have established the L&S Career Alliance, which is helping advisors build career-advising competence.
- Advising offices (e.g. Biology, Pre-Health, Communication Arts, CALS) now have capacity to build proactive collaborations with programs that support under-represented students such as POSSE, PEOPLE, and Chancellor's Scholars.
- Engineering advisors worked with a computer science course to develop an EGR App to provide quick access to advising resources.
- The Historical Humanities advisor uses Twitter, blogging, LinkedIn, Pinterest and email to communicate weekly with over 900 historical humanities students.

Use of technology for advising at the campus-level has also improved. The Advisor Notes System (AN) and SOAR Advising Module (SAM) are first steps in what is envisioned as an all-in-one user interface to a comprehensive set of advisor information tools.

- Advisor Notes (AN) System: In its first three years (2010-2013), more than 500 campus faculty and staff in 148 units across 17 campus divisions have become users. More than 160,000 advising contacts have been entered into the system for over 60,000 unique students. Twenty-five one-on-one, small group, and large group orientation sessions for ANS training and authorization were held in 2012-13 by three ANS trainers.
- Student Orientation Advising and Registration (SOAR) Advising Module (SAM): SAM provides SOAR advisors with key information about their advisees at SOAR, enables them to manage and complete advisor assignment and program/plan changes, and helps them document the outcome of the SOAR advising contact through a record pushed from SAM directly to the Advisor Notes System. SAM, an enhancement to AN, has been live since the summer 2012 SOAR sessions.

Other major efforts include building a leadership framework for advising on campus, establishing campus-wide professional development and information-exchange events for undergraduate advisors, and establishing an intentional process for assessing the effectiveness of advising.

Overall, the response from students has been strongly positive. Surveys of students about their experience at SOAR are showing that more than 90% of new students know how to access advising, agree that they know the reason for taking the courses they are enrolled in, and understand how to make progress to their degree. Cross-College Advising Service, an advising center for students who are exploring college interests, reports that 95% of students have high levels of satisfaction and are able to get the information they need from advisors at appointments. In general, surveys indicate that both the quality of the advising experience for students and advisors has been improved by the MIU investment in advising.

The Common Scholarship Application, launched in 2009 under the banner Scholarships@UW, is envisioned as a one-stop common scholarship application (CSA) system for students in majors and programs all across campus. In 2012-13, student use of the CSA increased by 21% from the previous year to 7,647 applications submitted for scholarships. The number of students awarded scholarships through the CSA increased to 1,041 students (up from 720 in 2011-12).

Scholarship dollars awarded through the CSA increased to \$2.27 million, up from \$1.46 million in the prior year. The number of UW-Madison departments using CSA to process and award departmental scholarships continue to grow: participation increased from 60% of potential users to 87%. A total of 864 separate scholarships are now available on CSA (250 are need-based scholarships). Nine new versions of the software were released in 2012-13, all of which offered improved functionality or bug fixes. The public-facing website was redesigned to make it device-independent and more accessible for visually-impaired users.

The Transfer Transitions Program is designed to provide transition and support services for new transfer students. Implemented in 2010-11, the Transfer Transitions program has driven improvements to Transfer SOAR, provides enhanced communication to students and advisors through a transfer-specific web site (www.transfer.wisc.edu), coordinates with departments to hold more seats in courses for incoming transfer students, and supports improved coordination around transfer with Madison College, UW-Madison's largest transfer feeder school. Between June 2012 and April 2013, more than 325 individual advising appointments were conducted with new transfer students. During the same time period, the program staff responded to more than 1,200 emails inquiries from prospective transfer students. Other activities included participation in the Admissions' Transfer Visit Day Program, nine visits to top feeder institutions that included meetings with 86 prospective transfer students, discussions with advisors at feeder institutions about the needs of their transfer students, and launching of a transfer peer mentor program in Fall 2012 for more direct peer support to first-semester transfer students. The Transfer Transitions program also facilitated the academic transition of transfer students by holding study skills workshops in conjunction with the Greater University Tutoring Service (GUTS) and by reserving study space in College Library during finals week.

DesignLab is envisioned as a program that will increase the capacity of the Libraries to support innovative curricula by piloting general-access, media design services unavailable elsewhere on campus. The idea is that DesignLab will become for media design service support what the Writing Lab is for student writing support. In 2011-12 (the inaugural year) DesignLab focused on establishing the physical and administrative infrastructure, and developing communication and web materials. DesignLab opened in Fall 2012 with nine MIU-funded TA consultants who both consulted with individual students and taught or supported media-rich instruction in nine affiliated academic units. DesignLab TA consultants conducted 369 one-on-one appointments with students to enhance the aesthetic dimensions of presentations, posters, websites, and other projects for classes and student activities and supported 10 courses either by teaching them directly or working with instructors of other courses. TA consultants and DesignLab directors also developed and delivered workshops for instructors on assigning and evaluating digital projects and integrating digital projects into capstone courses and projects. Based on a self-assessment survey, students report high levels of satisfaction with the helpfulness of their consultation and agree that they will recommend DesignLab to others and use the service again. Students strongly agree that their consultation increased their comfort in working with, making arguments with, and producing digital materials.

MIU support for the **Chemistry Learning Center (CLC)** and the **Physics Learning Center (PLC)** has been essential for these programs to maintain and expand their service to students in key introductory science courses. In 2012-13, the Physics Learning Center served 349 students in Physics 207, 208, 103, and 104 (up from 251 in baseline year) and an additional 260 students who only accessed supplemental course and review materials. MIU-funded staffing has provided capacity to increase follow-up with students, to make referrals to other campus resources, and to increase coordination with University Health Services and the McBurney Disability Resource Center to better support students with disabilities. PLC staff selected and trained 22 peer mentors to provide a supportive learning community to underrepresented students majoring in physics and engineering. PLC staff participated in the Delta Program's "Closing the Achievement Gap" course during spring 2013. In 2012-13, the CLC provided academic support to all 17 lectures of Chemistry 103, 104, and 108 (418 students). CLC has increased service to the target audience to keep pace with the growing enrollment in the Chemistry courses it serves. The CLC continues to receive high ratings from students even as the program has grown. 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

Projects focused on Improving Course and Program Access

In an effort to reduce bottlenecks in **Physiology 335 – Introductory Physiology**, the Department of Neuroscience received funding to develop an alternative new course, **Physiology 435 – Fundamentals of Human Physiology**. Physiology 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. In Spring 2012 the course enrolled 107 students, including 56 graduating seniors. In Spring 2013 the course enrolled 111 students, including 76 graduating seniors. Between Physiology 335 and 435, enrollments in these human physiology courses increased by more than 100 students since the start of MIU funding.

The **School of Nursing**, under their "Future of Care" project, was awarded MIU funds to increase enrollment in the BS Nursing program 20% (additional 24 students) by increasing capacity in clinical course sections, implementing active learning practices in all nursing core courses and in clinical laboratory courses, and enhancing student support services through the creation of a Nursing Learning Center. In 2012-13 (the project's second year), recruitment of five new faculty was completed. Enrollment has been increased as planned. A plan to admit students directly from high school has been implemented; in Fall 2013, 26 students entered the School of Nursing as new freshmen. A new course, Nursing 100-Introduction to the Nursing

Profession, is being offered for these students. Implementation of active learning pedagogies has included faculty use of mobile apps that support teaching, flipped classroom design, and incorporation of social media into instruction. In initial assessments of these approaches, students gave high ratings to their perception of how clinical simulation opportunities prepared them for clinical work in four clinical areas and across six different activities.

The **undergraduate program in Journalism** (School of Journalism and Mass Communications) was awarded MIU funds to address unmet demand for access to Journalism courses and the major, to expand media fluency education to non-majors, and to improve career training for Journalism majors. Progress towards these goals includes:

- Piloted two new courses: Media Fluency for the Digital Age and Media Diversity
- Piloted a service learning course for students in the Digital Studies certificate program
- Revised the undergraduate colloquium in Professional Media Studies and received approval for a new topics-based FIGs course
- Began planning for an undergraduate certificate in mass communication
- Redesigned Journalism 202, the keystone Journalism course, and expanded the number of instructors available (and trained) to teach Journalism 202 - Teaching this course involves preparing lecture material, supervising 9 TAs and a lead TA as well as conducting TA evaluations.
- Piloted new first-year course in Media Globalization
- Met the goal of providing two courses per year for the Digital Studies Certificate Program - As a result, 73 students became eligible to enter the program. During the first year of the certificate offering, 55 students completed the certificate.
- Met the goal of increasing the number of high impact practices in Journalism courses by offering two Journalism capstone courses (Journalism 475 and 447), taught Journalism 670 as a service learning course, and participated in a FIG with Journalism 176

The **Department of History** is moving towards a complete transformation of the undergraduate curriculum by adding an intermediate-level research course, History 201, The Historian's Craft, which is focused on research skill development, and increasing enrollment in high-demand courses that satisfy the ethnic studies requirement. Specific progress includes implementation of TA support in selected high-impact courses including, Historian's Craft and a high demand ethnic studies course, Asian American History.

- In 2012-13, offered seven sections of the new intermediate-level research course (The Historian's Craft, History 201) to 193 students and secured governance approval to offer History 201 to fulfill the general education Communication B requirement - This course will now be required of all History majors.
- Assessed student's research skills using a pre and post-course comparison (before and after the Historian's Craft) - Results show significant improvement in learning gains.
- Reviewed achievement gap data for undergraduate History courses (differences in grading patterns between demographic groups of students) and identified potential outreach and activities to support first generation students, utilized TAs for additional roles as "writing and research specialists" targeted to at-risk students who were on academic probation or were otherwise struggling with the intensive writing requirements of these courses

- Utilized MIU funding to increase course offerings in high impact practices and general education requirements over the 2009-10 baseline, which include ethnic studies (+439 enrollments), first-year interest groups (+1 course), writing-intensive courses (+1 course), small seminars (+ 13 courses), undergraduate research (+29 courses), service learning (+1 course) for a total increase of 1,960 enrollments
- Undertook a departmental redefinition of desired learning outcomes in research, writing, and analysis and set targets to be achieved by 2016, began routinely assessing student learning outcomes and using the data on an annual basis to further improve the major, utilized a rubric-based assessment on History capstone papers designed to assess four categories related to students' demonstrated ability to conduct History research by identifying and using primary and secondary source evidence appropriately and effectively

The **Department of Economics** was awarded MIU funding to meet the goals of increasing the enrollment capacity in Economics 301, and to increase the number of undergraduates taught by faculty in several undergraduate Economics courses. Economics 301, 302, and 310 are key courses for all students considering an Economics major (among the most common undergraduate majors). These courses are top priorities for improved curricular management and for increased offerings. Progress highlights specifically for 2012-13 include:

- Economics 301: offered two lectures each semester and added a summer session offering. Seats were reserved for transfer students, who typically register later than continuing students.
- For Economics 302, five lecture sections were offered and all were faculty taught (up from two lectures taught by non-faculty instructors in the base year).
- For Economics 310, the course has been redesigned to both accommodate increased student demand AND allow for better instructor/student contact. The course content has been coordinated with the Statistics Department because the course serves both Economics and Statistics majors.
- The MIU goal of increasing advanced elective opportunities was met by increasing elective offerings from 17 in the base year to 25 in 2012-13. These are faculty-taught electives on current topics such as Behavioral Economics and Wealth and Income.
- Commitments initiated under MIU include increased opportunities for undergraduates to take Honors courses, for Economics majors to enroll in Econometrics earlier, and to offer an introductory Economics course for non-majors.

Projects focused on Improving Academic Quality of Courses or Programs

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 increased to 14 (from base of 4 per year) the

number of engineering research projects offered through the Undergraduate Research Scholars program.

MIU funding for **Global Public Health** has expanded the undergraduate Certificate in Global Health and related courses, which are in high demand from students. The certificate has its academic home in CALS and has connections to the Global Health Institute. In 2012-13, the Global Public Health program made the following advances:

- Offered all three of the core courses for the Certificate in Global Health (Introduction to Global Health (350 students), Introduction to Public Health: Global Perspectives (248 students), and Global Environmental Health: An Interdisciplinary Approach (176 students))
- Offered 19 field experience options to 206 students - This is a requirement for students completing the certificate.
- In addition to the foundation courses for the certificate, executive committee members offered other elective courses including Global Health and Human Rights, Education for Global Change, Honors Freshman Seminar in Global Health Practice, Foundations in Global Health Practice, Global Health and Disease, and Introduction to International Issues in Agriculture and Life Sciences.
- As of May 2013 commencement, 187 students completed the Certificate in Global Health and an additional 204 have declared their intention to complete the certificate.
- An exit survey (with a 60% response rate) of certificate “graduates” showed that responders overwhelmingly planned to work in health care with 31% intending to go to medical school. 30 graduates were accepted into graduate school in public health (50%), medicine (20%), nursing (10%) and other fields (12%). Approximately 1/3 planned to attend UW-Madison. Of the 34 respondents who already had jobs at the time of the survey, four had joined the Peace Corps, five had joined Teach for America, and several others had joined Americorps. Nearly all employed students took public health related jobs in which they will address health disparities. A full 38% (13 graduates) are applying their public health skills in Wisconsin in the counties of Milwaukee, Dane, Buffalo, Wood and the WI Department of Health.

WisCEL (the Wisconsin Collaboratory for Enhanced Learning) seeks to create a learning commons designed for instructional innovation. WisCEL teaching spaces and pedagogies feature collaboration-friendly, flexible multi-use spaces that combine formal instruction and informal learning formats. Pedagogies include flipped curriculum, increased instructor time with students, frequent and immediate feedback, self-pacing and focused time-on-task, and spontaneous and structured peer collaboration. Each WisCEL Center combines multi-functional spaces, functional and mobile furnishings, and over 100 computers. Since its inception WisCEL has served more than 3,000 students in 29 courses, involving 30 instructors in 15 departments. Colleges represented are Letters & Science, CALS, Engineering, and Business.

WisCEL was initiated in 2010-11 by piloting the innovative active 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 selected Engineering courses. The two WisCEL Centers have been officially hosting courses

since spring 2012 semester. Most WisCEL courses are in math, engineering and science that have a strong problem-solving basis.

In 2012-13, WisCEL hosted more than 2300 students in 81 course sections taught by 23 different instructors. WisCEL also hosted instructor office hours and “study table” sessions. For Fall 2013, 16 courses (52 course sections) are scheduled for WisCEL Centers, including returning and new courses. In 2012-13, the average course enrollment was about 75; 6 courses had enrollments exceeding 100 students. In Fall 2013 the average course enrollment is expected to be 120 students.

Most WisCEL instructors indicate they now prefer the WisCEL teaching environment over traditional classrooms. Both formal and informal instruction, including professors’ office hours, is held in the WisCEL space and students report a preference for this approach. Best practices include: integration of online course content, course management, technologies, and space; use of “flipped” instructional models where students work problems in class time; emphasis of mastery learning over norm-referenced evaluation; use of computer scoring of student work to provide immediate feedback; and use of short and focused “lecturettes” to introduce concepts.

In the first three years WisCEL has demonstrated positive benefits for student learning and strong acceptance among students and faculty. WisCEL is recognized as offering an effective learning experience for students and efforts are being made to expand WisCEL beyond what is possible with MIU funding.

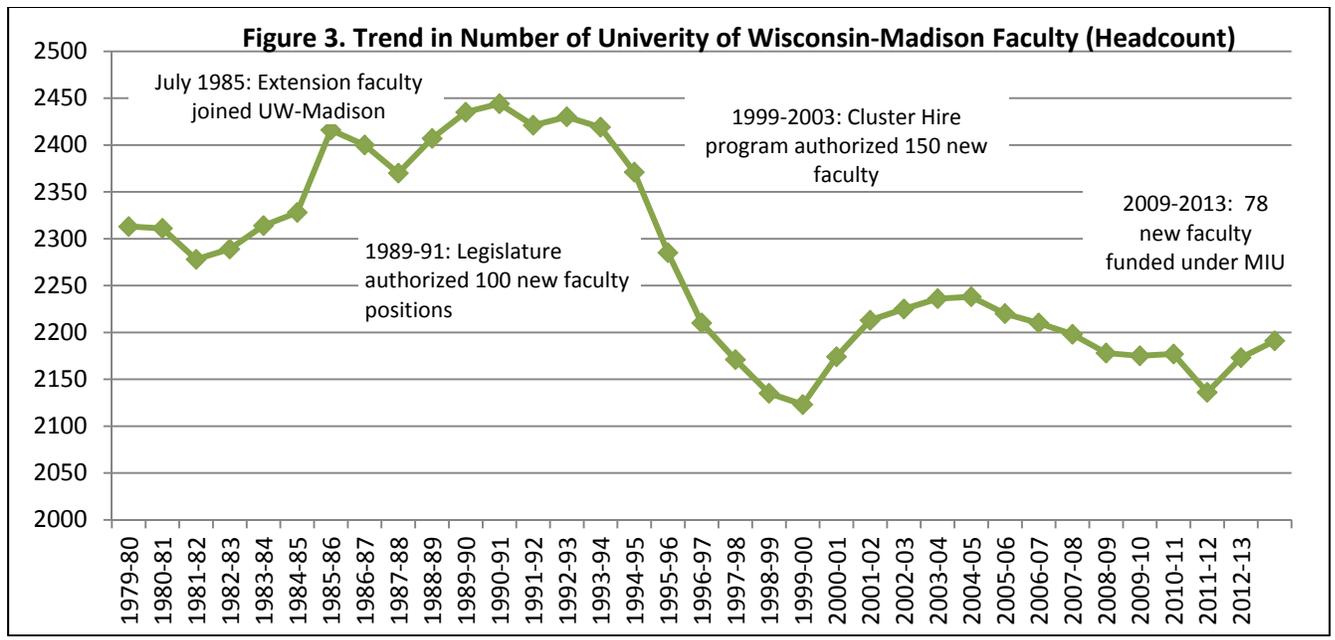
Support for the **Introductory Biology course sequence** was identified as a priority for MIU funding in early 2010, and \$500,000 was allotted for this project. A task-force charged with developing a unified, campus-wide proposal, with oversight by the deans of CALS and Letters & Science, submitted a final plan to the provost in Spring 2012. After this thorough planning period, implementation began in 2012-13. Implementation highlights in 2012-13 include:

- The instructional leadership and administration of the introductory courses, Biology 151 and Biology 152, along with Biology 153 (a companion course to 151), were consolidated in the Departments of Botany and Zoology.
- Course leaders have given attention to course access with the goal of making sure that students who want to take the Introductory Biology series can start it by their third semester at UW-Madison.
- Progress was made on efforts to increase coordination among faculty instructors. In part this was achieved by reducing the numbers of faculty teaching in the courses and having them teach more of each course. Teaching teams are being reformed around shifts in course content and the contributions of new faculty instructors. Two new MIU-funded faculty have been hired and will be on campus in Fall 2013.
- TA workload was adjusted by adding TAs to support student learning in the time-intensive Independent Projects, which are a feature of Biology 152. Overall, TA training has been increased.

- Additional TAs have also allowed the addition of weekly 75 minute discussion sessions. Work is ongoing to refine the best-impact small group exercises and design tools for understanding their impact on learning.
 - Efforts to improve the lab experience are supported by the hiring of a new lab director and lab support staff. New labs that expose students to modern molecular techniques are now being developed and integrated into the lab.
 - The Introductory Biology course leaders have hired an additional course support staff position whose role is to focus on assessment and strategies that improve student learning.
- In summary, the course leaders have given attention to the role of Introductory Biology in student success, given its position in the curriculum as a key gateway course. The instructional teams have revised the course learning goals, initiated pedagogical changes, and are focusing on strategies that support student success and reduce the grade gap between targeted minority students and other students.

V. University-wide Impact of MIU

MIU has added \$20 million annually to the University’s base budget in support of a quality undergraduate experience, and as progress updates demonstrate, the funding has supported innovation in several areas. This funding has proven to be even more important than anticipated when MIU was launched, given the modest increases in state funding in recent years and the tuition freeze that was imposed starting in fall 2013.



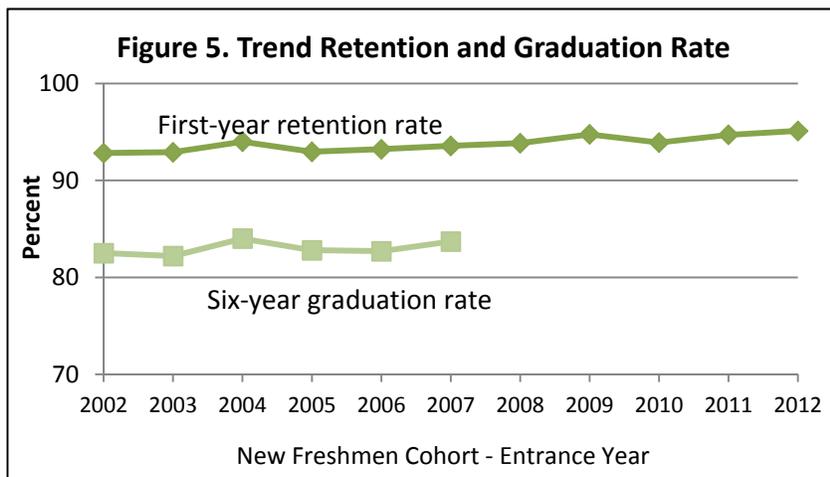
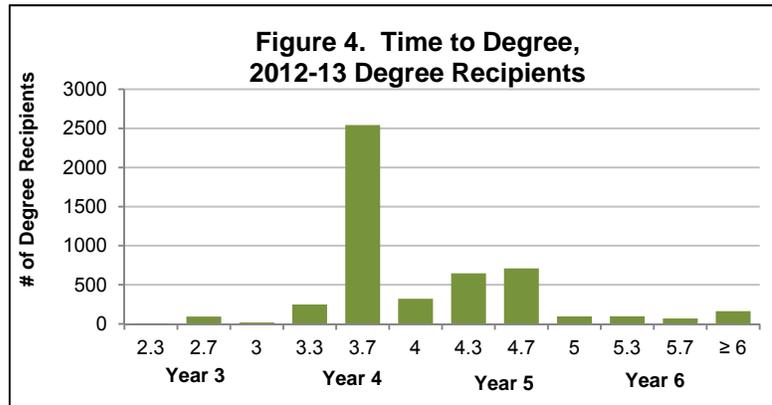
*preliminary

The MIU program has substantially contributed to new faculty hiring, with funding for 78 faculty positions, 76 of which have been filled by August 2013. These 76 faculty represent 16% of the 447 new faculty hired since 2009-10. UW-Madison was able to maintain new faculty hiring at about 110 new faculty per year even in 2009-10 and 2010-11 when many peer

institutions had reduced recruiting efforts because of the economic recession. The preliminary faculty headcount for Fall 2013 is 2,191, higher than it's been since 2008-09 (Figure 3).

Campus-level student progress-to-degree measures are important indicators of the overall student experience. For example, timely degree completion and strong graduation rates are reflective of eased course and major bottlenecks, access to courses programs, high quality curricula and programs, academic support in the form of advising, student services and financial aid.

The average time-to-degree for students who entered as new freshman has been improving over the past 20 years and has continued to improve in the past four years under MIU. Time-to-degree is measured in elapsed calendar years from the first time enrolled to graduation (Figure 4). For 2012-13 graduates, average time to degree was 4.15 years, improved from 4.20 years for 2008-09 graduates and 4.29 years for 2002-03 graduates. (By this measure a student who graduates in the canonical 4 academic years graduates in 3.7 elapsed calendar years.) Some students are now graduating even earlier than 3.7 elapsed calendar years.



Retention and graduation rates, the percent of students who stay enrolled and eventually graduate, are other key progress-to-degree measures. The first-year retention rate for new freshmen who enrolled in 2012 and subsequently re-enrolled in fall 2013 was 95.1%. This is the highest retention rate recorded for UW-Madison, and is well-

above national averages (Figure 5). The six-year graduation rate of 83.7% ranks UW-Madison 17th nationally among major research universities; this ranking includes both public and private universities.

MIU-funded projects are focused on providing more high-impact practices and a richer Wisconsin Experience for undergraduates. The term “Wisconsin Experience” has been adopted to capture the idea that students learn, through in-classroom learning and out-of-classroom

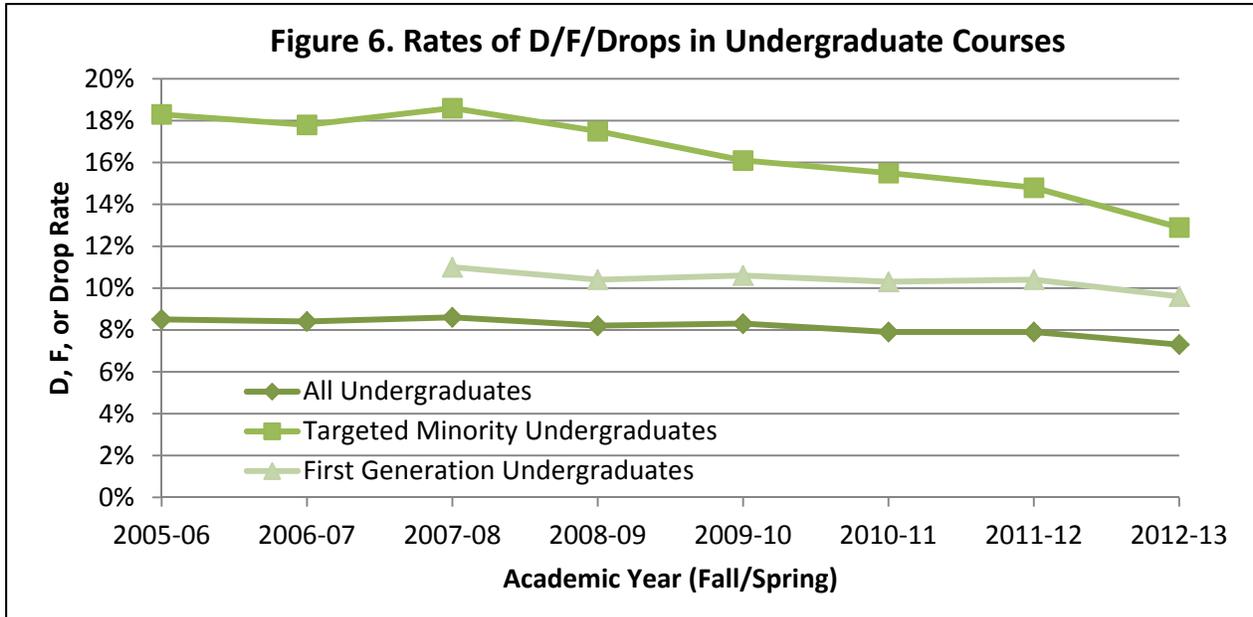
experiences, to significantly and positively impact the world. The Wisconsin Experience, grounded in the Wisconsin Idea, seeks to educate students to be creative problem-solvers; passionate, engaged, and adaptable world citizens; critical thinkers able to create and evaluate new knowledge; and future leaders of their global communities. The Wisconsin Experience is grounded in essential learning outcomes and includes inquiry-based, high-impact practices such as research experiences and independent scholarly work, engagement with global and cultural competencies, leadership and activism opportunities, and application of knowledge in and preparation for the “real world”.

Annually we measure participation of graduates in activities that comprise the Wisconsin Experience that are included on the student’s formal academic record (Table 3). This measure doesn’t capture all of the ways that students are active and learning in the world, but it does capture those high impact educational practices that have been formally established as part of the academic record. The percent of graduates who participated in one or

much such activity increased from 87% of 2007-08 graduates to 89% of 2012-13 graduates. More strikingly, the percent of students who participated in two or more activities increased from 66% to 71% over the same time period. Increased opportunity for participation in study abroad, internships and workplace experiences, and capstone courses is especially noteworthy over the MIU period. Even for activities for which the participation rate has stayed constant over this period, the number of participating students has increased.

Faculty and staff who received MIU-funding were also asked to address the achievement gap – the persistent and systematic gaps in certain measures of student progress between targeted minority students and other students. For example, targeted minority students graduate at lower rates than other students. The six-year graduation rate gap has fluctuated between 14 and 17 percentage points over the past five years and stands at 14 percentage points for the most recent year (69.8% for targeted minority students and 83.7% for all students).

Activity	2007-08	2012-13
Study Abroad	22%	25%
Residential Learning Community	13%	14%
First-year Interest Groups (FIGs)	6%	7%
Service Learning Course	12%	4%
Independent/Directed Study	40%	39%
Research Experience	14%	15%
Workplace Experience	23%	25%
Honors Course	27%	27%
Seminar Course	43%	43%
Capstone Experience	27%	43%
One or more WI-X experience	87%	89%
Two or more WI-X experiences	66%	71%
Number of graduates	6,175	6,487
Source: UW-Madison student records; includes only activities recorded on the student record.		



Another example of the achievement gap is the grade gap. On average, targeted minority students have higher rates of D, F, and drops than other students. The grade gap has decreased substantially during the MIU period (Figure 6). In 2008-09 the gap was 9.3 percentage points: 17.5 % of grades earned by targeted minority students were D, F or drops compared with 8.2% for all students. By 2012-13 the gap was reduced to 5.6 percentage points (12.9% for targeted minority students and 7.3% for all students).

Faculty and staff with MIU-funds were specifically asked to develop strategies to remedy these gaps in the context of their projects. Many of the pedagogical changes that enhance learning for all students are especially effective for students who are not as successful with traditional classroom practices. Focused efforts related to a range of MIU projects have contributed to this substantial improvement, including the WisCEL project being used for all pre-calculus math courses. Many other departments have used evidence-based and research-based approaches to examining and reducing course achievement gaps, including Chemistry, Math, Physiology, History, and Biology. The Office of Academic Planning and Institutional Research has developed analytic products specifically to support the identification of courses with high achievement gaps and to monitor progress in addressing them. These products include D, F, Drop rates for every large undergraduate course, rates of progression from one course to the next in sequenced courses, and analytic reports examining predictors of success in courses.

VI. Summary

The Madison Initiative for Undergraduates was implemented in the fall of 2009 with the goal of improving the undergraduate experience. By the end of the 2012-13 academic year, MIU was generating a total of \$40M annually, half of which goes to need-based financial aid and half of which supports improvements in instruction and the student experience. Over the first four

years of MIU, more than \$50 million in financial aid had been distributed to students and the 54 MIU projects have become well established. Seventy-six of the 78 MIU-funded faculty lines were filled by Fall 2013 and the total number of faculty, 2,191, was as high as it had been since 2008-09. New undergraduate certificate programs in Global Health, Digital Studies, Professional Japanese Communication, and Professional Chinese Communication, and Education have been made available to students. Numerous new courses have been created in a range of traditional disciplines and in interdisciplinary studies such as Communication Arts, Digital Studies, History, Psychology, Physiology, and Global Health. The Office of Undergraduate Advising has demonstrated positive impacts on the student advising experience with the addition of 34 advisors and advising leaders, has expanded technology resources, and has created advisor training programs. Improvements in the content and delivery of Introductory Biology sequence are underway, and WisCEL is providing leadership for advances in active learning innovation across campus and has been amassing strong evidence that this hybrid, collaborative learning experience results in improved student learning. Key indicators of student progress to degree are showing improvement: the number of bachelor's degree graduates has increased, students are making timely progress to degree and graduating at high rates, and nearly 9 in 10 graduates have participated in high-impact activities representative of the Wisconsin Experience.

Appendix A. MIU Oversight Committee, 2012-13

Paul DeLuca, Jr., Chair, Provost/Vice Chancellor for Academic Affairs
Tom Armbrecht, Professor, French & Italian
Lori Berquam, Dean of Students
Drew Birrenkott, ASM Student Appointee
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
Christopher Olsen*, Interim Vice Provost for Teaching and Learning; Professor of Public Health
Tori Richardson, Assistant Dean, L&S
Sundar Sharma, ASM Student Appointee
Michel Wattiaux, Professor, Dairy Science
Meghan Wagner, ASM Student Appointee
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, Office of the Provost
Steve Cramer, Associate Dean, College of Engineering
Susan Fischer, Director, Student Financial Services
Jeff Hamm, Associate Dean, School of Education
Eden Inoway-Ronnie*, Chief of Staff, Office of Provost
Linda Jorn, Academic Technology, DoIT
Jennifer Klippel*, Budget Office
Jocelyn Milner*, Director of Academic Planning & Institutional Research
Rick Moss, Associate Dean, School of Medicine & Public Health
Nadine Nehls, Associate Dean, School of Nursing
Scott Owczarek, University Registrar, Office of Registrar
Joann Peck, Associate Dean, School of Business
Sarah Pfatteicher, Associate Dean, CALS
Nancy Westphal-Johnson, Assoc. Dean, L&S

*Also MIU Core Team member, Office of the Provost

Note – There will be some membership changes for 2013-14.

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

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	77.5 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 (the Common Scholarship Application).
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 2013	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	5	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	1	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	2	1.5	0	0	0	0
Faculty Expansion: Finance and Marketing	Finance	Courses/Majors/Faculty	1	525,000	525,000	3	3	0	0	0	0	0
Faculty Expansion: French and Italian (Francophone World)	French & Italian	Courses/Majors/Faculty	3		170,000	2	2	1	0	0	0	0
Faculty Expansion: History (Historian's Craft)	History	Courses/Majors/Faculty	1,2		782,941	6	6	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	5	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	7	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	5	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	2	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 2013	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.