Automatic Consent
1. (1:30 pm) Automatic consent approvals
   a. Minutes from January 8th, 2021

Program Review
2. (1:35) Comparative Biomedical Sciences MS/PhD response to GFEC program review (Lisa Martin)
3. (1:45) Agroecology MS response to GFEC program review (Parmesh Ramanathan)
4. (1:55) Public Humanities Graduate/Professional Certificate Low-Award Review (Alex Dressler)

Approvals
5. (2:15) Request to approve new Graduate/Professional Certificate in Science Communication effective Fall 2021 (Dietram Scheufele and Tera Holtz Wagner) Lumen Link

Discussion
6. (2:25) Breadth Policy (Parmesh Ramanathan)
University of Wisconsin-Madison  
Graduate Faculty Executive Committee Meeting  
1:30 pm – 3:30 pm, via Zoom  
January 8, 2021

M I N U T E S


Members Absent: Kevin Black, Chris Choi, Alex Dressler, Yu Hen Hu, Steffen Lemp, Gail Robertson, Earlise Ward

Dean William Karpus called the meeting to order.

Automatic Consent

1. The following items were approved as a matter of automatic consent:
   a. Minutes from December 11, 2020
      Motion: Moved and seconded to approve the consent agenda items. The motion passed unanimously.

Approvals:

2. Dean Karpus introduced Professor Elizabeth Petty and Professor Emeritus Christopher Olsen who presented a request to approve Graduate/Professional Certificate in Global Health Online effective Fall 2021. The in-person format was not meeting needs of professional learners. The addition of an online program is needed to compete with other institutions.

   Motion: Moved and seconded to approve Graduate/Professional Certificate in Global Health Online effective Fall 2021. The motion passed unanimously.

3. Dean Karpus introduced Professor Elizabeth Petty and Professor Emeritus Christopher Olsen who presented a request to approve Capstone Certificate in Global Health Online effective Fall 2021. An online format allows more learners to access the program and receive training in global health issues. Olsen and Petty responded to GFEC questions about overlap with the in-person certificate and diversity recruitment strategies.

   Motion: Moved and seconded to approve Capstone Certificate in Global Health Online effective Fall 2021. The motion passed unanimously.

4. Dean Karpus introduced Professor Elizabeth Petty who presented a request to suspend admissions effective Fall 2021 and discontinue effective Summer 2024, the Capstone Certificate in Global Health. The in-person program will be phased out in conjunction with the introduction of the online program.

   Motion: Moved and seconded to suspend admissions effective Fall 2021 and discontinue effective Summer 2024, the Capstone Certificate in Global Health. The motion passed unanimously.
5. Dean Karpus introduced Clinical Associate Professor Eric Buxton and Associate Professor Chuck Lauhon who presented a request to approve new Named Option “Psychoactive Pharmaceutical Investigation” in the Master of Science in Pharmaceutical Science effective Fall 2021. The interdisciplinary program will be first program of its kind as new mental health drug treatments are investigated. Buxton and Lauhon responded to GFEC questions regarding recruitment of a diverse student population.

**Motion:** Moved and seconded to approve new Named Option “Psychoactive Pharmaceutical Investigation” in the Master of Science in Pharmaceutical Science effective Fall 2021. The motion passed unanimously with one technical abstention.

6. Dean Karpus introduced Clinical Associate Professor Eric Buxton and Associate Professor Chuck Lauhon who presented a request to approve Capstone Certificate Psychoactive Pharmaceutical Investigation effective Fall 2021. This meets the need for students to study content without fulfilling a master's degree.

**Motion:** Moved and seconded to approve Capstone Certificate Psychoactive Pharmaceutical Investigation effective Fall 2021. The motion passed unanimously with one technical abstention.

7. Dean Karpus introduced Professors Julie Mead and Jim Wollack who presented a request for a substantial redirect (>50% curriculum change) of the Named Option “Professional Educator” in the Master of Science in Educational Psychology effective Fall 2021. The changes add more emphasis on instructional coaching.

**Motion:** Moved and seconded to approve a substantial redirect (>50% curriculum change) of the Named Option “Professional Educator” in the Master of Science in Educational Psychology effective Fall 2021. The motion passed unanimously.

**3-Year Check-ins**

8. GFEC member Associate Dean Parmesh Ramanathan presented the 3-Year check-in report for the Capstone Certificate in User Experience Design. Overall, the program is successful and has healthy enrollment.

   **No action sought.**

**Discussion**

9. Dean Karpus led a discussion regarding GFEC term lengths. GFEC member terms are four years, while most other governance committee commitments are three years in length. Looking for GFEC member feedback regarding whether the four-year commitment is a barrier to attracting new members. GFEC member consensus is that four-year terms make sense due to a large learning curve in year one before members are assigned to review committees in years 2-4. The provision of substitutes when members are on sabbatical also supports the viability of a four-year commitment.

**Adjournment**

Meeting adjourned by Dean William Karpus.
January 21, 2021

William J. Karpus  
Dean of the Graduate School  
Professor of Pathology and Laboratory Medicine

RE: CBMS Response to GFEC Recommendations

Dear Dean Karpus,

We were very pleased to hear that GFEC recognized several strengths in the CBMS graduate program. These included solid leadership supported by a large number of faculty trainers, the flexible requirements of the program, the high quality of scholarship and productivity, very favorable time to degree and degree completion rates, and quality career outcomes.

Below are the responses to GFEC recommendations.

1. Implement a rotation program for all students. Many biological sciences programs on campus, including some that are closely related, offer rotation to all students. Faculty trainers in CBMS are also affiliated with other programs that offer rotations. Use their expertise to devise a rotation program compatible with CBMS goals.

Response: We agree with the committee that rotations will enhance recruitment of highly competitive students and provide flexibility for students in choosing a laboratory for their research. In 2020, we offered rotations to highly competitive students and underrepresented minorities to enhance our recruitment efforts. We intend to offer rotations to selected students in 2021 and beyond. However, the CBMS program is limited in the number of rotations that can be offered because we do not have funds (TAs, RAs, etc.) to support students that are unsuccessful in finding a lab following rotations. We are currently exploring mechanisms of expanding rotations to more students using Graduate School support and/or via reimbursement from trainers that admit students into their lab. Historically the CBMS program has been a direct admit program. This approach has served students and trainers well in reducing the time to degree and recruiting highly focused students into the laboratories of their choice.

2. Develop a diversity plan to recruit more underrepresented students into the program.
Response: To assist with increasing diversity and recruitment of underrepresented students into the CBMS program and the School of Veterinary Medicine (SVM), Dean Markel has set in motion several initiatives including the creation of a new position, Director of Diversity, Equity and Inclusion. We will work with SCIMED GRS and the newly appointed Director of Diversity, Equity and Inclusion, Mr. Richard Barajas to develop a diversity plan for the CBMS program. The following initiatives will be implemented as a part of the diversity plan: (1) establish a diversity, equity and inclusion committee, comprised of students and trainers; (2) schedule town hall meetings of the CBMS Director and Coordinator with students; (3) provide professional development opportunities on issues of diversity and equity to trainers and students via workshops, seminars, town halls, etc.; 4) resurrect student-led book clubs to discuss issues of diversity, equity and inclusion.

3. Provide better guidance to students on how they may switch advisors when necessary.

Response: We will include a section in the program student guide that will outline steps for switching advisors, and discuss this during the annual orientation session for incoming students.

4. Provide a funding guarantee in letter to applicants admitted to the program.

Response: We plan to provide a funding guarantee in the letter sent to students who are accepted into a laboratory.

5. Offer more opportunities for students to interact among faculty research groups and have a community experience that is difficult to achieve in a program with such a large, diverse, and geographically separated.

Response: We concur with the GFEC that providing a community experience to students is a challenge for the CBMS program. The CBMS program requires all graduate students to enroll in the 930 seminar class (MS: 2 semesters; PhD: 4 semesters). Attendance at 70% of seminars is mandatory and students are required to provide feedback to their fellow students. This class enhances the communication abilities of students, exposes students to the diversity of research topics in the program, promotes cross-fertilization across labs, and fosters cohesiveness among students. We offer all incoming students a list of highly recommended courses in research ethics, biostatistics, science communication and pathology for biomedical scientists. Additionally, CBMS and the SVM host periodic social events such as a Fall Cook-out, Holiday bowling and the Dean’s monthly get-togethers. Finally, the SVM hosts a research day in spring semester to integrate and showcase the research activities of graduate students, DVM students, residents and clinical fellows.

6. Consider reducing the number of trainers to only those who are regularly participating in the program.
Response: We are implementing review of trainers that will occur every three years. Active participation in CBMS activities will be part of the criteria for renewing trainership in the program.

Please let us know if you have questions about our responses.

Sincerely,

M. Suresh, DVM, Ph.D.
John E. Butler Professor of Comparative and Mucosal Immunology
Director, Comparative Biomedical Sciences Graduate Program
Department of Pathobiological Sciences
Phone: 608-265-9791
Email: sureshm@vetmed.wisc.edu

Charles J. Czuprynski, Ph.D.
Professor and Chair, Dept. Pathobiological Sciences
Director, Food Research Institute
2015 Linden Drive
Madison WI 53706
Phone: 608 262 8102
E-Mail: charles.czuprynski@wisc.edu
21 December 2020

Dean Karpus
Dean of the Graduate School
Bascom Hall

Dear Dean Karpus,

This letter is in response to your 20 March 2020 letter summarizing GFEC discussion of the Agroecology graduate program. We appreciate the effort expended by the review team and largely agree with their conclusions.

I apologize for the delay in getting you this response. The program had a leadership change and as the new chair I lost this in the shuffle.

To address the GFEC’s bullet points:

1. Develop a multi-year teaching plan so that affiliate faculty can more easily coordinate with their home departments to teach a course for the program.

   • This is an ongoing effort for the governance committee, but we have made progress. First of all, we are fortunate that there have been a number of new hires on campus and other more senior faculty have affiliated with the program. In a number of cases the courses they teach or will teach will fulfill agroecology needs.
   • Further we have redesigned two of our courses 701 and 702 such that more faculty and staff can teach these courses rather than depend on one specific individual. 701 is now team taught with a social scientist and natural scientist as instructors. The current instructors have committed to teach this for the foreseeable future. But when one steps back, there are now numerous candidates to step in. The 702 course has been redesigned as a service learning course with a rotation of faculty and staff instructors.
   • The governance committee will meet with affiliates and their respective department chairs and discuss agroecology teaching needs and opportunities. We need to explain how teaching in the program can benefit the department.
   • Unfortunately, the rules and workings of ‘Credits Follow Instructor’ seem to be inconsistent and lack transparency.
   • In retrospect it may have been unwise to create course listings under Agroecology rather than under respective departments. We will investigate cross listing with appropriate departments.
   • A number of Ph.D. programs in CALS are investigating new partners and configurations. The governance committee will discuss possible partnerships among programs within the perspective of creating an Agroecology Program

Agroecology Program
369 Moore Hall, 1575 Linden Dr., Madison, Wisconsin 53706
Telephone 608-262-1390   web: http://www.agroecology.wisc.edu
agroecology Ph.D. degree.

2. Work with non-profit organizations, state government agencies, and alumni to increase funding opportunities for students especially in the Public Practice track.

- We have created an agroecology alumni email list to communicate with alumni and friends of the program and notify them of program events. Also, in the last year an agroecology fund was established at UW foundation with a link posted on our site so that anyone could donate.
- We plan to host an annual symposium organized by the students that will be open to campus and the public. During the planning of the initial symposium (cancelled due to COVID) we reached out to many local organizations and non-profits and have since established relationships that we expect to continue in the coming years.
- Future plans include, naming a fund raising subcommittee of the governance committee and distributing a twice yearly newsletter that we will send to alumni and friends, and consulting with UW Foundation specialists on additional opportunities.

3. Develop a plan to attract more diverse group of students to the program.

- We are committed to increasing diversity in the program. Given the size and financial resources of the program we are limited in what we alone can do. But we also have some advantages. We have faculty affiliates in 20 departments and all of these departments are also working to increase the diversity of the student population. We partner with academic departments to send information to conference (SACNAS, ABRCMS) for underrepresented groups. We encourage Agroecology affiliate faculty members, staff, and students to attend such conferences and we will commit resources to this effort. The graduate coordinator reaches out to universities around the country, including HBCU’s and tribal colleges, to promote the program and to connect with interested students.
- We updated our promotional flyer and sent it to various groups on campus including the PEOPLE program and CeO. The flyer will be taken to conferences once in person travel is allowed to resume.
- The graduate coordinator reaches out to AOF students and when appropriate puts them in touch with SciMed GRS on campus, with whom we have an established relationship.
- The program no longer requires the GRE and as of this last year we also no longer consider it in our application review. We believe this will increase our ability to reach a wider audience of applicants and it removes a barrier for many students.
- **However, when we are successful increasing the diversity of our applicant pool, we need to commit to matriculate a diverse group. We need to identify funding such as graduate school fellowships that can be dedicated to funding applicants.**

4. Find a dedicated space for the program.

- We have been in discussion with the Wisconsin Center for Integrated Ag Systems about this issue. CIAS has offered the agroecology program good
space for this purpose in space they control in the Agricultural Bulletin Building. In terms of location this building is central to the academic departments where most of our students are housed and courses are taught. To be sure, there have been agroecology graduate students who have been advised by faculty all over campus. But this space seems nearly ideal.

We appreciate the recommendations of the GFEC and take them very seriously. We will strive to increase our numbers, diversity, and the graduate student experience for our agroecology graduate students regardless of the specific program.

Sincerely,

[Signature]

William F. Tracy
Professor
Chair Agroecology Graduate Program.
Clif Bar and Organic Valley Chair
in Plant Breeding for Organic Agriculture
wftracy@wisc.edu

c: Kathryn VandenBosch College of Agricultural and Life Sciences, Karen Wassarman College of Agricultural and Life Sciences, Sarah Barber College of Agricultural and Life Sciences, Caitlin Collies, Department of Agronomy, Jocelyn Milner Office of the Provost, Agroecology Governance Committee
January 25, 2021

TO: Russ Castronovo, Director, Center for the Humanities
FROM: Eric M. Wilcots, Dean
RE: Academic Program Review, Graduate Certificate in Public Humanities (low-award)
CC: Susan M. Zaeske, Associate Dean for the Arts and Humanities
     Jocelyn Milner, Vice Provost for Academic Affairs
     Megan Massino, Associate Director, Center for the Humanities
     Elaine M. Klein, Associate Dean for Academic Planning
     Jenna Alsteen, Assistant Dean for Academic Planning, Graduate School

I write to let you know that on December 1, 2020, the L&S Academic Planning Council discussed the academic program review concerning the Graduate Certificate in Public Humanities, which is administered by the Center for the Humanities. This review was precipitated by the fact that it was flagged as a low award program, having granted no awards since the certificate was implemented in Fall 2014. As such, it fell into the category of programs where, if no awards are made in five years, the program was at risk of immediate discontinuation. Some grace was extended because the program was new, and because upon further inspection, we learned that more graduate students were enrolled in, and had completed, the program than had been formally recorded. Although a few awards (3) have been recorded, we are nevertheless at a point where the low-award situation must be addressed for the program to continue.

The Council was provided with the self-study and review committee report, as well as the “low award program” report that was submitted in May 2020, and the Center’s response to the review committee’s recommendation. In these materials, members found evidence of both insight and opportunity: all parties agree that the program is not achieving its purpose as it is currently configured and housed in a non-academic unit, but that it might be very successful were it housed in a traditional academic department that is strongly tied to the mission of “public humanities.” With a new home, the program would find stable academic oversight and strong ties to dedicated curriculum, faculty who can mentor students, and – importantly – advocates who are well connected to other academic programs in the humanities, who can articulate the potential value of such a program to students, to build interest in a strong program connecting the humanities to the public interest. The Center and review committee’s recommendation that the program should be afforded a chance to thrive and the chances of that happening in a Department well-versed in managing academic programs met with APC concurrence and support.
The APC approved the following motion:

1) To postpone a decision to suspend admission to the program until March 15, 2021, by which time it is hoped that a faculty committee will submit a formal request expressing the intention to relocate and restructure the program. If L&S does not receive such a request by this date, we will proceed with a request to suspend and discontinue the program.

2) If the request to relocate and restructure the program is submitted by March 15, 2021, the full proposal for program continuation must be submitted by a faculty committee by October 22, 2021. If L&S does not receive a detailed plan to continue the program and house it in an academic department with appropriate faculty oversight (e.g., an academic program committee, bylaws, committee succession, clear lines of communication for administrative purposes), we will proceed with a request to suspend and discontinue the program.

This two-step approach was proposed by the council in light of the time constraints imposed on all of us by the current pandemic; it is certainly possible that a request to relocate the program and the associated plan for administration and governance can be submitted before either deadline falls.

Please consult Associate Deans Susan M. Zaeske and Elaine M. Klein for information about how to submit the proposal.
Low Producing Academic Programs (Degree/Majors and Certificates)

In keeping with the low-producing academic program policy adopted by the University Academic Planning Council (April 16 2020), provide a short report on degree/major and certificate programs that meet the low-producing criteria (appended, page 2) and that you plan to continue. Submit completed forms with the annual program review report.

Program name: Certificate in Public Humanities
Plan code: GCRT635
Home department: Center for the Humanities

Summarize any plans for changes intended to address the low-producing status or rationale to continue the program.

Response:
The program is currently under consideration for restructuring and/or substantial change. The Center for the Humanities is in agreement with the College of Letters & Science and humanities leaders on campus that the Public Humanities Certificate would be better housed and administered by the Department of History. The certificate program could benefit from the infrastructure of an instructional department. Since the certificate involves curricular matters, it is appropriate that it be administered by tenure-line faculty. In addition, in recent years the graduate seminar attached to the certificate has been led by faculty in History.

What is the demonstrated student need, even at a low level, for graduates with this specific credential?

Response:
We continue to hear from the graduate students involved in our programs (Public Humanities Exchange, Public Humanities Fellows, Public Works professionalization events, Borgeshi-Mellon workshops) that their work their interdisciplinary exchanges and community oriented-projects in these programs have been very well-received (and in some cases, deciding factors) in their interviews and materials for their academic job searches, as well as their ability to find satisfying careers beyond the university that match their expertise. This certificate is a credential to their future employers that proves students’ commitment to public-facing humanities work. The Public Humanities core course and certificate track also provides a mechanism for graduate students to engage in a fulfilling intellectual experience that augments their primary degree program while introducing them to the various opportunities, both at the Center and across campus and the community, to connect their scholarly work to their lives and the lives of others.

How is the program important to the University? Does the program fill a specific academic niche unique to UW-Madison or in some way necessary for the University’s identity, or for the fulfillment of the mission of the program, school/college, or university?

Response:
The Public Humanities Graduate Certificate has an important place in integrating public humanities practices from across departments and areas of study, and fills the specific academic niche unique to
UW-Madison in the public humanities, a particularly successful example of the Wisconsin Idea for the humanities and higher education. Additionally, the certificate fulfills the mission of the University, L&S, and the Center in shaping graduate education for the current moment and beyond, and helping graduate students find fulfilling careers in the academy and beyond.

Are faculty continuing to invest time and effort in the program? Time must be devoted to learning outcomes assessment, review of the program, recruitment of students, curriculum development, advising, Guide maintenance, course scheduling, and similar activities. Programs with few or no students still need to have a full curriculum available to a student who seeks to enroll in the program. Are all of these processes up to date?

Response:
We believe these goals are more appropriately addressed by finding the certificate a new home in an instructional department to ensure more time and expertise for curriculum development, advising, and course scheduling. Our staff will be available to be part of the discussion of reshaping the certificate, and in particular, our Assistant Director of Public Humanities, Aaron Fai, will continue to liaise with the administering unit to connect students to the various opportunities at the Center to develop their portfolio of public humanities engagement.
Low-producing Program Criteria

Undergraduate Degree/Major Programs
• Fewer than twenty-five (25) degrees awarded in five (5) years.
• Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Master’s-level Degree/Major Programs
• Fewer than fifteen (15) degrees awarded in five (5) years.
• Exceptions for non-admitting masters associated with a corresponding PhD program, programs within five years of first enrolling students, or if admissions to the program is suspended.

Doctoral/PhD Degree/Major Programs
• Fewer than five (5) degrees awarded in five (5) years.
• Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Certificate Programs (Undergraduate, Graduate/Professional, Capstone)
• Fewer than ten (10) certificates awarded in five (5) years.
• Certificates that have zero (0) awards over a five (5) year period will be automatically discontinued without review. This applies to all UW-Madison undergraduate, graduate/professional, and capstone certificates.
• Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Some justifications for maintain a low producing academic program

• Master’s program is partnered with a PhD program and serves the same role as a non-admitting masters but is admitting to allow for the occasional students seeking the masters-level program.
• Program will be changed to non-admitting master’s status.
• Plans are underway to change the curriculum to increase enrollment and degrees in this program (provide specifics).
• The program is currently under consideration for restructuring or substantial change (provide specifics).
• The program serves an important historical role, preserves tradition, or serves an external audience.
• The program is otherwise not available at a UW System institution, or at very few UWs.
SELF STUDY
PUBLIC HUMANITIES GRADUATE CERTIFICATE

Certificate Program Name: Public Humanities
Certificate Level (Undergraduate or Graduate/Professional): Graduate
Faculty Director Name, Contact Information, Title: Russ Castronovo, Director, Center for the Humanities and Professor of English, rcastronovo@wisc.edu
Primary Program Contact Name, Contact Information, Title: Megan Massino, Associate Director, Center for the Humanities, massino@wisc.edu
Date: June, 2020

1. Recommendation concerning whether or not to continue the program

The Center for the Humanities is in agreement with the College of Letters & Science and humanities leaders on campus that the Public Humanities Certificate would be better housed and administered by an instructional department that will ensure faculty oversight, namely the Department of History. The certificate program could benefit from the infrastructure of and advising capacity of this department. Since the certificate involves curricular matters, it is appropriate that it be administered by tenure-line faculty. In addition, in recent years the graduate seminar attached to the certificate has been led by faculty in History.

2. If the program should continue to be offered, recommendation concerning an appropriate academic home for the program

   Department of History

3. Program description and context, including mission, requirements, learning goals, relationship to other units

   Context and Mission:
   In 2015, the Center for the Humanities began offering the Public Humanities Graduate Certificate as part of an ongoing coordinated vision for the public humanities at the University of Wisconsin-Madison and the Center’s participation in reshaping graduate student experience for the twenty-first century. The Certificate provides a program of cross-disciplinary study anchored in a core seminar and supported by courses drawn from across the humanities, social sciences, and professions. The program includes an annual Public Humanities graduate seminar and ongoing mentoring of graduate students pursuing the Certificate, including professional development seminars which offer opportunities throughout the year for faculty and graduate students to examine the skills, practices, and questions that have long been essential to scholarship in the humanities and discuss their expansion into the public sphere. The seminar series supports new thinking, projects, and research to enrich both higher education and the broader community.
Program Description:

The Graduate Certificate in the Public Humanities prepares graduate students to pursue careers outside of academia and trains students who wish to remain within academia to articulate new horizons for their research. The Graduate Certificate in the Public Humanities builds on the Center for the Humanities' work in the public humanities and its related programs for graduate students, including the Public Humanities Exchange (HEX) and the Public Humanities Fellowship. It provides enrolled students with the training and experience required for professional paths that may not include traditional university teaching positions, whether in other sectors of higher education, policymaking and analysis, cultural organizations, new media, government, or research. Through coursework and hands-on project development, the program equips students with theoretical, historical, and practical knowledge that will help them to develop alternative applications for their scholarly research and engage their scholarly methods for use in broader social and professional contexts.

Graduate students pursuing degrees in any program at UW–Madison are welcome to seek admission into the Graduate Certificate in the Public Humanities. Students can declare their intention to pursue the certificate at any time. To receive the certificate, they must complete an application form, and may submit it at any time for review and feedback from the Certificate advisor (Center for the Humanities staff). The application requires final approval by the Public Humanities Graduate Certificate program committee. Sample application is provided in Appendix A.

Requirements:

Curriculum

Graduate students pursuing a degree in any program at UW-Madison are invited to obtain a Certificate in the Public Humanities. The Certificate is not a stand-alone program. Students who wish to receive the Graduate Certificate in Public Humanities must take a core course, Inter-LS 700: “Public Humanities: Theories, Methods, Cases,” offered each year, and develop a coherent, thematic sequence of three additional courses for a total of 12 credits. All students also are required to undertake a capstone project.

Courses

Core Course for the Graduate Certificate in the Public Humanities
Inter-LS 700: Public Humanities: Theories, Methods, Cases

The course takes a multidisciplinary and transhistorical approach to the emerging field of the public humanities. The course will introduce key theoretical and historical texts focused specifically on questions of the public sphere, civic responsibility, communication, ideology, and
engagement; provide an overview of relevant tools and methods; and culminate in a final assignment: a research driven prospectus for a project in the public humanities.

Thematic Sequence
To apply for the Certificate, students submit a list of courses that fulfill the program’s 12-credit requirement, along with a narrative summary of the relation of these courses to the thematic sequence.

While students may develop their own course of study, the following are examples of thematic sequences might be followed:

- **Engaging Communities**: Community-engaged research; institutional structures; community building; communication, and non-profit administration. The focus may be global, local, or cross-regional, and could incorporate histories of inequality, social movements, health and environment, and other forms of social justice.

- **Understanding Public Cultures**: The range of public cultures studied through the theory and history of institutions (such as museums and libraries); publication; the public intellectual; public art; and the public sphere.

- **Translating the Humanities for New Audiences**: Practical skills for translating methods and concepts from the humanities for new audiences, including administration; curation; urban development; education; public and private sector organization; digital media; production; design; organization of knowledge, etc.

Each semester, courses are listed on the Center’s website that are highly recommended and can fulfill the criteria for elective credit towards the Graduate Certificate in the Public Humanities if taken as part of a thematic sequence related to the public humanities (see Curriculum requirements above). The list is not meant to be exhaustive, and serves only as a guide to assist students in designing a course of study that aligns with their stated academic and career objectives. Students with questions about a particular course are asked to contact the Associate Director of the Center for the Humanities.

Additional Rules and Requirements
There will be no exceptions or substitutions made for the required core course. Courses that satisfy students’ major requirements will not be allowed to “double count” for the Certificate. Non-graded courses are not allowed to fulfill required coursework for the certificate.

Capstone
The certificate’s capstone can either be a student-designed special project in the Center for the Humanities’ HEX program, completion of a Public Humanities Fellowship, or the production of a portfolio of work reflecting a practice or practices in the public humanities.

- Students who choose to pursue a project-based capstone must do so as a part of the Center’s Public Humanities Exchange (HEX) program. The HEX program supports student-led projects in the Madison community that translate humanities research for audiences outside of the university. HEX projects are typically affiliated with a host such as a community center, museum, or other nonprofit organization, which the student must identify and work with to design the project. The HEX program has a rigorous application and selection process, and Certificate students will be in competition with applicants from the graduate student body at large for positions in the program. In order to fulfill this capstone requirement, the student must submit a final report.

- Students can also complete the capstone requirement by being selected for and successfully completing a Public Humanities Fellowship. Fellowships are offered each year, at 5-6 cultural institutions across Madison. Fellowships are only eligible to dissertators.

- Students may also fulfill the capstone requirement via a portfolio of work that reflects a practice within the public humanities. The portfolio can include a public history project; popular writing (e.g., a selection of op-eds or “professional” blog posts); development of a website, podcast series, film, radio program, etc. The student will be required to obtain approval from the Certificate Director prior to initiating a portfolio project, and to work with a faculty advisor in their home department.

Learning goals:

Student Learning Outcomes

1. Community Engagement
   a. Discover the inherent value of working collaboratively with constituencies outside of the university, especially community-based program partners.
   b. Learn how to more effectively assess the needs and capacities of program partners and community organizations in general.
   c. Develop concepts and practical skills in translating the humanities for constituencies outside of the university.

2. Knowledge
   a. Recognize the range of public cultures as studied through the theory and history of institutions, publication and program development, the public intellectual, public art, and criticism in the public sphere.
b. Gain an understanding of the Public Humanities as an emerging and significant field, and its current and potential value in academic and non-academic contexts.

c. Understand the theoretical, historical, and practical foundations of the Public Humanities, as well as current discussions and debates about its nature and value.

d. Develop alternative applications for scholarly research and training for use in a broader context.

### Curriculum Map

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<th>Curriculum Map</th>
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<tr>
<td><strong>Degree Program Courses or Experiences</strong></td>
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<tr>
<td>Course #1 (Core course: Public Humanities: Theories, Methods, Cases, 3 credits)</td>
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<tr>
<td>Courses #2-#4 (Thematic sequence of three courses, 9 credits)</td>
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<tr>
<td>Capstone (Public Humanities Fellowship, Graduate Exchange Program, or student-designed portfolio)</td>
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<th>Assessment Planning</th>
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<tr>
<td>Method for assessing learning (at least one direct method required)</td>
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<tr>
<td>Student grades in core course, thematic course sequence</td>
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<td>Timetable for assessment activity</td>
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Timetable for assessment activity | Upon completion of capstone (fellowship, exchange) | Upon completion of Certificate core course (offered each spring so |
program, portfolio); these are either semester or year-long projects to assessment will be annual, and thematic course sequence (depends on individual student timeline to course completion, should be within three years generally)

4. Demonstrated need for the program, recruitment/outreach to populations served by the program

The Certificate is advertised throughout the year in concert with our other public humanities opportunities for students. Our Assistant Director for Public Humanities visits academic departments every semester to speak directly to faculty in the humanities and humanistic social sciences about the opportunities for their students.

5. Program administration and resources, including administrative and advising processes, and where appropriate, an evaluation of the budget model that supports the program

Current:

Administration: The program is overseen by the Director of the Center for the Humanities, with input from the Steering Committee and ad hoc public humanities certificate committee. The Center for the Humanities financial administrator works directly with the Registrar’s Office to process the award of the certificate credential when a student has completed the program and is graduating.

Advising: Center for the Humanities Associate Director and/or Assistant Director for Public Humanities meet individually with students who are interested in/declare intent to pursue the certificate, and discuss the student’s goals, capacities for additional coursework and public humanities participation, recommendations/buy-in from their academic advisors, thematic interests, and opportunities for the Capstone requirement. Additionally, the Assistant Director for Public Humanities invites the student to participate in the professional development seminars offered by the Center for the Humanities for students interested in the public humanities and adds the student to outreach lists to receive information about funding opportunities, professional development, and the core course.

Proposed:

If the certificate transitions to being administered in the Department of History, Center for the Humanities staff are ready and available to consult on that transition. The Assistant Director of Public Humanities can continue to serve as a resource for advising staff in the housing department/graduate students pursuing the certificate, in connecting them to opportunities for capstone projects and professional development.
6. List of participating (currently employed) faculty and staff, with department affiliation

**Affiliated Faculty**

- African Cultural Studies
  - Jo Ellen Fair
- Art
  - Laurie Beth Clark
  - Faisal Abdu’Allah
- Art History
  - Anna Andrzejewski
  - Preeti Chopra
- Classics
  - Alex Dressler
- Communication Arts
  - Robert Asen
  - Rob Howard
  - Jenell Johnson
  - Susan Zaeske
- Curriculum and Instruction
  - Simone Schweb
  - Bernadette Baker
- English
  - Michael Bernard-Donals
  - Joshua Calhoun
  - Russ Castronovo
  - Sara Guyer
  - Christa Olson
- French and Italian
  - Ernesto Livorni
- Gender and Women’s Studies
  - Christine Garlough
  - Ellen Samuels (also English)
- Geography
  - Kris Olds
  - Keith Woodward
- German, Nordic, and Slavic
  - Sabine Gross
  - Venkat Mani
  - Tomislav Longinovic
  - Tom DuBois
- History
  - Giuliana Chamedes
  - Nan Enstad
  - Stephen Kantrowitz
  - Jennifer Ratner Rosenhagen
  - Lynn Nyhart
  - Florence Hsia
  - Gregg Mitman
- Journalism and Mass Communication
  - Greg Downey (also iSchool)
- Philosophy
  - Harry Brighouse
  - Steve Nadler
- Political Science
  - John Zumbrunnen
- School of Human Ecology
  - Connie Flanagan
  - Mark Nelson
- iSchool
  - Jonathan Senchyne
  - Ethelene Whitmire
- School of Music
  - Susan Cook
- Spanish and Portuguese
  - Ellen Sapega
  - Ksenija Bilbija
- Theatre and Drama
  - Michael Peterson
Past Program Committee Members:

Tom DuBois
Harry Brighouse
Giuliana Chamedes
Lynn Nyhart
Sara Guyer

Most Recent Public Humanities Certificate Program Committee:

Faisal Abdu’Allah, Associate Professor, Art
Steve Kantrowitz, Professor, History
Anna Andrzejewski, Professor, Art History
Mario Ortiz-Robles, Professor, English

7. Courses actually offered or for which students received program credit, by semester, including enrollment data for “core” (introductory) and/or “capstone” courses

The Core Course (Inter-LS 700: Public Humanities: Theories, Methods, Cases) was offered in Spring 2015, Spring 2016, Spring 2017, and Spring 2018 led by Professor Sara Guyer (English), and in Fall 2016 and Spring 2020 led by Professor Giuliana Chamedes (History). Sample syllabi are provided in Appendix B.

Enrollment: 54 students across 6 semesters.
Spring 2015, Guyer, 7 students
Spring 2016, Guyer, 16 students
Fall 2016, Chamedes, 10 students
Spring 2017, Guyer, 9 students
Spring 2018, Guyer, 5 students
Spring 2020, Chamedes, 7 students

8. Total number of students enrolled/declared in the program, average time for program completion

Completed and on transcript: 3 students

1. Harnish, Nicholas; Spring 2020 (completed requirements in 2018-2020/2yrs)
2. Harris, Molly; December 2019 (completed requirements in 2016-2018/2yrs)
3. Palmer, Reid; December 2016 (completed requirements in 2015-2016/1yrs)

Average time for program completion: 1.6 academic years

Note that this is reflective of the time from the student declaring intent to pursue the certificate to completing requirements for the certificate, and does
not include the years in which elective/PhD minor courses were taken prior to that declaration, even if one of those courses ended up being approved as part of their thematic course sequence.

Currently planning on receiving upon graduation: 6 students
* = student has completed all requirements

1. Fadellin, Nicole Marie *
2. Levesque, Faron *
3. Meuse, Julia Monique
4. Oyeleye, Dipo *
5. Robiadek, Katherine
6. Scheer, Elizabeth

9. Program completion, in terms of the number of certificates awarded annually

One or less per year, 2015-2020

10. Assessment of student learning - assessment plan and summary of annual assessment activities (especially those leading to requests for curricular changes)
Assessment plan to date has included the annual review of current Certificate students by Center for the Humanities Director and Associate Director, and an ad hoc review of completed applications submitted by Certificate students to the Public Humanities Certificate Program Committee for final approval.

11. Evaluative summary of program quality, demand, sustainability, etc. in support of the recommendation made

Per #1 above, the recommendation is to move the certification to the History Department. While the director and staff of the Center for the Humanities see the value of training students to develop their professional and intellectual interests in the public humanities, that mission is best fulfilled by an academic department that will provide for faculty oversight of critical matters.
APPENDIX A: APPLICATION

CENTER FOR THE HUMANITIES
University of Wisconsin - Madison

GRADUATE CERTIFICATE IN THE PUBLIC HUMANITIES

APPLICANT INFORMATION

Last name: ____________________ First name: ____________________

UW ID: ____________________

Email address: ____________________ Phone: ____________________

Degree department: ____________________ Advisor: ____________________

MA or PhD program: ____________________

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PROPOSED PLAN FOR CERTIFICATE

Inter-LS 700: Public Humanities: Theories, Methods, Cases

Semester/year: ____________________ Grade: ____________________

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THEMATIC COURSE SEQUENCE

Title: ____________________

Elective #1: ____________________ Grade: ____________________

Semester/year: ____________________

Elective #2: ____________________ Grade: ____________________

Semester/year: ____________________

Elective #3: ____________________ Grade: ____________________

Semester/year: ____________________
CAPSTONE: SELECT ONE OPTION

☐ Public Humanities Fellowship
Community host: 
Semester/year: 

☐ Exchange Project (HEX)
Community partner: 
Semester/year: 

☐ Portfolio
Portfolio advisor: 
Semester/year: 

COURSE RATIONALE

Provide a brief description of your thematic focus and explain how the electives you’ve selected are necessary to pursue that theme.
University of Wisconsin, Madison

HIST 710/Inter-LS 700:
Writing for the Academy and Beyond

Humanities 5255
Wednesdays, 11-12:55pm

Professor Giuliana Chamedes
Spring 2020
Office Hours: Wednesdays, 4:15-6pm, and by appointment*
Office: Humanities Building, Room 4124
Email: Chamedes@wisc.edu

Course Description

Writing can be a daunting undertaking. This workshop-style seminar will add some skills to your toolkit, create community among graduate students, and provide you with a space to ask questions that you might not feel comfortable asking elsewhere. It also pushes you to think critically about the public humanities in the 21st century, as it helps you become more confident and adept in the art of writing for the academy and beyond.

Learning Outcomes

Students will:

- Develop an understanding of what constitutes public humanities work;
- Determine if and how they would like to engage in public humanities work themselves;
- Learn to approach writing as an iterative and creative process;
- Sharpen their oral communication skills; and
- Craft a personal writerly toolkit that will ensure smooth sailing in graduate school and beyond.

Course Requirements

WRITING: You will write no more than 20,000 words (including revisions) for this class.

In week three of the class, you will commit to one of the following two paths:

Path 1: Create a lively and legible-to-all piece of academic writing. This may take the form of a 10,000-word article or dissertation chapter. It may also take the form of dissertation prospectus or grant proposal.

* Office hours by appointment only on 1/29; 2/5; 2/12; 3/4; 3/25; 4/1; and 5/6.
Path 2: Take a focused approach to exploring your interests in the public humanities through a series of short tasks that will prepare you for a particular para-academic or non-academic job, internship, volunteer opportunity, or solo project (to be completed on your own time, in the summer or fall of 2020). Students walking this path will also produce one polished piece of prose, which explores a key question of personal interest to them in the public humanities. The piece can have either a print or a digital audience.

READING: There is a light reading load for this class. All of the readings will be posted on our Canvas site at least one week in advance. There is no course reader.

PARTICIPATING: Please come to class each week with an open mind and equipped with your writing utensils of choice (notebooks, quills, laptops, tablets – just no phones, please). You are expected to do the reading, as well as respect deadlines and provide constructive feedback on the work of your peers. We will be workshopping one another’s work every week, starting from week 5. Each student will be workshopped twice. You will be asked to lead discussion on one occasion over the course of the semester.

Credit Hours
The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), reading, writing, individual consultations with the instructor, and other student work as described on the syllabus.

Methods of Assessment

1. Student Participation (20%)
   HIST 710/INTER-LS 700 is a discussion-led seminar with a heavy peer-review component. Its success depends on you. From week 3, in-class discussions will be led by a member of the class. A sign-up sheet for leading discussion will be circulated in week 1 of the class.

2. Writing Notebook (10%)
   This is a notebook to be kept through the semester. You may keep it in whatever format you’d like. In addition to the prompts provided on the syllabus, please try to make at least one entry per week. The notebook should focus on issues that interest you and relate to your projects. It may contain sketches, stray bits of thought, research information, drafts of sentences, exclamations of curiosity or frustration, etc. Please bring your writing notebook to class every week. It will never be collected.

3. Nine sentences exercise (a.k.a., formulating a first research question) (10%)

4. Formulating a revised and expanded research question (10%)

5. Sh$h$s$y First Draft (15%)

6. More Polished Draft (15%)

7. Final Piece (20%)
Schedule of Classes

I. Writing as a Practice


Go over the syllabus. Start getting to know one another. Discuss the functions writing can play in our lives. Does good writing lead to good thinking? Address the value of a writing notebook and the art of looking slow, looking again, writing often. Reflections on grounded, vivid, writing.

In-class readings:
- Lynn Hunt, “How Writing Leads to Thinking,” Perspectives on History (February 2010)

Writing notebook exercises:
- Walk over to the Chazen and practice looking slowly, grounding yourself in time and space, and playing with voice. Select a work of art that speaks to you for whatever reason. In your notebook, imagine two different sorts of writers (e.g., the artist vs. the art historian; the anthropologist vs. the journalist, etc.). Then, write two paragraphs that describe the artwork in vivid detail from the point of view of your two characters. The only rules are that each imaginary character is responsible for two paragraphs, and that both characters need to write as vividly as they can (within whatever voice is available to them). Make sure to snap a few pictures of the work of art you’ve chosen before you’re done – you’ll need the pictures in week 2.
- Identify a piece of academic or non-academic writing you’ve completed in the past three years that you feel is animated by a central question that really compelled you at the time (and perhaps compels you still). After having re-read the paper, jot down the animating question in your writing notebook. Please bring the piece with you to week 2 of class. It will not be collected.

2. January 29: Writing as a practice (II): choosing your writing site and time of day. Our animating question(s): academia and the public humanities.

In class, we will discuss the Chazen museum exercise, exorcise writerly demons, and address some essential preliminaries: where we write, when we write, and how often we write. Then, we will do a writing exercise to get us thinking about how we tend to formulate research questions. Next, we will each spend some time discussing a piece of academic or non-academic writing we’ve completed in the past and how, in that case, we went through the process of identifying and formulating an animating question.
Reading (to be completed prior to class):


In-class exercise: Return to your work of art by taking a look at the pictures of it you snapped last week. Return to your two imaginary characters as well. Then, write two paragraphs for each of your two characters. Paragraph one should contain questions that your character might have about the work of art; paragraph two some ideas for how your character might actually go about answering those questions.

At-home assignment: the nine sentences exercise. What are three animating questions you have right now (about broad ethical or political or other matters; that emerge from your study of the humanities and/or of particular texts and figures; etc.)? Lean into it: be kind to yourself but exacting too. Start from those three animating questions. In nine sentences (three per question), reflect on nine different ways those questions could potentially be more strongly integrated into your research, writing, and everyday life.

*Please upload your nine sentences exercise as a Word file under “Assignments” on Canvas by 3pm on Friday, January 31.*

3. February 5: Prospectus, proposal, grant. Setting your writing goal for the semester.

This is the week to formulate your writing goal for the semester. With the help of our discussion leader, we will talk about how to put together a research plan for yourself, whether it comes to academic or non-academic writing. We will also talk about writing for money – and what sort of writing that is.

At-home assignment: Formulating a revised and expanded research question. In two sentences, describe your writing goal for the semester. Then, in two to three pages, double-spaced, write up a reflection on the animating research question(s) that are integral to your writing goal, and how you will go about answering them.

*Please upload your piece as a Word document under “Assignments” on Canvas by noon on Monday, February 10.*

Readings:

- Christina M. Gillis, “Writing Proposals for ACLS Fellowship Competitions,” at The American Council of Learned Societies website.
- Karen L. Kelsky, “Dr. Karen’s Foolproof Grant Template,” at The Professor is in website.
4. **February 12: Sending a message. Special guest: Patrick Iber (Assistant Professor, Department of History; *Dissent*, Editorial board)**

With the help of a *New York Times* article penned by our special guest Prof. Patrick Iber and an NGO pamphlet which we will read together, we will think about what question(s) animate the author(s) and how to send a message that will resonate with a non-academic audience. We will also discuss Prof. Iber’s experiences in writing for a broad public and serving on the editorial board of *Dissent*.

**Readings:**
- Center for Urban Pedagogy, “Is Your Landlord Harassing You or Your Neighbors?”

5. **February 19: Evaluating your evidence. Writing early.**

In-class discussion, led by discussion leader: Writing early.

Workshopping two student proposals.

**Reading:**

At-home assignment: **The shaky first draft.** Please upload at draft that is at least 70% of the length of your final writing project. The paper needs to be in complete sentences.

*Please upload your shaky first draft as a Word file under "Assignments" on Canvas by noon on Monday, February 24th.*

6. **February 26: Fierceless mercy: What to do with a first draft?**

In-class discussion (led by discussion leader): editing yourself. Editing for content and focus.

Workshopping two student papers.

**In-class exercise:** Fierceless editing.
Readings:

7. March 4: Content, structure, argument

In-class discussion (led by discussion leader): content, structure, argument.

Workshopping two student papers.

Readings:

8. March 11: Sentence-level writing

Go over postdraft outlining exercise

In-class discussion (led by discussion leader): sentence-level writing

Workshopping two student papers.

Readings:

ENJOY SPRING BREAK! (MARCH 14–22)

9. March 25: Peer Review Session (Youjia)

Reading:

At-home activity: The more polished draft. Please upload a complete version of your final writing project.

Please upload the more polished draft in Word form on Canvas by noon on Monday, March 30th.
10. April 1: What to do with a solid first draft?

In-class discussion (led by Gloria): editing tips. Back to structure. Editing for precise language and grammar.

Workshopping Zoe and Gloria’s papers.

Reading:

11. April 8: The peer review process; writing an academic journal article. Special guest: Kathryn Ciancia (Assistant Professor, Department of History)

Reading:

12. April 15: Final touches; hooks and sinkers

In-class discussion (led by Nick): hooks and sinkers

Workshopping Heather and Nick’s papers.

Reading:
- Helen Sword, “Hooks and Sinkers,” Stylish Academic Writing.

13. April 22: Roundtable: My public humanities. Special guests, TBA.

Workshopping Lingyu and Jim’s papers.

14. April 29: Concluding thoughts; before and after

At-home activity: The final version.

Please upload the final version of your paper in Word form on Canvas by noon on Wednesday, April 29th.
Working Syllabus

Spring 2018
Interdisciplinary Studies 700/English 879
Public Humanities: Methods, Theories, Cases

Sara Guyer
Conference Room, University Club 313
Friday 10AM-12noon

Office Hours
315 University Club Building
Friday after class and by appointment

Course Description:
The aims of this course are at once ambitious and straightforward: 1) to introduce you to a range of methods, theories, and cases that represent the emerging field of the public humanities, both in the US and globally; 2) to help you to examine your intellectual and professional trajectory; 3) to undertake a collaborative project in response to a contemporary need.

In order to accomplish these aims, you will be expected to read closely, undertake practical exercises, and test your assumptions. You will be asked to think about the limits, audiences, and outcomes of your research, about the possibility of "translational" research in the humanities (to borrow a term from the sciences), and about the variety of places where the humanities (and scholars of the humanities) can live. The course will be divided into two units.

The first unit will focus critical approaches to the humanities and the public sphere, drawing upon work on public intellectuals, access, political efficacy, the university, community, and aesthetics. The second unit will focus on a very different approach to the public humanities: careers beyond the classroom (including, perhaps your own).

Because this course is by definition cross-disciplinary, and because it aims to provide an overview of topics and themes, several guests will participate in our discussion. You also will be asked to undertake out-of-classroom assignments, so while the reading in a given week may be light, you will have regular writing projects and other exercises.

NB: Inter-LS 700 serves as the required core course for the new Graduate Certificate in the Public Humanities.

Books (Available online or through local bookstores)

A note on books: if possible, please order online from A Room of One’s Own or Arcadia Books in Spring Green, WI; readinutopia.com or another independent
bookstore. Additionally, while I recognize the economic pressures that the dire state of graduate funding does pose, I urge you to purchase books published by university presses (either as e-books or physical copies). We have entered a moment at which not even academics purchase academic books, which is devastating the market and creating an impossible situation for emerging scholars like yourselves.

Peter Brooks, *The Humanities and Public Life* (Fordham)
Christopher Newfield, *The Great Mistake* (Duke)

**Exercises and Other Assignments:**
In the schedule below you will find reading assignments as well as several exercises. In addition to the exercises assigned to particular dates, during the course of the semester you will have three other projects, as follows:

1. **Attend a Public Humanities Event—and report back to the seminar on it.**
2. **Due April 20— to circulate:** Write an Op-Ed that ties your scholarly research (or method) to a contemporary issue. Visit the Op Ed Project website and read the section on “Resources (Write it!):” [www.theopedproject.org](http://www.theopedproject.org)
3. **Final Project:** TBD

**Friday Lunches:** Please consider attending the humanities lunch lecture series on five Fridays. Lunch is free. Lectures end at 1/1:30.

**Critical Foundations: Publics, Public Universities, Public Intellectuals**

**January 26:** Introduction: Some definitions and plans

**February 2:** The University Without Condition
Jacques Derrida, “The Future of the Profession”

**February 9:** The Public University I
Wendy Brown, “Vocation of the Public University in the 21st Century”

**February 16:** The Public University II
Chris Newfield, *The Great Mistake*

**February 24:** The Public Intellectual: Derrida, Brown, Newfield, Said
Edward Said, “The Public Role of Writers and Intellectuals”
Daniel Drezner, from *The Ideas Industry*
March 2: Peter Brooks, The Humanities and Public Life
Judith Butler, “Incredulous…” (in Brooks)

March 9: Achille Mbembe, Critique of Black Reason

March 15: Class Visit: Achille Mbembe

March 23: no class

March 29: Spring Break

Weeks 11-16: Where Does this Leave You?

April 6: Public Humanities Fellows Site Visit:
The Bubbler at Madison Public Library

April 13: How to Pitch as a Humanist: Craig Eley

April 20: Discussion of Class Op-Eds

April 27: Work on Class Project

May 4: TBD

Discussion with Humanities Without Walls Pre-Doc Workshop
Reading: Jim Grossman + Anthony Grafton, “No More Plan B”:
Working Syllabus

Spring 2017
Interdisciplinary Studies 700/English 879: Public Humanities: Methods, Theories, Cases

Sara Guyer
Conference Room, University Club 313
Friday 10AM-12:30PM

Office Hours
315 University Club Building
Friday after class and by appointment

Course Description:
The aims of this course are at once ambitious and straightforward: 1) to introduce you to a range of methods, theories, and cases that represent the emerging field of the public humanities, both in the US and globally; 2) to help you to examine your intellectual and professional trajectory; 3) to undertake a collaborative project in response to a contemporary need.

In order to accomplish these aims, you will be expected to read closely, undertake practical exercises, and test your assumptions. You will be asked to think about the limits, audiences, and outcomes of your research, about the possibility of “translational” research in the humanities (to borrow a term from the sciences), and about the variety of places where the humanities (and scholars of the humanities) can live. The course will be divided into two units.

The first unit (until spring break) will focus critical approaches to the humanities and the public sphere, drawing upon work on public intellectuals, access, political efficacy, the university, community, and aesthetics. The second unit will focus on a very different approach to the public humanities: careers beyond the classroom (including, perhaps your own).

Because this course is by definition cross-disciplinary, and because it aims to provide an overview of topics and themes, several guests will participate in our discussion. You also will be asked to undertake out-of-classroom assignments, so while the reading in a given week may be light, you will have regular writing projects and other exercises.

NB: Inter-LS 770 serves as the required core course for the new Graduate Certificate in the Public Humanities.

Books (Available online or through local bookstores)

A note on books: if possible, please order online from Arcadia Books in Spring Green, WI: readinutopia.com or another independent bookstore. Additionally,
while I recognize the economic pressures that the dire state of graduate funding does pose, I urge you to purchase books published by university presses (either as e-books or physical copies). We have entered a moment at which not even academics purchase academic books, which is devastating the market and creating an impossible situation for emerging scholars like yourselves.

Susan Basalla & Maggie Debelius, ‘So What Are you going to do with that?’ (Chicago)
Peter Brooks, The Humanities and Public Life (Fordham)
Nelly Richard, Cultural Residue (Minnesota)
Helen Small, The Value of the Humanities (Oxford)
Optional: Michael Warner, Publics & Counterpublics (ZONE)

Exercises and Other Assignments:
In the schedule below you will find reading assignments as well as several exercises. In addition to the exercises assigned to particular dates, during the course of the semester you will have three other projects, as follows:

1. Attend a Public Humanities Event
2. Write an Op-Ed that ties your scholarly research to a contemporary issue. Visit the Op Ed Project website and read the section on “Resources (Write it!):” www.theopedproject.org
3. Final Project: Students in the course will undertake a collaborative project and produce a white paper that responds to the following challenge:

Some have argued that the increasingly violent state of discourse in this country and the lack of shared values tracks a division between those who have a college education and those who do not. This assumes both that college in most cases (a) provides economic mobility and (b) fosters an analytic, evidence-driven approach to knowledge and argument. It allows an experience of intellectual and cultural differences and trains the imagination. Are there ways that the forms of experience included under (b) can be cultivated beyond university enrollment? What are the means through which these core aspects of a college education can be transmitted outside of colleges and universities? In lieu of a traditional seminar paper, you will be charged with working together to develop an approach to this challenge. You may divide into smaller working groups focused on particular elements of the topic (defining the problem, researching existing efforts – locally and globally, in the humanities as well as the arts and sciences, identifying partners, etc.) The outcome should be a collaboratively written white paper.

Friday Lunches: Please register & plan to attend the humanities lunch lecture on the following Fridays. Lunch is free. Lectures end at 1/1:30.

February 3: Nandini Pandey
February 10: Patrick Kelly
March 7: Jonathan Senchyne
April 21: Alex Dressler

Weeks 1-9: Critical Foundations

January 20: Introduction: What is the Purpose of this Course?

January 27: Helen Small, The Value of the Humanities

February 3: Judith Butler, “Incredulous…” (in Brooks)
Optional: Simon During, “Stop Defending the Humanities”:
http://www.publicbooks.org/nonfiction/stop-defending-the-humanities

February 10: “The University Without Condition”
Jacques Derrida, “The Future of the Profession” (L@UW)

February 17: No class + No reading: the group should plan to meet this week to focus on the collaborative project.

February 24: The Public Role of Writers & Intellectuals
Adorno, “Commitment” (L@UW)
Edward Said, “The Public Role of Writers and Intellectuals” (L@UW)

March 3: Class Visit: Wendy Brown
Wendy Brown, “Vocation of the Public University in the 21st Century” (L@UW)

March 10: Decolonizing Knowledge
Achille Mbembe, “The Age of Humanism is Ending” and “Decolonizing Knowledge and the Question of the Archive” (L@UW)

March 17: Nontransparent Mediations
Nelly Richard, Cultural Residues

March 24: SPRING BREAK

Weeks 11-16: Where Does this Leave You?

March 31: Visitors from Humanities Without Walls Pre-Doc Workshop: Adam Mandelman and Marcus Cederstrom
Readings:

April 7: Public Humanities Fellows Site Visit:
The Bubbler at Madison Public Library

April 14: Reading/Research Week: Meet as a group to discuss final project
April 21: Visitor: Craig Eley: How to make a pitch.
April 28: Visitor: Saleem Badat (Mellon Foundation) and Final Presentations

Final Project due to me by May 14.

Some Key Dates:
Andrew Solomon, February 1, 7:30PM, Memorial Union
Louise Young, February 22, 5:30PM Chazen Museum
Wendy Brown, March 2, 7:30PM, Chazen Museum
Jed Purdy, March 9, 7:30PM, TBD
Melissa Clark, March 16, 7:30PM, MPL
Margaret Atwood/Great World Texts in Wisconsin, April 3
Course Description:
The aim of this course is at once ambitious and straightforward: to introduce graduate students to a range of methods, theories, and cases that represent the emerging field of the public humanities. In order to accomplish this aim, students in the seminar will be expected to read, practice, and experiment. You will be asked to think about the limits, audiences, and outcomes of your research, about the possibility of “translational” research in the humanities (to borrow a term from the sciences), and also to engage critically with a variety of examples. The final project will involve the design and in some cases implementation of a project based upon your scholarly research. Because this course is by definition cross-disciplinary, and because it aims to provide an overview of topics and themes, several guest will participate in our discussion. You also will be asked to undertake out-of-classroom assignments, so while the reading in a given week may be light, you will have regular writing projects and other exercises. NB: Inter-LS 770 serves as the required core course for the new Graduate Certificate in the Public Humanities.

Books (Available online or through local bookstores)
Danielle Allen, Our Declaration (Norton)
Christopher Newfield, Unmaking the Public University (Harvard)
Peter Brooks, The Humanities and Public Life (Fordham)
Friedrich Schiller, On the Aesthetic Education of Man (Dover)
Michael Warner, Publics & Counterpublics (Zone)
Eric Hayot, The Elements of Academic Style (Columbia)

Exercises and Other Assignments:
In the schedule below you will find reading assignments as well as several exercises. In addition to the exercises assigned to particular dates, during the course of the semester you will have three other projects, as follows:

1. Attend a Public Humanities Event
2. Write an Op-Ed that ties your scholarly research to a contemporary issue. Visit the Op Ed Project website and read the section on “Resources (Write It!): www.theopedproject.org
3. Final Project: to conceptualize a project (digital, curatorial, community-based, entrepreneurial, textual, etc., etc.) that connects your research to a new audience.
Schedule

January 20: Introduction: Public Humanities? Public Scholarship? What is it?
What do you do?
K. Woodward, “The Future of the Humanities” (L@UW)

January 27: The Humanities in and out of Crisis I
AAAS, Heart of the Matter (L@UW)
S. Fish, “A Case for the Humanities Not Made”: http://opinionator.blogs.nytimes.com/2013/06/24/a-case-for-the-humanities-not-made/?_r=0

February 3: The Humanities in and out of Crisis II
Peter Brooks, The Humanities and Public Life
Simon During, “Stop Defending the Humanities”: http://www.publicbooks.org/nonfiction/stop-defending-the-humanities

February 10: Education and Citizenship
Friedrich Schiller, On the Aesthetic Education of Man

February 17: The State and its University
Chris Newfield, Unmaking the Public University
“Returning to our Roots” - Kellogg Report (L@UW)
James Duderstadt, “A Master Plan” (L@UW)

February 24: Public Spheres
Habermas, from Structural Transformation of the Public Sphere (L@UW)
Michael Warner, “Publics and Counterpublics” (L@UW)

March 3: Engagement – What is an Activist-Academic Humanities?
Adorno, “Commitment” (L@UW)
Sartre, “Why Write?” (L@UW)
Exercise: Identify a Community Partner

March 10: The Public Role of Writers & Intellectuals
Edward Said, “The Public Role of Writers and Intellectuals” (L@UW)
Julia Lupton, “Humanifesto”
G. Jay, “The Engaged Humanities” (L@UW)

March 17: Academic and/or Public Intellectual
Danielle Allen, Our Declaration

March 24: Writing For and Beyond the Dissertation (Guest: Greg Eley, WPR)
Eric Hayot, The Elements of Academic Style
Exercise due in class: Conceptualize a humanities blog and write a blog post.
***7:30PM Danielle Allen, Wisconsin Union Theater***

March 31: Spring Break

April 7: Global Public Humanities (Guest: Debjani Ganguly, ANU)
       Reading TBD

*** 7:30 PM Ta-Nehisi Coates, Wisconsin Union Theater***

April 14: Museums and the Story of Objects (Guest: Jeff Kollath, Center for the Humanities and Visit to Apertura: Cuban Photography Today at Chazen Galleries.) Reading TBD.
       Exercise: Identify a skill you need (e.g., mapping, data collection/management, fundraising, design, narrative, video)

April 21: Reading/Research Week

April 28: Reading/Research Week

May 5: Project Presentations & Projects due to me May 14.

Some Key Dates:
- Laura Anderson Barbata, February 17 @ 4PM
- Julia Lupton, Friday March 13 @ NOON (RSVP for Lunch)
- Ta-Nehisi Coates, April 7 @ 7.30PM
- Debjani Ganguly, The Global Humanities, April 14 @ 4PM
- Thierry Cruvellier, April 30 @ 7.30PM
- Public Humanities Seminars
- Great World Texts in Wisconsin, March 25 @ Union South
A. A summary of the activities of the review committee and materials reviewed

The committee’s review of the Public Humanities Graduate Certificate Program included the following:

1) A Charge Meeting with Susan Zaeske, Associate Dean for Arts and Humanities in the College of Letters & Science, Elaine Klein, Associate Dean for Academic Planning in the College of Letters & Science, and all three members of the review committee.

2) Key documents related to the review process:
   a) Dean Wilcots’ September 5, 2019 memo to Russ Castronovo (Director, Center for the Humanities) requesting an Academic Program Review
   b) The May 2020 “Low Producing Academic Programs (Degree/Majors and Certificates)” report on the Certificate in the Humanities.
   c) Charge letters sent to each member of the review committee on June 19, 2020 by William Karpus, Dean of the Graduate School
   d) The June 2020 Self Study of the Public Humanities Graduate Certificate by Russ Castonovo and Megan Massino (Associate Director, Center for the Humanities)

3) A Zoom interview, hosted by all three members of the committee, with Center for the Humanities Director Russ Castronovo and Associate Director Megan Massino.

4) Zoom interviews, hosted by all three members of the committee, with individual faculty and staff who play or have played a role in the functioning of the Public Humanities Graduate Certificate:
   a) Giuliana Chamedes, Associate Professor (History), first instructor of the certificate’s capstone course (Inter-LS 700) in tk-year, and most recent instructor of the capstone course in Spring 2019
   b) Stephen Kantrowitz, Professor (History) and Member of the most recent Public Humanities Certificate Program Committee

5) Zoom interviews, hosted by all three members of the committee, with individual faculty in leadership positions in the Department of History:
   a) Leonora Neville, Professor and Chair, Department of History
   b) Daniel Ussishkin, Associate Professor and Director of Graduate Studies, Department of History

6) A Zoom interview, hosted by all three members of the committee, with a group of current and former students who are pursuing or have completed the Public Humanities Graduate Certificate:
B. An evaluation of the strengths and weaknesses of the program

The committee believes that this program should be maintained and strengthened based on its strengths in the following areas:

1. Graduate student investment. The Graduate Certification is widely seen, including by students and faculty, as an important program. Several graduate students who have gone through the certificate program have insisted that the program was “worth fighting for.”

2. Its placement record. According to current data, 50% of students who have gone through the program have tenure-track jobs, and 30% have a job in the public or private sector related to their research. These are excellent results in humanities fields.

3. Its value as a training tool for Ph.D. students who will be facing historically challenging job markets in future years. History professor Giuliana Chamedes, who has taught in the program, describes it as essential, and suggests that it will be an even more essential program in the near the future. Given the poor conditions of the job market faced by Ph.D. students in the humanities, which are likely to persist for many years, the Graduate Certificate in the Public Humanities can be an important way that our graduate students are connected to other employment opportunities and ways to use their skills. At the same time, graduate students who do find academic jobs will also benefit from Public Humanities training. One graduate student separately affirmed this point of view when she said that her experience with the certificate gave her an “expanded sense of opportunity on the job market” and “the confidence to apply” to the alt-ac job in which she is currently employed.

Despite its strengths, the program does have some key weaknesses that need to be addressed:

1. The program’s main weaknesses have been organizational. There is little oversight or supervision. As Steve Kantrowitz put it, the program “either needs a leader or a mission or both.”

2. Secondarily, the program has low visibility among graduate students. Many students and faculty are not aware of the program or what it could offer. The program’s lack of visibility was raised as a significant concern by both faculty and student interviewees. For example, one graduate student mentioned that the most advertising she had seen for the program was a monochrome poster in her department’s hallway. Giuliana Chamedes suggested that a little bit of publicity would go a long way toward attracting more graduate students to the program, especially given the strengths mentioned above.

3. The program also has low visibility among faculty. Both faculty and student interviewees raised concerns about faculty awareness. An interdisciplinary certificate program like this could and perhaps should be attractive to many UW-Madison faculty who are doing important public-facing work. The self study lists the names of many faculty who are
nominally interested in the program, but the fairly long list of “Affiliated Faculty” does not seem to translate into faculty involvement.

4. Graduate students agreed that the certificate program needed more structure and more intentional guidance/advising.

C. Advice to the program, dean, and/or provost for improving the program

The most important recommendation in the self-study report is to move the Graduate Certificate into the History Department. This committee’s findings support this recommendation. Key leadership in the History Department, including the Department Chair, Leonora Neville, and the Director of Graduate Studies, Daniel Ussishkin, are enthusiastic about the opportunities this presents. The move to the History Department will allow the program to have clearer leadership and an administrative home for monitoring.

After meeting with the interested parties, including prospective stakeholders in the Department of History, the committee can make several recommendations for improving the program, including a general endorsement of relocating the program in “an instructional department that will ensure faculty oversight” (self-study), specifically the department of History. The reasons for this are numerous. The regularly offered course-seminar for the Public Humanities Graduate Certificate (hereafter PHGC) is regularly offered by a faculty member in the Department of History (G. Chamedes). Faculty in the department who were asked about the prospect of hosting it (especially, the Chair, the DGS, and other members of the faculty who have interacted with the PHGC in a variety of capacities over the years) all expressed enthusiasm about incorporating the program, including willingness to serve on a steering committee (see below), with the important stipulation that before doing so, they will need to run informal and then formal proposals through departmental governance. They have most of the staffing and advising capacity needed to advise students in the program, though there are some qualifications to this, which we will enumerate below. They have many faculty members actively engaging in projects, including the “public history project,” which directly supports the PHGC program, including a variety of new faculty who work in areas related to the program, and relatedly, they currently offer and staff an undergraduate program which seems to align with the demands of the graduate counterpart. They currently have connections with over 90 local history museums throughout the state, which could provide a reserve of potential outreach projects for students attempting to complete the certificate and the outreach project that it requires.

In terms of resources, the program is currently a zero-cost program, but it is clear from reviewing the self-study and discussing program-related activities with various participants that the program is under-managed (specifically, too much specialized work for advising and project coordination has been expected of too few personnel whose positions do not formally include instruction and advising). To redress past shortcomings in the future, some resources will need to be allocated or at least redistributed within existing allocations to ensure the following:

1. The active incorporation of advising and/or coordinating functions to the actual job description of some individual in the university
2. Incentives for faculty to develop new programming or adapt existing programming to department needs, including some provisions for team teaching or time for developing courses, which is vital for such an interdisciplinary program
3. The allocation of some resources for graduate support whether in the form of summer funding for pursuing community projects or (perhaps most important) a graduate P.A. position to assist in program development
4. Perhaps a one-time dispensation of resources to organize a lecture series or other colloquium, both to incentivize faculty participation and increase the profile of the program on campus, to be organized through with the participation of the Center for Humanities.

D. Recommendations for future directions
Assuming future faculty participants in the program are willing to take the following recommendations about the core operations of the program, the committee recommends relocating the program, as suggested in the self-study, to the Department of History. To ensure that the program has a higher yield of individuals completing the certificate, a lack of which led to the current report, the committee makes the following recommendations.

The program needs an active steering committee to review, approve, and/or revise a new set of learning outcomes and a “constitution” or other kind of set of rules and guidelines detailing:

1. Assessment (the current assessment plan seems to comprise little more than providing students written feedback from the one required course: inter-ILS 700, though students prepare a dossier including self-assessment with the oversight of faculty advisers)
2. Clear guidelines for governance of the steering committee, esp. including criteria for selecting members, provisions for a chair, and some kind of requirement for regular meetings and other forms of inter-faculty communication (note: criteria for membership on the steering committee must also ensure interdisciplinary participation - that is, participation of faculty from multiple departments, as well as at least one member from the Center for the Humanities
3. Clarification of the relationship of the program to related programs, not least the Department of History itself, but also the Center for the Humanities, HEX (or Graduate Public Humanities Exchange).

Once a steering committee has been established, the program will need to:

1. Identify more currently taught classes to serve as the core class, in addition to (or at times instead of) Inter-ILS 700 (this will promote more disciplinary diversity)
2. Establish active outreach practices for recruiting students into the certificate earlier in student graduate career by ensuring regular outreach to relevant departments across campus (this is listed among one of the practices of the program in the self-study but current under-staffing and lack of coordination of active committee members, as well as changes in personnel in the relatively small Center for the Humanities have precluded it)
3. Develop multiple tracks, based on recent student experience, for course work and kinds of community projects
4. Develop community contacts to improve guidance for students attempting to navigate
the program, including the development of a dossier of all past projects, to ensure a
clearer path from course work to cumulative project
5. Foster stronger relationship of students in the program by hosting more regular events
(whether in the form of colloquia and workshops or simple “socials” to encourage
students and faculty to share resources).

E. Specifications for any necessary follow-up action

The committee recommends the following actions:
1. Reach out to the History Department to seek their input and guidance about how and if
they can take on the Public Humanities Graduate Certificate
2. Seek informal feedback from the History Department in Spring 2022 to discuss the state
of the program
3. Based on feedback from the History Department in Spring 2022, evaluate resources and
funding needs of the program and how such resources might help to support and grow
the program.
Program Change Request

New Program Proposal

Date Submitted: 11/24/20 8:54 am

Viewing: Certificate in Science Communication

Last edit: 02/01/21 10:09 am

Changes proposed by: tholtz

Name of the school or college academic planner who you consulted with on this proposal.

Name
Sarah Barber - ALS

Proposal Abstract/Summary:
This is a proposal to create a graduate certificate in science communication similar to the PhD minor offered by our department in response to student demand and repeated requests for a certificate program from other graduate level students.

Basic Information

Program State: Active
Type of Program: Certificate
Who is the audience? Graduate or professional
Home Department: Life Sciences Communications (LIFE SC COM)
School/College: College of Agricultural and Life Sciences

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School? Yes

SIS Code:

SIS Description:

Transcript Title: Certificate in Science Communication

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.
List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts (COMM ARTS)</td>
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<tr>
<td>Journalism &amp; Mass Comm (JSCHOOL)</td>
</tr>
<tr>
<td>Communication Sci &amp; Disorders (COM SCI DIS)</td>
</tr>
<tr>
<td>College of Letters &amp; Science (L&amp;S)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes
Mode of Delivery: Face-to-Face (majority face-to-face courses)
Will this program be part of a consortial or collaborative arrangement with another college or university? No
Will instruction take place at a location geographically separate from UW-Madison? No
Will this program have outside accreditation? No
Will graduates of this program seek licensure or certification after graduation? No
First term of student enrollment: Fall 2021 (1222)
Year of three year check-in to GFEC (3 years after first student enrollment): 2025
Year of first program review (5 years after first student enrollment): 2027

If this proposal is approved, describe the implementation plan and timeline.

The courses for the program already exist and are regularly offered so once the program is approved, we will start advertising the program and recruiting students immediately. We hope this proposal will be approved in spring 2021, and we will begin recruitment and enrollment for fall 2021.

Rationale and Justifications

Why is the program being proposed? What is its purpose?

The Graduate Certificate in Science Communication is being proposed in response to student demand and repeated requests for a graduate level certificate in science communication from students who couldn’t pursue our PhD minor. The certificate will be offered to graduate and professional students who are candidates for a graduate level degree (GRAD, LAW, MED, PHARM, VMED) in a department or program outside of LSC. Students will not be allowed to complete both the LSC Graduate Certificate and LSC Ph.D. minor. The program is oriented towards helping students use insights from science communication in their research, teaching and service. There is a growing interest in science communication by graduate students across
disciplines, and this certificate will provide them with an evidence-based foundation in science communication to support these interests and efforts.

Our courses are already open to graduate students on campus and we have received inquiries from a number of graduate students from programs included below seeking a certificate opportunity in science communication because they could not pursue the Ph.D. minor. Therefore, the development of this certificate program would recognize students’ interest and experience in science communication coursework in addition to their major coursework and experiences.

This certificate contributes to our mission of preparing students for professional and academic careers communicating a variety of scientific issues across diverse audiences including the general public, targeted audiences and niche markets. This certificate provides students from graduate programs in areas such as anthropology, atmospheric and oceanic sciences, communication arts, environment and resources, journalism, mechanical engineering, nutritional sciences, public health, public policy, water resources management, and wildlife ecology with training in science communication theory and practice which can be applied to their discipline.

How is the certificate program designed to complement the degree/major of participating students?
This certificate program allows students to consider the ways science communication theory and research can be applied to their degree/major field of study through course assignments and challenging them to apply these lessons to their teaching, research and services work. This certificate program requires 10 credits and includes courses that are regularly taught during fall and spring, as well as elective options that can be completed during the summer term. This provides flexibility for students to strategically build LSC certificate coursework into their degree/major plan.

Do current students need or want the program? Provide evidence.
We are asked every semester by graduate students taking our courses if they can complete a certificate in science communication. Our courses are attracting students from graduate programs in areas such as anthropology, atmospheric and oceanic sciences, communication arts, environment and resources, journalism, mechanical engineering, nutritional sciences, public health, public policy, water resources management, and wildlife ecology who are interested in a transcriptable opportunity to recognize their additional coursework and experience in science communication. We are creating this program based on the numerous requests and clear evidence of interest from the numerous graduate students taking our courses every semester.

What is the market, workforce, and industry need for this program? Provide evidence.
The field of science communication has seen unprecedented growth in recent years, evidenced by multi-million dollar National Science Foundation (NSF) centers (some of them housed at UW-Madison and directed by LSC faculty) and science communication journals establishing themselves among the top-10 most cited and impactful journals in the discipline of mass communication. Meanwhile, LSC has emerged as the pre-eminent department in this field based on such indicators as extramural funding and publication and citation records.

What gap in the program array is it intended to fill?
While we offer a Ph.D. minor in science communication, there is no formal certificate option available to other types of graduate students at UW-Madison in the field of science communication.

Diversity and Inclusion
Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Learning outcomes for this program include the ability to communicate complex ideas effectively across different audiences and discussing ethical, legal, and social implications of science. These learning outcomes learned through courses in the certificate program challenge
students to engage with diverse theories and perspectives to communicate across diversity. For example, in LSC 902: Public Opinion in the Life Sciences, students will discuss topics like knowledge gaps and why people with higher socioeconomic (SES) status typically benefit more from social marketing efforts than lower SES populations. In LSC 625: Risk Communication, the class will discuss how risk can disproportionately impact vulnerable populations such as the impact of Covid-19 on African American and Latinx communities. In LSC 440: Contemporary Communication Technologies and Their Social Effects, the class discusses equity and access issues like digital divides, online literacy etc.

Students will also hear from diverse perspectives in the field of science communication through the seminar course that typically includes a mixture of science communication researchers and practitioners. Past speakers have included experts who themselves are part of underrepresented groups (e.g., Lanier Fush Holt at Ohio State, Monica Feil-Moer from CienciaPR, or Karen Lincoln Michel from Indian Country Today), but also folks like Cathy Techtman from UW-Extension or Edy MacDonald from the Department of Conservation of New Zealand whose work centrally address DEI issues.

The current global pandemic has also exposed the disproportionate impact of crises on disadvantaged communities. The field of science communication is critically discussing ways to be more inclusive in science and science communication to improve reach to hardly reached communities. Our faculty are helping lead these conversations and will bring these perspectives and experiences into the classroom for our certificate students so we can increase the inclusivity of science and science communication practices. These improvements will be needed to better support our hardly reached communities in accessing a covid-19 vaccine, combatting the impacts of climate change in their communities, etc.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

We will actively recruit students from disciplines across campus including intentional efforts focused on engaging a diverse population of students in the program using many of the strategies that we have found effective with our PhD Minor. Due to the way that PhD minors work on campus, with students declaring at the time of their preliminary exam after they have completed their courses, we don’t have an exact number of students that have been referred by their program coordinators. However, we can anecdotally say that the majority of students are hearing about the minor from 1) their graduate program coordinators 2) seeing an LSC professor give a public talk about science communication, 3) taking a course with an LSC professor, and 4) peer referrals. We anticipate that these efforts will continue to be an effective strategy to recruit a diverse student population to our graduate certificate program.

Additional information on efforts that we have done to promote the PhD minor and plan to continue doing for the certificate program are below:

We also will occasionally send information about our minor or specific courses that may be of interest to graduate students groups such as the Black Graduate and Professional Student Association and the Graduate Women in Science organization. We hope to build consistent and mutually beneficial relationships with these groups and others to promote our programs and engage more students in science communication courses and programming.

Our graduate coordinator and faculty regularly connect with graduate program coordinators and directors to share information about the minor during orientation and enrollment times throughout the year. Our faculty often lead at least one workshop per year with the SciMed GRS community about effective science communication practices which typically leads to students in the program taking our courses and often pursuing the PhD minor. We also annually participate in graduate fairs and programming opportunities like the Graduate School’s grad fair, the Bioscience Opportunities Program (BOPs), McNair graduate fair, and talks with Summer Research Opportunities Program participants about science communication. These events are opportunities to advertise our graduate programs and the unique opportunity to pursue a PhD minor in science communication if they choose to pursue their graduate study in STEM fields at UW-Madison. We will continue these efforts with the creation of the science communication certificate.
Information about the minor and the new graduate certificate are on our website, and will be advertised on social media and in our courses. Students who express interest in the program are added to an email list where we communicate about course offerings each semester and job and internship opportunities that may be of interest to folks pursuing a minor/certificate in science communication. Many students who choose to pursue the minor or explore doing so meet one-on-one with the program coordinator or a faculty member to ensure that requirements are clear and to discuss course selection and opportunities based on their interests. These efforts will be continued with the graduate certificate program to assist in retention and timely completion.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

This program is overseen by the Department of Life Sciences Communication. LSC is in the process of recruiting a new faculty member as part of the Targeted Opportunity Program (TOP) and this person would be teaching as part of this program’s curriculum.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

This program is part of our departmental strategic five-year plan and diversity, equity and inclusion efforts are also part of the five-year plan. Updates to our five-year plan are made each year and submitted to leadership in the College of Agricultural and Life Sciences. The development of this program will continue to increase CFI in our courses and will provide more diversity to our programming by attracting new audiences interested in complementing their major field of study with a focus on the science of science communication.

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**Faculty and Staff Resources**

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

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<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Brossard, Dominique</td>
<td>Life Sciences Communications (LIFE SC COM)</td>
<td>Chair and Professor</td>
</tr>
<tr>
<td>Newman, Todd</td>
<td>Life Sciences Communications (LIFE SC COM)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Scheufler, Dietram</td>
<td>Life Sciences Communications (LIFE SC COM)</td>
<td>Director of Academic Programs and Professor</td>
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<tr>
<td>Wagner, Tera</td>
<td>Life Sciences Communications (LIFE SC COM)</td>
<td>Student Services Coordinator</td>
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</table>

What resources are available to support faculty, staff, labs, equipment, etc.?

LSC has computer labs and classrooms available to instructors while courses with larger enrollment utilize general assignment classrooms on campus. The student services coordinator and front desk staff assist with student recruitment and inquiries from current and prospective students. Teaching assistants and graders are available for some courses as determined by the department Timetable Committee.

Program advisor(s) with title and departmental affiliation(s).

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<thead>
<tr>
<th>Name (Last, First)</th>
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<tr>
<td>Scheufler, Dietram</td>
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<td>Wagner, Tera</td>
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<td>Student Services Coordinator</td>
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</table>

Describe how student services and advising will be supported.

The Director of Academic Programs will advise the initial certificate students with support from the student services coordinator for general inquiries and course selection. Students may be additionally advised by other LSC faculty with whom they take courses while pursuing the certificate. We already support many of these students by answering course questions, assisting with enrollment issues, etc. Adding the certificate program may increase the number of inquiries received but because the majority of support they receive is through the courses, we don’t anticipate a huge increase in workload with the creation of the certificate. However, as the number of students taking the graduate certificate in science communication increases, other LSC graduate faculty can be recruited to serve as advisors and be assigned student.
Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?
Standard resident/MN/nonresident graduate tuition

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.
No, the program does not require substantial new resources as it will be incorporated into the activities and duties already being carried out for the LSC PhD minor and graduate programs.

Are new Library resources needed to support this program?
No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.
Funding for certificate students will not be provided.

Curriculum and Requirements

Guide Admissions/How to Get In tab

This certificate is open to any UW-Madison student enrolled in a graduate level program outside of LSC (GRAD, LAW, MED, PHARM, VMED). Before applying to the certificate, students are encouraged to consult with their advisor and/or graduate program coordinator from their major department. As part of the declaration form, students will be required to confirm that they have received consent from their advisor/degree program to pursue the certificate.

For students to declare their intent to pursue the Graduate Certificate in Science Communication, they must complete the Certificate Declaration Form. This form must be completed prior to graduation.

Students should contact the Director of Academic Programs or Student Services Coordinator with questions about the certificate, declaration process, or course selection.

Students are not allowed to earn both the science communication graduate certificate and Ph.D. minor in life sciences communication.

Describe plans for recruiting students to this program.
We plan to recruit students to this program by advertising to graduate level programs and to graduate student organizations on campus. Our faculty members give a number of talks on campus throughout the year and their presentations include information about our programs. We will also explicitly advertise about the certificate option in our courses that regularly attract graduate students. We will also post intermittent news about availability of the LSC graduate certificate on our social media sites (e.g., Twitter, Facebook, Instagram).

What is the recruiting and admissions strategy for underrepresented students?

Recruitment and admissions strategies for underrepresented students will be similar to that of majority students but will include specific outreach to the Graduate Research Scholars programs on campus (i.e. SciMed GRS, Engineering GRS, and L&S GRS) and student organizations like the Black Graduate & Professional Association and Society for the Advancement of Chicano & Native Americans in Science (SACNAS).

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>8</td>
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<tr>
<td>Year 2</td>
<td>10</td>
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<td>Year 3</td>
<td>15</td>
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<tr>
<td>Year 4</td>
<td>20</td>
</tr>
</tbody>
</table>
Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment. If demand is much higher, we will work to expand course opportunities by offering additional courses online or multiple times per year. Lower than anticipated enrollment will lead us to do more promotion of the certificate opportunity but will not impact course offerings as there is sufficient demand from elsewhere to continue offering the courses.

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Guide Requirements tab

Total credits required: 10
Minimum cumulative GPA of 3.5 or higher in all LSC courses
Courses must be at the 300 level or above and must have the graduate attribute to count toward the minimum graduate coursework (50%) rule.
Previous coursework from other institutions and undergraduate coursework at UW-Madison cannot be counted toward the certificate.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 700</td>
<td>Colloquium in Life Sciences Communication</td>
<td>4</td>
</tr>
<tr>
<td>LSC 720</td>
<td>Introduction to Communication Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>or LSC 625</td>
<td>Risk Communication</td>
<td></td>
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<tr>
<td>or LSC/ENVIR ST/JOURN 823</td>
<td>Science and Environment Communication</td>
<td></td>
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<tr>
<td>or LSC 902</td>
<td>Public Opinion of Life Science Issues</td>
<td></td>
</tr>
<tr>
<td>Select two approved electives</td>
<td></td>
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</tr>
<tr>
<td>LSC 350</td>
<td>Visualizing Science and Technology</td>
<td>3</td>
</tr>
<tr>
<td>LSC 430</td>
<td>Communicating Science with Narrative</td>
<td>3</td>
</tr>
<tr>
<td>LSC 432</td>
<td>Social Media for the Life Sciences</td>
<td>3</td>
</tr>
<tr>
<td>LSC 435</td>
<td>Theory and Practice of Integrated Marketing Communication</td>
<td>3</td>
</tr>
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<td>LSC 440</td>
<td>Contemporary Communication Technologies and Their Social Effects</td>
<td>3</td>
</tr>
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<td>LSC 532</td>
<td>Web Design for the Sciences</td>
<td>3</td>
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<tr>
<td>LSC 560</td>
<td>Scientific Writing</td>
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<td>LSC 561</td>
<td>Writing Science for the Public</td>
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<tr>
<td>LSC 625</td>
<td>Risk Communication</td>
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<td>LSC 660</td>
<td>Data Analysis in Communications Research</td>
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<tr>
<td>LSC/ENVIR ST/JOURN 823</td>
<td>Science and Environment Communication</td>
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<td>LSC 875</td>
<td>Special Topics</td>
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<td>LSC 902</td>
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<td>Total Credits</td>
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<td>Total credits required:</td>
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</tr>
</tbody>
</table>

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Communicate complex ideas effectively across different audiences, including underrepresented or particularly vulnerable audiences.</td>
</tr>
<tr>
<td>2 Select and utilize the most appropriate theories, methodologies, tools, and practices to communicate about science.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

At the conclusion of their certificate requirements, students will be asked to submit a course narrative. The narrative will be used to demonstrate what they learned during their coursework as it relates to the learning outcomes and making connections between those learning outcomes and their career or academic goals. This narrative will be evaluated using a rubric created by the graduate faculty.

The Director of Academic Programs will evaluate these narratives using the rubric and will then report back to the Graduate Committee and Executive Committee regularly to share if students are meeting the learning outcomes and areas for improvement.

<table>
<thead>
<tr>
<th>Department Approved</th>
<th>Assessment Plan for Graduate Certificate in Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan:</td>
<td>Communication.pdf</td>
</tr>
</tbody>
</table>

### Related Programs

### Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Yes

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Yes

Special topics courses are only used if all topics count for the certificate.

Yes

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Yes

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Yes

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

Yes

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Yes

Students must earn a minimum 3.00 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
## Supporting Information

List name and department of those who are in support of this proposal.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Litovsky, Ruth</td>
<td>2020-05-21</td>
<td>Communication Sci &amp; Disorders (COM SCI DIS)</td>
<td>Dear Bret, Thank you for getting in touch with us about this certificate. It looks terrific. I have communicated with Nadine, and we agree that I would review and respond on behalf of the department. I have no concerns about the proposed program, and I can imagine why we may have a vested interest due to similarity in names. However, our mission is quite different, hence there is no concern. Best of luck, Ruth</td>
<td></td>
</tr>
<tr>
<td>Shah, Hemant</td>
<td>2020-05-21</td>
<td>Journalism &amp; Mass Comm (J SCHOOL)</td>
<td>Bret, I talked to Karyn and Hernandez and we are all OK with your proposal. Thanks. Hemant</td>
<td></td>
</tr>
<tr>
<td>Gray, Jonathan</td>
<td>2020-05-22</td>
<td>Communication Arts (COMM ARTS)</td>
<td>Bret, I’ve now checked with the faculty in our department who do neighboring work, have received their blessing, and have received unanimous support and approval from our Graduate Committee too. Thus you have our approval. In looking at the Lumen page, it seems an official leXer of support isn’t required, as you need only list that our approval/support has been given. As such, please feel free to do so, unless a leXer is absolutely needed for some other reason. It sounds like a cool program: all the best of wishes with it! Jonathan</td>
<td></td>
</tr>
</tbody>
</table>

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Support ScCommMastersCert_ComArts_20200522.pdf
Support ScCommMastersCert_SjMC_20200521.pdf
Support ScCommMastersCert_ComSciDisord_20200521.pdf

## Approvals

Department Approval: This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

LSC Executive Committee voted to approve this program proposal during a meeting on May 04, 2020.

Entered by: Tera Holtz Wagner
Date entered: 2020-05-27

School/College Approval: This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The CALS APC voted unanimously in support of this program proposal at its meeting on January 19, 2021.

Entered by and date:

Sarah Barber
Date entered: 1/24/2021

GFEC Approval: This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
For Administrative Use

Admin Notes:
Guide URL:
SIS effective date:
Guide publish date/type
Career:
SIS Program Code:
SIS Short Description:
Other plan codes associated with this program:
Degree:
Field of Study:
Program Length:
National Student Clearing House Classification:
Plan Group:
Award Category:
Enrollment Category:
CIP Code:
UWSTEM:
HEALTH:
Educational Innovation Program:
Non Traditional Program:
Special Plan Type:
CDR certificate category:
Scan this proposal:
Upload documents that should be scanned:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.
<table>
<thead>
<tr>
<th>Reviewer</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Megan Ackerman-Yost</strong> (ackermanyost) (10/30/20 11:19 am):</td>
<td>Rollback: Rolled back for updates</td>
</tr>
<tr>
<td><strong>Megan Ackerman-Yost</strong> (ackermanyost) (01/05/21 9:30 am):</td>
<td>Updates to DEI questions, requirements, and assessment plans based on communication from T. Wagner.</td>
</tr>
<tr>
<td><strong>Elaine Klein</strong> (emklein) (01/12/21 4:38 pm):</td>
<td>In light of (1.) expressed support for the program by key L&amp;S departments, (2) the fact that this proposal seeks to extend to graduate professional students a program that exists already to serve doctoral students, and (3) the challenge to schedule timely L&amp;S Curriculum Committee and APC discussion, Associate Deans Downey and Klein reviewed the proposal and recommended that L&amp;S offer support. Dean Wilcots has accepted this recommendation, and will inform the APC that on his authority, the college not only supports the proposal, but wishes our colleagues well in offering it. On behalf of the college, Elaine M. Klein, Associate Dean</td>
</tr>
<tr>
<td><strong>Karen Mittelstadt</strong> (mittelstadt) (01/28/21 10:32 am):</td>
<td>Mittelstadt/APIR request</td>
</tr>
<tr>
<td></td>
<td>PLO/assessment plan review by Lowery/SLA on 1/28/21.</td>
</tr>
</tbody>
</table>
Proposal to Revise Current UW-1200 Policy on Minor/Breadth Requirement in Doctoral Training

Current Policy

Breadth is a required component of doctoral training at UW–Madison. Given there are multiple paths to breadth, the Graduate School leaves the choice of whether students achieve breadth through a minor or other means up to the specific graduate program.

Minor options are as follows:

Option A (external): Requires a minimum of 9 credits in a minor program (single disciplinary or multi-disciplinary). Fulfillment of this option requires the approval of the minor program.

Option B (distributed): Requires a minimum of 9 credits in one or more programs forming a coherent topic and can include coursework in the program. Fulfillment of this option requires the approval of the major program.

(There are other course requirements for a doctoral minor as specified in https://policy.wisc.edu/library/UW-1200. Furthermore, a student cannot earn a doctoral minor and Graduate/Professional certificate of the same name. Recent changes to the existing policy are noted in Appendix A.)

Proposed Addition to the Policy:

Option C (Graduate/Professional certificate): Requires successful completion of a Graduate/Professional certificate in a program outside of the student's doctoral major program.

Problem the Revised Policy Solves

The revised policy offers students more options from which to complete the breadth requirement. This would be a student-focused revision to the policy, creating more opportunities for them to achieve breadth through diverse disciplines and credentials. This policy revision empowers programs to allow students to meet the breadth requirement through obtaining a Graduate/Professional certificate without having to complete the opt-out worksheet through the Graduate School.
**Benefits of Policy Modification**

1) Students would be free to pursue a doctoral minor or a Graduate/Professional certificate (GPC), thus broadening the disciplines and credentials available to them.

2) A GPC is a credential that may be more highly desired by students with specific career goals. Enrollment in GPCs has steadily increased over recent years (Appendix B).

3) GPCs are required to submit assessment plans with program learning outcomes. Currently, doctoral minors are not mandated to have learning outcomes, and most do not have published learning outcomes.

4) GPCs are open to doctoral and master’s students. Programs could choose to offer the GPC to satisfy the needs for a broader student population.

5) Programs who currently offer both the doctoral minor and GPC could elect to administer only the GPC (Appendix C). Some programs have very similar, if not identical, curricular requirements for their GPCs and their doctoral minors. In addition to this being an administrative burden to maintain a doctoral minor and a GPC, some programs are also asked to complete low award program reviews for GPCs that, when the total number of students who completed the certificate is added to those who completed the doctoral minor, would not otherwise be at risk for the low award status.

6) Programs would not need to dedicate time toward the opt-out worksheet required by the Graduate School when breadth can be met through a GPC.

**Potential Drawbacks of Policy Modification**

1) There is likely to be a reduction in the number of doctoral students who choose Option A for meeting the breadth requirement resulting in fewer students in some of the doctoral minors. Programs may choose to discontinue low enrollment doctoral minors, thereby reducing some opportunities for attaining breadth.

2) Programs must allow their students to pursue GPCs as a way to meet the breadth requirement. Programs will not be able to prohibit their students from meeting the breadth requirement via a GPC.

3) The declaration and awarding of GPCs is not currently administered through the Graduate School. If this policy revision is the impetus for the Graduate School assuming this responsibly, resources will need to be dedicated to support processes shifting from what was formally supported in the Registrar’s Office.
Effective Fall 2011, Graduate School policy increased the flexibility available to doctoral programs to ensure breadth in student training by making completion of a minor optional rather than required (See https://kb.wisc.edu/grad/page.php?id=31615). As per this policy, the primary program determines if a student must complete a doctoral minor or can meet breadth through another path as proposed to and approved by the Graduate School. (Appendix D is a list of programs that opted to allow students to meet the breadth requirements through other paths as of December 2020.) Although a Graduate/Professional Certificate (GPC) can be one of the paths a program offers students to achieve breadth, the Graduate School must currently approve this as an option on a program by program basis.

Currently, if a program were to request that a GPC meets the breadth requirement for their students in addition to or in lieu of the doctoral minor, the program would be required to complete a form documenting the rationale behind the decision. That form is submitted to the Graduate School for approval. The revision to this policy would deem that process unnecessary and institutionally accept GPCs as meeting the Graduate School breadth requirement.
# Appendix B
## Number of Credentials Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>Doctoral Minors</th>
<th>Certificates</th>
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<tr>
<td>2014-2015</td>
<td>753</td>
<td>87</td>
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<tr>
<td>2015-2016</td>
<td>739</td>
<td>102</td>
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<tr>
<td>2016-2017</td>
<td>750</td>
<td>91</td>
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<tr>
<td>2017-2018</td>
<td>694</td>
<td>99</td>
</tr>
<tr>
<td>2018-2019</td>
<td>708</td>
<td>152</td>
</tr>
<tr>
<td>2019-2020</td>
<td>608</td>
<td>173</td>
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</table>
Appendix C

Programs with a Doctoral Minor and Graduate/Professional Certificate

<table>
<thead>
<tr>
<th>Program</th>
<th>Minor</th>
<th>Certificate</th>
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<tbody>
<tr>
<td>African Studies</td>
<td>• Complete a minimum of 12 graduate credits from the African Studies Program core curriculum in four courses or seminars outside the major field, and from at least two different departments. (Agricultural and applied economics, and economics courses/seminars are considered to be of one discipline for purposes of the minor.)&lt;br&gt;• At least one of these four units must be a course or seminar at the 700 to 900 level. No thesis or dissertation credits (990) may be used.&lt;br&gt;• Introductory first-year language courses may not be used for the doctoral minor in African studies even if they are numbered 300 or higher. Language courses may count for the minor only in so far as they do not overlap with departmental language requirements. When a department requires an African language for the Ph.D., language courses may count toward the minor only above and beyond four semesters of study in one language.&lt;br&gt;• Include no more than one independent reading and research course in the four courses or seminars submitted.</td>
<td>• Complete at least 12 credits of African Studies Program core courses or extended core courses taught by an African Studies Program faculty member.&lt;br&gt;• Include 9 credits outside the major department. No more than 3 credits will count from the major department.&lt;br&gt;• Complete at least one graduate-level seminar in African studies with a grade of AB or better. It may be in the major field. ADDITIONAL TERMS&lt;br&gt;• Include no more than 3 credits of directed reading and research or independent reading (AFRICAN 699 Directed Study, AFRICAN 999 Independent Reading and Research). No thesis/dissertation credits (AFRICAN 990 Thesis) may be included.&lt;br&gt;• Only one course in a single language may count toward the certificate, but two languages courses count if they are in different African languages.&lt;br&gt;• Note: All African Cultural Studies courses may count toward the graduate certificate within the limits set by the distribution requirements described above.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Community-Engaged Scholarship</th>
<th>Required Courses</th>
<th>Required Courses</th>
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</thead>
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<tr>
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<tr>
<td>COUN PSY 601</td>
<td>Best Practices in Community-Engaged Scholarship</td>
<td>2</td>
</tr>
<tr>
<td>CSCS 811</td>
<td>Community-Based Research: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COUN PSY 601</td>
<td>Best Practices in Community-Engaged Scholarship</td>
<td>2</td>
</tr>
<tr>
<td>CSCS 811</td>
<td>Community-Based Research: Theory and Practice</td>
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<tr>
<td>CODE</td>
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<td>CREDITS</td>
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<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
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<td>CSCS 813</td>
<td>Transformative Evaluation in Practice</td>
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</tr>
<tr>
<td>PUB AFFR/</td>
<td>Public Program Evaluation</td>
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<tr>
<td>POLI SCI 871</td>
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<tr>
<td>C&amp;E SOC/</td>
<td>Community Organization and Change</td>
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<td>SOC 573</td>
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<td>SOC/C&amp;E SOC/</td>
<td>Modern American Communities</td>
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<td>URB R PL 645</td>
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<td>ELPA/INTER-HE 770</td>
<td>Community, Opportunity, and Justice</td>
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<td>PUBLHLTH 780</td>
<td>Evidence-Based Decision-Making</td>
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</tr>
<tr>
<td>PUBLHLTH 780</td>
<td>Evidence-Based Decision-Making</td>
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</tr>
</tbody>
</table>

**Culture, History, and Environment**

A 9-credit elective sequence tailored to student’s interests and drawn from at least two major academic divisions.

**Energy Analysis and Policy**

Each EAP student must complete four courses (12 credits), including an introductory course, a capstone course, and one course from each of two categories: Energy Analysis and Energy Policy.

**Gender and Women’s Studies**

A student may earn a doctoral minor in Gender and Women’s Studies with 9 credits, if all 9 credits are in exclusively graduate-level GEN&W courses numbered 700 and above. Alternatively, a student may earn the minor with 12 credits if these are courses.
numbered 300 and above and identified as designed for graduate work. One course must be **GEN&WS 900** Approaches to Research in Women’s Studies/Gender Studies.  

<table>
<thead>
<tr>
<th>CODE</th>
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<tbody>
<tr>
<td></td>
<td>Required courses (complete both):</td>
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</tr>
<tr>
<td>ART HIST/</td>
<td>Historiography, Theory and Methods in</td>
<td>3</td>
</tr>
<tr>
<td>AFROAMER</td>
<td>Visual Culture</td>
<td></td>
</tr>
<tr>
<td>801</td>
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</tr>
<tr>
<td>ART HIST/</td>
<td>Visual Cultures: Topics in Visual</td>
<td>3</td>
</tr>
<tr>
<td>AFROAMER</td>
<td></td>
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<tr>
<td>802</td>
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</tbody>
</table>

One course must be either **GEN&WS 880**, **GEN&WS 900**, or **GEN&WS/POU SC 933**.

**Prevention and Intervention Science**  
The doctoral minor (Option A) in prevention science requires 10 credits in approved courses. Two courses in prevention science, a practicum, and approved elective courses are required of students seeking the doctoral minor or graduate/professional certificate.  

Graduate students may earn a graduate/professional certificate in prevention science by completing a total of 16 credits in approved courses. One course must be in methodology. Students can also use a research practicum of 3 credits toward the certificate requirement.

**Russian, East European and Central Asian Studies**  
The requirements for a doctoral minor under Option A (external minor) may be satisfied by completing 9 credits of graduate courses in Russian, East European and Central Asian studies. These 9 credits must be distributed over at least two departments outside the student’s major department.  

To receive the certificate, a student must take 12 credits of required courses distributed over three programs. Of these required courses, one must be a seminar in which a research paper is written on a topic approved by the major professor.

**Visual Cultures**  
The Minor is awarded upon successful completion of 9 graduate-level credits in a combination of required and elective coursework, with a GPA of 3.0 (4.0 basis).  

The certificate is awarded upon successful completion of 9 graduate-level credits in a combination of required and elective coursework, with a GPA of 3.0 (4.0 basis).

<table>
<thead>
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<th>CODE</th>
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<td>Required courses (complete both):</td>
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<td>Historiography, Theory and Methods in</td>
<td>3</td>
</tr>
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<td>AFROAMER</td>
<td>Visual Culture</td>
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<td>801</td>
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<tr>
<td>ART HIST/</td>
<td>Visual Cultures: Topics in Visual</td>
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<td>ART HIST/</td>
<td>Historiography, Theory and Methods in</td>
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<td>AFROAMER</td>
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<td>ART HIST/</td>
<td>Visual Cultures: Topics in Visual</td>
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<td>AFROAMER</td>
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<tr>
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</table>
## Appendix D
Graduate Programs that have Opted Out of the Doctoral Minor for Breadth Requirement as of December 2020

<table>
<thead>
<tr>
<th>Graduate Program</th>
<th>When Opted Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Languages and Cultures</td>
<td>2012</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>2012</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>2012</td>
</tr>
<tr>
<td>Statistics</td>
<td>2012</td>
</tr>
<tr>
<td>Audiology (AUD)</td>
<td>2013</td>
</tr>
<tr>
<td>Cancer Biology</td>
<td>2013</td>
</tr>
<tr>
<td>Cellular and Molecular Pathology</td>
<td>2014</td>
</tr>
<tr>
<td>Molecular and Cellular Pharmacology</td>
<td>2014</td>
</tr>
<tr>
<td>Clinical Investigation</td>
<td>2015</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>2015</td>
</tr>
<tr>
<td>Nutritional Sciences</td>
<td>2015</td>
</tr>
<tr>
<td>Nursing Practice (DNP)</td>
<td>2016</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>2018</td>
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<tr>
<td>Medical Physics</td>
<td>2018</td>
</tr>
<tr>
<td>Business</td>
<td>2020</td>
</tr>
<tr>
<td>Biophysics</td>
<td>Not Available (NA)</td>
</tr>
<tr>
<td>Cellular and Molecular Biology</td>
<td>NA</td>
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<tr>
<td>Comparative Biomedical Sciences</td>
<td>NA</td>
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<tr>
<td>Development</td>
<td>NA</td>
</tr>
<tr>
<td>Endocrinology-Reproductive Physiology</td>
<td>NA</td>
</tr>
<tr>
<td>Environment and Resources</td>
<td>NA</td>
</tr>
<tr>
<td>Mass Communications</td>
<td>NA</td>
</tr>
<tr>
<td>Molecular and Environmental Toxicology</td>
<td>NA</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>NA</td>
</tr>
<tr>
<td>Occupational Therapy (OTD)</td>
<td>NA</td>
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<tr>
<td>Pharmaceutical Sciences</td>
<td>NA</td>
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<tr>
<td>Plant Breeding and Plant Genetics</td>
<td>NA</td>
</tr>
<tr>
<td>Second Language Acquisition</td>
<td>NA</td>
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<tr>
<td>Social Welfare</td>
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Current Policy with Proposed Modifications

POLICY NUMBER:
UW-1200

RESPONSIBLE OFFICE:
Graduate School

RATIONALE/PURPOSE:
Breadth is a required component of doctoral training at UW–Madison. Given there are multiple paths to breadth, the Graduate School leaves the choice of whether students achieve breadth through a [doctoral minor](#), [Graduate/Professional certificate](#), or other means up to the student’s doctoral major program.

SCOPE:
Graduate Students

POLICY:
Breadth is a required component of doctoral training at UW–Madison. Given there are multiple paths to breadth, the Graduate School leaves the choice of whether students achieve breadth through a [doctoral minor](#), [Graduate/Professional certificate](#) (the default path), or other means up to the student’s doctoral major program.

Minor Options are as follows:

- **Option A** (external [doctoral minor](#)): Requires a minimum of 9 credits in a [doctoral minor](#) program (single disciplinary or multi-disciplinary) outside of the student’s doctoral major program. Fulfillment of this option requires the approval of the [doctoral minor](#) program.

- **Option B** (distributed [doctoral minor](#)): Requires a minimum of 9 credits in one or more programs forming a coherent topic, and can include coursework in the student’s doctoral major program. Fulfillment of this option requires the approval of the [major student’s doctoral program](#).

- **Option C** ([Graduate/Professional certificate](#)): Requires successful completion of a [Graduate/Professional certificate](#) in a program outside of the student’s doctoral major program.

The Graduate School’s minimum course requirements for the [doctoral minor](#) and [Graduate/Professional certificate](#) to meet the breadth requirement include:

- An average GPA of 3.00 on all [minor coursework](#) or grade of "B" or higher?
- Coursework must be graded courses numbered 300 or above; no audits or pass/fail;
- Coursework may not be double counted for major requirements;
- Maximum 3 credits of independent study (e.g., 699, 799, 899, 999);
- Research and thesis cannot be used to satisfy the minor [or Graduate/Professional certificate](#) (e.g., 790, 890, 990);
- No more than 5 credits of coursework completed more than 5 years prior to admission to the doctoral program; coursework taken 10 years ago or more may not be used.
A student cannot earn a doctoral minor and a Graduate/Professional certificate of the same name. The Graduate School also advises programs not to offer both a doctoral minor and Graduate/Professional certificate with the same name unless they are able to provide evidence that warrants the necessity for both programs. Credits earned towards the doctoral minor or Graduate/Professional certificate may count towards the minimum graduate residence requirement, minimum graduate degree requirement, and the minimum graduate coursework (50%) requirement.

Should a program decide to opt out of a required doctoral minor or Graduate/Professional certificate, it must provide the Graduate School with information requested in the doctoral program minor/Graduate/Professional certificate opt-out worksheet. Examples of breadth learning experiences below may be a helpful reference in completion of the doctoral program worksheet referenced above.

- Graduate certificates
- Interdisciplinary requirements within the program that encourage cross-disciplinary coursework
- Cross-disciplinary research opportunities
- Service learning opportunities
- Workshops—both internal and external—that provide professional and other types of skills (for example, the Wisconsin Entrepreneurial Bootcamp offered annually by the School of Business)
- Lecture series such as forums focusing on the ethics of animal research or the Graduate School Seminar & Workshop Series, which highlights responsible conduct of research issues.

Regardless of whether a program requires a doctoral minor or Graduate/Professional certificate or not, any doctoral student who wishes to complete a doctoral minor or Graduate/Professional certificate will have the option to do so in accordance with the program’s admission requirements.