AGENDA

Automatic Consent

1. (1:30 pm) Automatic consent approvals
   a. Minutes from February 12, 2021

Approvals

2. (1:35) Request to approve addition and modifications to the UW-1200 Policy on Minor/Breadth Requirement in Doctoral Training (Dean Karpus)
   a. Effective for students becoming dissertators beginning in Fall 2021
3. (1:45) Request to approve new Degree Master of Science in Sports Leadership effective Summer 2022 (Peter Miller and Julie Mead) Lumen Link
4. (1:55) Request to change program name “Zoology” to “Integrative Biology” for the Master of Science, PhD, and Doctoral Minor effective Fall 2021 (Ellen Damschen) Lumen Link, Lumen Link, Lumen Link
5. (2:05) Request to suspend and discontinue the Named Option “Resource and Energy Demand Analysis” in the Master of Science in Agricultural and Applied Economics effective Fall 2021 (Bill Provencher) Lumen Link
6. (2:15) Request to suspend effective Fall 2021 and discontinue effective Fall 2023 the Master of Science in Biometry (Karen Wassarman) Lumen Link
7. (2:25) Request to discontinue the Named Option “Hebrew Bible” in the Master of Arts in Classical and Ancient Near Eastern Studies effective Fall 2021 (Jeremy Hutton) Lumen Link
8. (2:30) Request to discontinue the Named Option “Hebrew Bible” in the PhD in Classical and Ancient Near Eastern Studies effective Fall 2022 (Jeremy Hutton) Lumen Link

Program Review

9. (2:35) Economics MS/PhD/Doctoral Minor 10-year program review (Scott Straus)
10. (2:55) Political Science MA/PhD/Doctoral Minor 10-year program review (Bret Shaw)

Discussion

11. (3:15) Diversity, Equity, and Inclusion Self-Assessment Summary (Lisa Martin)
Members Present: Robert Asen, Kevin Black, Christopher Choi, Lara Collier, Alex Dressler, Yu Hen Hu, Steffen Lempp, Florence Hsia, William Karpus, Mark Mandel, Lisa Martin, Donna Neumann, Parmesh Ramanathan, Sissel Schroeder, Chris Walker

Members Absent: Julie Poehlmann-Tynen, Gail Robertson, Brett Shaw, Leslie Smith III, 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 January 8, 2021

   Motion: Moved and seconded to approve the consent agenda items. The motion passed unanimously.

Program Review:

2. GFEC member Associate Dean Lisa Martin summarized the Program Review Response for Comparative Biomedical Sciences MS/PhD. The response highlighted the implementation of a rotation program for students, a diversity plan for student recruitment, documentation of the process for students to switch advisors, provision of a funding guarantee to students accepted into a lab, and a plan to reduce the number of trainers in the program.

   No action sought.

3. GFEC member Associate Dean Parmesh Ramanathan summarized the Program Review Response for Agroecology MS. The response highlighted a redesign of two courses so more affiliated faculty can teach them, exploration of partnerships within other programs, a strategy to attract funding through outreach to the public and alumni, and an increased focus on diversity initiatives.

   No action sought.

4. GFEC member Associate Professor Alex Dressler presented the Low Award Review of the Public Humanities Graduate/Professional Certificate. Strengths of the program include a strong sense of camaraderie and collaboration among students, strong placement record, and value as a training tool for PhD students.

   Committee recommendations include relocating the program to an instructional department with greater resources, development of clear guidelines for appointing a steering committee, outreach to recruit students earlier in their graduate career, implementation of multiple tracks for student progress, and development of more clear guidelines to assess student progress.
Motion: Moved and seconded to accept the Low Award Review of the Public Humanities Graduate/Professional Certificate. The motion passed unanimously.

Approvals:

5. Dean Karpus introduced Professor Dietram Scheufele and Student Services Coordinator Tera Holtz Wagner, who presented a request to approve a new Graduate/Professional Certificate in Science Communication effective Fall 2021. The new certificate is responsive to student demand for a program to prepare students from various graduate programs for professional and academic careers.

Motion: Moved and seconded approve a new Graduate/Professional Certificate in Science Communication effective Fall 2021. The motion passed unanimously.

Discussion

6. Dean Karpus presented a revised Policy on Minor/Breadth Requirement in Doctoral Training to GFEC members for a first read. The revision contains an additional option for a Graduate/Professional Certificate to satisfy the Graduate School breadth requirement. The revised policy will be presented again to GFEC members for approval at the March 2021 meeting.

No action sought.

Adjournment

Meeting adjourned by Dean William Karpus.
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 though 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.
Appendix A
Recent Changes to Existing Policy

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>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>753</td>
<td>87</td>
</tr>
<tr>
<td>2015-2016</td>
<td>739</td>
<td>102</td>
</tr>
<tr>
<td>2016-2017</td>
<td>750</td>
<td>91</td>
</tr>
<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>
</tr>
</tbody>
</table>
Appendix C

Programs with a Doctoral Minor and Graduate/Professional Certificate

<table>
<thead>
<tr>
<th>Program</th>
<th>Minor</th>
<th>Certificate</th>
</tr>
</thead>
<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>
</tbody>
</table>

Community-Engaged Scholarship

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td>TITLE</td>
</tr>
<tr>
<td>COUN PSY 601</td>
<td>Best Practices in Community-Engaged Scholarship</td>
</tr>
<tr>
<td>CSCS 811</td>
<td>Community-Based Research: Theory and Practice</td>
</tr>
<tr>
<td>COUN PSY 601</td>
<td>Best Practices in Community-Engaged Scholarship</td>
</tr>
<tr>
<td>CSCS 811</td>
<td>Community-Based Research: Theory and Practice</td>
</tr>
</tbody>
</table>
**Culture, History, and Environment**

- 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&WS courses numbered 700 and above. Alternatively, a student may earn the minor with 12 credits if these are courses.

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCS 813</td>
<td>Transformative Evaluation in Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/ POLI SCI 871</td>
<td>Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;E SOC/ SOC 573</td>
<td>Community Organization and Change</td>
<td>3</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC/ URB R PL 645</td>
<td>Modern American Communities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/INTER-HE 770</td>
<td>Community, Opportunity, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>PUBLHLTH 780</td>
<td>Evidence-Based Decision-Making</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCS 813</td>
<td>Transformative Evaluation in Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/ POLI SCI 871</td>
<td>Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;E SOC/ SOC 573</td>
<td>Community Organization and Change</td>
<td>3</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC/ URB R PL 645</td>
<td>Modern American Communities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/INTER-HE 770</td>
<td>Community, Opportunity, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>PUBLHLTH 780</td>
<td>Evidence-Based Decision-Making</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate students must complete at least 12–13 credits including an interdisciplinary methods seminar, a place-based workshop, a thematically coherent sequence of courses relating to past environmental and cultural change, and varying participation in the CHE environmental history colloquium. Courses should be chosen from at least two of the main divisions of UW–Madison curricula—the humanities, natural sciences, and social sciences—and should expose students to research approaches from outside their home discipline.

Three courses for a total of 9 credits of academic coursework in the Department of Gender and Women’s Studies at the 300 level or above and designated for graduate course attribute.
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**.

| 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>
<tr>
<th>CODE</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART HIST/ AFROAMER 801</td>
<td>Historiography, Theory and Methods in Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>ART HIST/ AFROAMER 802</td>
<td>Visual Cultures: Topics in Visual Cultures ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART HIST/ AFROAMER 801</td>
<td>Historiography, Theory and Methods in Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>ART HIST/ AFROAMER 802</td>
<td>Visual Cultures: Topics in Visual Cultures ¹</td>
<td>3</td>
</tr>
</tbody>
</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>
</tr>
<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>
</tr>
<tr>
<td>Comparative Biomedical Sciences</td>
<td>NA</td>
</tr>
<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>
</tr>
<tr>
<td>Pharmaceutical Sciences</td>
<td>NA</td>
</tr>
<tr>
<td>Plant Breeding and Plant Genetics</td>
<td>NA</td>
</tr>
<tr>
<td>Second Language Acquisition</td>
<td>NA</td>
</tr>
<tr>
<td>Social Welfare</td>
<td>NA</td>
</tr>
</tbody>
</table>
Current Policy with Proposed Modifications
Policy on Breadth Requirement in Doctoral Training

POLICY NUMBER:
UW-1200

University Policy

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 or other means up to the student’s doctoral major program.

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 student’s doctoral major 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 coursework;
- 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.

• 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.
Dear Dean Karpus,

The L&S Academic Planning Council directed me to convey to you their whole-hearted support for the proposed changes articulated in the Proposal to Revise Current UW-1200 Policy on Minor/Breadth Requirement in Doctoral Training. Dean Wilcots facilitated a discussion of the proposed addition to the policy, which would afford doctoral students the ability to achieve “breadth” in their studies by completing a Graduate/Professional certificate program outside their major program of study.

Council members observed that:

- The certificate credential represents a more tangible and meaningful credential for graduate students and the audiences that will review their transcripts or with whom they will communicate about their training (supporting your point, that a “certificate” has more currency than a “minor”).
- Although certificates can offer a broader range of study in interdisciplinary programs that will better complement the major program of study, Graduate faculty reported that they had challenging conversations with their advisees, since all parties were uncertain about whether completing a certificate program would keep students moving toward completion of their degrees. This clarification resolves that – and helps students access these programs.
- For faculty and staff, maintaining two similar (but differently used) programs is an administrative “cost to carry” that could be avoided: it will be good to have fewer programs to assess, review, and update.
- Some members hope that consolidating programs could lead to sufficiently healthy enrollments and awards that “low award” minors or certificates will drop off the list of programs to be monitored.

Overall, the L&S Academic Planning Council had nothing but high praise for this idea. We think it’s a good idea.

I’m happy to answer questions about the discussion, if you have any.

With all best wishes,

Elaine

Elaine M. Klein, Ph.D.
Associate Dean for Academic Planning, College of Letters & Science
Director, University General Education

email: elaine.klein@wisc.edu / google voice: (608) 620-5222
Pronouns: she/her
Program Change Request

New Program Proposal

Date Submitted: 02/26/21 2:14 pm

Viewing: : Sports Leadership

Last edit: 03/03/21 11:09 am

Changes proposed by: sychta

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

Name
Maddie Sychta - EDU

Proposal Abstract/Summary:

The University of Wisconsin-Madison proposes to establish a Master of Science in Sports Leadership (MSL) in the Department of Educational Leadership and Policy Analysis (ELPA) in the School of Education. The development of the MSL responds to the need to train leaders to understand the demands associated with sports programs, a growing field within educational leadership. Key areas for sports leadership include athletic administration, coaching, justice in sport, and sports psychology. Graduates will be prepared for leadership positions within programs across levels of play, spanning K-12 and youth programs, colleges and universities, semi-professional, and professional teams. The 30-credit program includes a field internship that includes a placement with a sports leadership professional. The MSL permits students to explore multiple careers associated with sports leadership, thus encouraging students “to serve and stimulate society.” The rapid growth of the sports industry, from youth leagues through college and professional sports, has created significant demand for graduate training in sports leadership. The MSL will bring the University of Wisconsin-Madison into parity with other Big Ten institutions that already provide an opportunity to study sports leadership, supporting the University's strategic commitment to strong graduate programs that serve adult and professional audiences seeking specialized education. The program is fully online and will be comprised of 30 credits, which will include nine required courses and one elective course; online serviced-based pricing will be set at a competitive market rate of $900 per credit.

Basic Information

Program State: Active
Type of Program: Degree/Major
Upload the Approved Notice of Intent and UW System Approval Memo.
A2P 21Fe MSN Sports Leadership MS.pdf
MSN_SportsLeadershipMS_NO20210212.pdf
Upload complete draft of the full Board of Regents Authorization Proposal for this program:
BOR_MSL_022621_FINAL.docx
Who is the audience?

Home Department: Ed Leadership & Policy Analysis (ELPA)

School/College: School of Education

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

Award: Master of Science

SIS Code:

SIS Description:

Transcript Title: Sports Leadership

Named Options:

Will this be offered as an additional major as well? No

Is this a non-admitting master's degree? No

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Jackson, Jerlando</td>
<td><a href="mailto:jjackson@wisc.edu">jjackson@wisc.edu</a></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Miller, Peter</td>
<td><a href="mailto:pmmiller2@wisc.edu">pmmiller2@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Kelley, Carolyn</td>
<td><a href="mailto:ckelley@wisc.edu">ckelley@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Mead, Julie</td>
<td><a href="mailto:jmead@wisc.edu">jmead@wisc.edu</a></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology (KINESIO)</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: Distance Education (100% online)

Provide information on how any lab courses required for the degree will be handled.

There are no lab components to this program.

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: Summer 2022 (1226)

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.

Admissions to the MSL are accepted on a rolling basis. Recruitment will start upon approval of the MSL program. Students will begin to take courses in Summer 2022.
**Rationale and Justifications**

Why is the program being proposed? What is its purpose?
The importance of and demand for inquiry and coursework on sport is widely recognized. As sports participation and interest in the U.S. have reached peak levels, many universities and private enterprises have developed programming to advance research, teaching, and outreach relating to sports. In fact, the UW-Madison is one of only two Big Ten institutions that lack systematic academic programming in sport. All other Big Ten institutions offer graduate degrees in sports leadership and/or management. In addition to the role that sports play in colleges and universities, athletic leadership is also needed in elementary and secondary schools. Currently the Wisons Intersecondary Athletic Association (WIASS) lists over 500 member schools, all of which require leaders to ensure safe athletic opportunities and compliance with WIASS rules and policies. In addition to leadership positions in schools, colleges, and universities, youth club sports, semi-professional, and professional sport groups also need strong leaders to manage their programs. The MSL will also allow students to study various aspects of sports leadership, including both administration and coaching.

What is its relation to the institution's mission? Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisons ELPA's departmental mission seeks “to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world.” The MSL will contribute to this mission by preparing students to lead athletic activities with a particular focus on how sport leadership relates to creating opportunities for all students. The program will complement existing departmental programs available to students interested in the study of leadership.

The MSL will contribute directly to the mission of the UW System by providing students with “heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise” related to sports leadership. Moreover, as a leader i NCAA Division I sports for both men and women, UW-Madison has considerable expertise – both academic and practical – in sports leadership. By leveraging the expertise of UW-Madison, this program will help to disseminate this knowledge beyond the boundaries of campus.

The UW-Madison mission states that it seeks to provide learning environments that permit students to “discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all.” Relatedly, “[t]he university seeks to help students to develop an understanding and appreciation for the complex and physical worlds in which they live and to realize their highest potential of intellectual, physical, and human development.” The proposed MSL program supports the institutional mission of UW-Madison by contributing to the development and dissemination of knowledge around sports leadership and by developing students who understand the complex nature of the athletic leadership and the role sports play in the quality of life for both participants and spectators.

The MSL also supports each of the five major themes in UW-Madison's Strategic Plan. The MSL directly relates to these strategic goals as it will provide a world-class experience in the study of sports leadership for students to pursue careers in the field, though high-quality online offerings. The MSL will contribute to Excellence in Teaching and Educational Achievement as well as Research and Scholarship. The MSL Program connects to the Wisconsin idea by providing a means to extend what is known and learned on campus about sports leadership to other colleges, schools, clubs, and teams within and beyond Wisconsin. By helping students understand the role sports play in the quality of life for individuals and the ways in which athletics builds community for an organization, the MSL will contribute to building a Vibrant Campus Community. The MSL Program also contributes to the goal of A High-Performing Organization by providing a revenue generating program that serves the interests of students who wish to assume any of the important roles in sports leadership.

Do current students need or want the program? Provide evidence.
To gauge student demand, the UW-Madison Division of Continuing Studies conducted a market analysis on behalf of the Department. Their research found that there is existing considerable student interest and potential to attract large numbers of students. They found that similar
programs conferred between 74 and 528 degrees in 2017. The majority of these programs deliver curriculum through in-person modalities of instruction. As the MSL program is designed to deliver course work remotely through high-quality online courses, it may be possible to serve a higher number of students. That analysis also indicates that likely competitor programs at Michigan State University, the University of Minnesota, and Northwestern University are relatively small, suggesting that a program offered by UW-Madison would be attractive.

ELPA has also been offering athletic administration as an emphasis for students seeking a Master’s Degree in Higher Education for some time. Based on the popularity of those courses, the Department began to explore this degree.

What is the market, workforce, and industry need for this program? Provide evidence.

As mentioned previously, the UW-Madison Division of Continuing Studies conducted a market analysis in 2018, which found that there is considerable student interest in sports leadership and the potential to attract large numbers of students.

The Bureau of Labor Statistics projects increased need for appropriately trained leaders in a number of categories. The job outlook for coaches is expected to increase by 12%. The outlook for athletic administrators in elementary, middle, and high schools projects a 4% increase, as does the need for leaders in post-secondary institutions. The projected job growth for coaches and administrators in both higher education and K-12 suggests that there is enough demand to support the development of the MSL at UW-Madison in addition to the existing and developing programs among UW System institutions.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

The sports industry has rapidly grown in recent years, creating an increased demand for high quality coaches and leaders. From youth through professional levels, coaches and administrators demonstrate consistent impact on those they serve.

Several examples illustrate these trends. Youth sports, which used to take shape in local little leagues and informal volunteer organizations, is now a $15.3 billion industry that has grown by over 50% over the past five years. Local leagues have been replaced by a professionalized youth sports culture that competes across regional, national, and even international boundaries. This rapid development is currently not accompanied by adequate opportunities for coaching/leadership growth and formation. The MSL will provide a mechanism to address this new direction in leadership – a vibrant new educational niche for children, families, and leaders.

Similar growth and change can be seen at the college level, where Division I athletic departments like UW-Madison’s now employ over 300 coaches, leaders, and staffers. The social, educational, and economic impact of these departments is greater than ever, creating a heightened need for learning and growth opportunities in the field of sports leadership.

Finally, the impact of professional sports on American society -- and, in particular, Wisconsin communities, is more evident than ever. The Bucks, Packers, and Brewers are beloved long-standing community organizations. Additionally, up and coming teams like Forward Madison and multiple minor league baseball teams demonstrate promising new areas for leadership impact across the state. The MSL will present leaders of professional organizations with rigorous opportunities to develop and propel their teams into the next generation of innovation and success.

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the

The MSL curriculum reflects ELPA’s commitment to developing leaders for an integrated and multicultural society. MSL courses include learning resources and learning outcomes that address matters of diversity and social justice. MSL required courses rely on the expertise of authors and contributors from diverse backgrounds, integrating discussions of diversity and social justice issues into the curriculum. The MSL will also leverage the experiences of sports leadership professionals as adjunct faculty members.

All MSL students will be presented with semesterly opportunities to develop leadership skills for a multicultural society, including the opportunity to put ideas learned in course work into practice when enrolled in the required field experience.
What gap in the program array is it intended to fill?

UW-Madison is one of the few Big Ten institutions that does not currently have a sports leadership program. While ELPA has successfully drawn a consistent stream of students into several courses on sports leadership, the department does not currently respond to the demand for a full degree in this area, especially as it relates to coaching.

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curric engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learnin diverse practice settings.

The mission of the Department of Educational Leadership and Policy Analysis (ELPA) is to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world. The MSL curriculum reflects this commitment and will further this departmental mission. Every MSL course includes learning resources and learning outcomes that address matters of diversity and social justice and includes authors and contributors from diverse backgrounds. ELPA 751: Leadership and Justice in Sports is wholly focused on increasing justice in and through sports. Thus, all MSL students will be presented with opportunities to cultivate equitable teams and organizations on a semestery basis. Students will also have the opportunity to put ideas learned in course work into practice when enrolled in the required field experience.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learn in addition to the social justice orientation of the department and the MSL, ELPA has a longstanding commitment to the pursuit of equity in student recruitment, access, retention, and degree completion. Historically, students who have pursued ELPA's concentration in "sports administration" are among the unit's most diverse in terms of race, geography, and experience. ELPA anticipates and will actively recruit a similar, although expanded, diverse pool of students.

The MSL staff will work closely with the School of Education, the Graduate School, and the Division of Continuing Studies recruitment teams to develop marketing plans. These plans will be rooted in the extensive needs assessment conducted by DCS. The needs assessment identified multiple interest groups to contact. For example, ELPA will bolster opportunities for African American and indigenous leaders and coaches by creating marketing materials to stress the importance of diverse perspectives, skills, and talents in the sports industry. Marketing efforts will also focus on specific geographic locations, including greater Milwaukee, Madison, Beloit, Kenosha, and Racine.

The marketing plan will include email campaigns, professional mailings, and social media posts to send to recognized school districts, club sports organizations, and community sports programs (for example, Wisconsin Playground, Wisconsin Elite, Let it Reign, and Running Rebels basketball clubs, the Southside Raiders football club, FC Wisconsin Soccer, Rush Wisconsin Soccer, the Milwaukee Youth Sports Association, and Milwaukee's Police Athletic League.) Additional outreach strategies include phone calls, in-person visits, emails, social media efforts, and participation in graduate school recruitment fairs, such as the annual careers fair at the Kohl Center hosted by campus partners and Madison community groups. Further, MSL staff will also reach out to organizations that support women and under-represented minorities interested in coaching and sports leadership, such as the Milwaukee Coaches Association, the Wisconsin Basketball Coaches Association, and the Wisconsin Football Coaches Association.

MSL staff will host online information sessions for admitted students. Current students and faculty will attend these sessions, providing opportunities for admitted students to speak with program participants. The MSL program director will work directly with applicants before and after admission to share information about financial options and opportunities.

Special efforts will be made to develop community throughout the MSL experience, including an online orientation for students to meet each other and faculty, at least two signature learning experiences per semester. Special efforts will be made to include racially diverse...
Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professor relevant.

One of ELPA’s core values is to maintain: “A learning community that celebrates wholeness while, at the same time, values the richness of differences in life experiences, cultural backgrounds, ways of knowing, and perspectives of its individual members. The department seeks to renew itself continually by attracting faculty and students who contribute to this diversity as well as enhance the larger community.

As such, with regard to faculty, staff, and student recruitment, the MSL will make positive contributions to ELPA’s culture. ELPA’s current faculty reflects the department’s active recruiting of a diverse set of scholars who comprise the core instructional staff for the MSL. In fact, the department has made great strides in realizing this goal over the last decade and continues to actively embrace this objective with opportunity to add to the department’s instructional corps, whether full time or part time. As such, ELPA will seek to hire and support a diverse cadre of instructors by leveraging current contacts and relationships within and beyond the academy. All new members of the MSL learning community will be introduced to ELPA’s mission and strategic focus on diversity and inclusion. During each semester’s opening, all will take part in the opening MSL seminar on leadership and engagement of diverse teams and communities. MSL faculty and staff will actively participate in creating and sustaining a positive, inclusive learning environment. Like all ELPA programs, MSL faculty and students will draw from broader departmental, school, and university resources on diversity and inclusion.

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 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, mention how these plans will be implemented. The ELPA department communicates about this division’s opportunities available to faculty, staff, and students.

Additionally, as noted throughout this application, ELPA’s mission and core values aim toward social justice, equity and inclusion. The Department promotes a diversity of perspectives into teaching, research, professional development, and community-building activities. ELPA’s efforts are also informed and supported by the School of Education’s Office of Equity, Diversity, and Inclusion, which seeks to promote equity, diversity and inclusion by reducing barriers to access, increasing the demographic diversity of our faculty, staff, and students, and encouraging scholarship, teaching, and service that embraces and engages the full measure of the diversity of our society.

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.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miller, Peter</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Profess</td>
</tr>
<tr>
<td>Jackson, Jerlando</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Profess</td>
</tr>
<tr>
<td>Mead, Julie</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Associa</td>
</tr>
<tr>
<td>Charleston, Lavar</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Associa</td>
</tr>
<tr>
<td>Smith, Shari</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Senior</td>
</tr>
<tr>
<td>Diffee, Gary</td>
<td>Kinesiology (KINESIO)</td>
<td>Profess</td>
</tr>
</tbody>
</table>

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

The MSL program will rely on equipment, support, and other resources provided by the ELPA Department. This program is fully online and does not require space or classrooms.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miller, Peter</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Profess</td>
</tr>
</tbody>
</table>
Describe how student services and advising will be supported.

MSL students will be supported by the MSL program director, the MSL coordinator (position not yet posted), and by MSL program faculty. The MSL director will provide oversight and guidance on all operational matters each semester. The coordinator will advise students on application, admission, enrollment, and field placement processes. The coordinator will also work in conjunction with the MSL director to establish key field placement partnership sites as well as innovative learning opportunities across courses. The MSL program faculty will advise students on matters directly pertaining to the courses they teach and will also provide individualized advising and support as needed.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program? Yes

Upload the 131 spreadsheet. 131budget_MSL_12042020.xls

What is the tuition structure for this program?

Online/Distance per-credit tuition

Select a tuition increment: $900/credit

What is the rationale for selecting this tuition increment?

We arrived at the tuition rate of $900/credit by analyzing the tuition structures of 24 similarly focused programs throughout the country. This analysis was conducted by the UW-Madison Department of Continuing Studies. Additionally, we examined similar 131 programs that have recently started at UW-Madison.

Among the 24 competing programs that we studied, cost per credit varied widely, with an average of $713/credit. Based on similar institutional/program profile, four programs, in particular, lend appropriate comparisons for setting UW-Madison’s MSL tuition rate:

University of Minnesota $711 24 months
University of Michigan $837 24 months
Michigan State University $830 28 months
University of Miami $2,020 24 months

Although the MSL’s $900/per credit tuition rate is higher than some public institution competitors, students can complete UW-Madison’s program in just 30 credits (as opposed to 36) and 15 months (as opposed to 24 or more), which offers efficiencies of time and cost not found in other programs. Locally, the $900/credit rate is commensurate with other ELPA program rates and in the same range as other programs at UW-Madison.

Will segregated fees be charged?

No

Upload Online/Distance tuition proposal OnlineTuitionForm_MSL_012721.docx

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program staff.

The program will be funded by 131 funds. See attached budget spreadsheet and budget narrative.

What is the marketing plan?

The MSL staff will also work closely with the School of Education, the Graduate School, and the Division of Continuing Studies recruitment teams in developing marketing materials for the MSL. The MSL program director will engage school districts, sports clubs, and communities throughout Wisconsin and the midwest.

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, and financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

In the first year of the MSL program, funds will be transferred from other ELPA revenue generating programs, including the ELPA PhD - Wisconsin Idea Executive, ELPA MS - Global Higher Education, and ELPA
MS - Whitewater Cooperative Program. It is expected that the tuition from the MSL will fully cover program costs by the second year.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? if they already serve existing programs be added, how will they be funded?

Instruction for the MSL will be staffed by 0.875 FTE faculty, a Program Director, one teaching assistant, and three adjunct faculty members. The Program Director and instructional staff will be funded by revenue transferred from other revenue generating programs in ELPA (see above.) ELPA administrative staff will contribute 0.25 FTE to support the MSL. It is expected that the tuition from the MSL will fully cover program costs by the second year.

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

ELPA core faculty teaching will not be impacted by the MSL. The MSL will benefit from administrative oversight of the Program Director and instructional support of adjunct faculty. Staffing needs won’t spill over beyond ELPA.

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding will be completed with APIR after school/college approval and before submission to UWSA for Board consideration.

These forms are uploaded here by APIR.

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 new resources.

The MSL does not require substantial new resources.

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.

MSL students will be eligible to apply for ELPA, School of Education, and University funding sources. Decisions about their funding will follow the same processes that are in place for other ELPA students. MSL students are not eligible for assistantships.

Curriculum and Requirements

Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/

Last Approved: May 14, 2020 3:38pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, and the program may be a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School. You should consult the online catalog for your program(s) you are interested in, apply online.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>July 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>April 1</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not in English must meet the English proficiency requirements [<a href="https://grad.wisc.edu/apply/requirements/eng">https://grad.wisc.edu/apply/requirements/eng</a> Proficiency](<a href="https://grad.wisc.edu/apply/requirements/eng">https://grad.wisc.edu/apply/requirements/eng</a> Proficiency).</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>

Applications to the MS in Sports Leadership program will be accepted on a rolling basis. Applicants must submit the following:

1. Essay statement (not to exceed two pages).
2. Official transcripts of prior undergraduate and graduate course completion.
3. Resume or CV.
4. Supporting document if the undergraduate GPA is below 3.00. The statement will include an explanation regarding why the applicant’s GPA does not accurately reflect...
Describe plans for recruiting students to this program.

MSL faculty and staff will reach out to all Wisconsin school districts and all of its major sports organizations to promote the program and recruit new students. Special efforts will be made to share information at existing gatherings, such as leadership conferences, coaching clinics, and sports events. This will include efforts to connect with organizations that support women and under-represented minorities interested in coaching and sports leadership. For example, the MSL will contact the Milwaukee Coaches Association, the Wisconsin Basketball Coaches Association, and the Wisconsin Football Coaches Association to invite diverse members of their groups to apply to and enroll in the MSL.

What is the recruiting and admissions strategy for underrepresented students?

To better reach underrepresented populations, the Graduate School Office of Diversity, Inclusion and Funding will be consulted, and recruitment materials sent to recognized school districts, club sports organizations, and community sports programs. Recruitment strategies include outreach to undergraduate programs on campus and well as participation in graduate school recruitment fairs across the country.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>35</td>
</tr>
<tr>
<td>Year 2</td>
<td>71</td>
</tr>
<tr>
<td>Year 3</td>
<td>91</td>
</tr>
<tr>
<td>Year 4</td>
<td>95</td>
</tr>
<tr>
<td>Year 5</td>
<td>103</td>
</tr>
</tbody>
</table>

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

If the MSL enrollment significantly exceeds projections, we will hire one or two part-time advisors/instructors to assist with student teaching and advising loads.

If the MSL enrollment is significantly lower than anticipated, we will re-examine and expand recruiting efforts. The program’s relatively modest operational budget (the only new hire is the program coordinator and most teaching will be conducted by existing faculty and/or adjuncts) provides a degree of diminished fiscal risk in under-enrollment situations.

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

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

major requirements

mode of instruction

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Oct 15, 2020 8:18am

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to...
**Evening/Weekend**: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantage of having more flexible lives outside of school commitments.

**Face-to-Face**: Courses typically meet during weekdays on the UW-Madison Campus.

**Hybrid**: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online**: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

### curricular requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>27</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td></td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>None</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>None</td>
</tr>
</tbody>
</table>

**Required courses**

The Master of Science in Sports Leadership is a 30-credit master's degree in the department of Educational Leadership and Policy Analysis (ELPA). With program approval, students may choose to take courses in other departments.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 700</td>
<td>Field Experience in Educational Leadership</td>
</tr>
<tr>
<td>ELPA 710</td>
<td>Introduction to Intercollegiate Athletics Administration</td>
</tr>
<tr>
<td>ELPA 750</td>
<td>Coaching Athletics 1: Everyday Practices of Top Leaders</td>
</tr>
<tr>
<td>ELPA 751</td>
<td>Leadership and Justice in Sports</td>
</tr>
<tr>
<td>ELPA 752</td>
<td>Coach as Teacher: Mastering Instructional Practice On and Off the Field</td>
</tr>
<tr>
<td>ELPA 753</td>
<td>Psychology and Coaching in Sports</td>
</tr>
<tr>
<td>ELPA 754</td>
<td>Running a Championship System: The Badger Sports Leadership Road Course</td>
</tr>
<tr>
<td>ELPA 755</td>
<td>Coaching Athletics 2: A Bell Cow Way</td>
</tr>
<tr>
<td>ELPA 777</td>
<td>Higher and Post-Secondary Education Capstone Seminar</td>
</tr>
</tbody>
</table>

Electives - Choose one 3 credit course

- [KINES 325](#) Group Development and Behavior Management
- [KINES 527](#) Principles of Strength and Conditioning
- [KINES 555](#) Sports Science & Athlete Monitoring

Total Credits

Total credits required: 30

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Last Approved: May 18, 2020 11:25am

### Graduate School Policies

The [Graduate School's Academic Policies and Procedures](#) provide essential information regarding general university policies. Program authority to set degree policies beyond program faculty. Policies set by the academic degree program can be found below.

### major-specific policies

#### prior coursework

**Graduate Work for Other Institutions**

No more than nine credits of previous graduate coursework may be counted toward the degree. These credits require program director approval.

**UW-Madison Undergraduate**

No credits from a UW-Madison undergraduate degree are allowed to count toward the degree.

**UW-Madison University Special**

---

With program approval, students are allowed to count no more than 6 credits of coursework numbered 300 or above taken as a UW-Madison special student. If necessary the degree, special student coursework may need to be converted to graduate credits. Once converted, students are assessed the difference in tuition between special anc admission to a master's degree is not allowed to satisfy requirements.

prohibition

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or incomplete in a graduate course (300 or above), or grade of U in reses on future enrollment or in being suspended from the Graduate School.

advisor/committee

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to mee The program director advises students in the MSL program.

credits per term allowed

12 credits

time constraints

Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may co meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/

Last Approved: May 14, 2020 3:39pm

These resources may be helpful in addressing your concerns:

Bias or Hate Reporting
Graduate Assistantship Policies and Procedures
Hostile and Intimidating Behavior Policies and Procedures
Office of the Provost for Faculty and Staff Affairs
Dean of Students Office (for all students to seek grievance assistance and support)
Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doc
Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)
Office of Student Conduct and Community Standards (for conflicts involving students)
Ombuds Office for Faculty and Staff (for employed graduate students and post-docs, as well as faculty and staff)
Title IX (for concerns about discrimination)

Approved Shared Content from /shared/education-grievance-policy/

Last Approved: May 14, 2020 12:09pm

Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of concern course grades, classroom treatment, program admission, or other issues. To issue a prompt and fair hearing of any complaint, and to protect both the rights of th procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless th steps are available within the School of Education when a student has a grievance:

The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching to the TA’s supervisor, who is usually the course professor, if the complaint is not resolved satisfactorily, the student may continue to step 2.

If the complaint involves an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, attempt to resolve the problem informally. If this cannot be done to the student’s satisfaction, the student may submit the grievance to the chair in writing. This must be d

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complain grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean’s office (at the number bel an academic department in the school, the student must contact the dean’s office within 60 calendar days of the alleged unfair treatment. In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean’s of party was notified that informal resolution was unsuccessful.

On receipt of such a written complaint, the associate dean will convene a subcommittee of the school’s Equity & Diversity Committee. This subcommittee may ask for add which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render be made within 20 working days from the date when the grievance was filed with the dean’s office.

Questions about these procedures can be directed to the School of Education Dean’s Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: “No student may be denied admission to, partisan program, course or facility of the system or its institutions or center because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Of
Students in the MS in Sports Leadership program are not permitted to hold assistantships with tuition remission. Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four acad Students may complete the program as full-time students in approximately 15 months, including summer enrollment (e.g., summer, fall, spring, summer semesters). Alternatively, students may complete the program on a part-time basis in approximately 27 months, including summer enrollment, as the program will appeal to working professionals interested in career advancement.

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</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

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

Summarize the assessment plan.

Student learning is assessed directly with the capstone rubric. The rubric includes the capstone paper, course performance, and/or the culminating portfolio. Every three years, the department indirectly assesses student learning via a short online alumni survey that examines alumni perceptions of program contribution to learning goals since graduation. The ELPA Assessment Coordinating Committee conducts student assessment, interprets results, writes a summary of findings, and makes recommendations for improvement. The ELPA department chair and the program committee chair informally monitor implementation of report recommendations.

Department Approved Assessment Plan: [MSL Assessment Plan.pdf](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)

Related Programs

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or The MSL will be the only sports leadership program at UW-Madison. The Department of Kinesiology offers a Master of Science in Athletic Training. Students in the MSL may be interested in taking some Kinesiology courses as electives in this program. The departments, both in the School of Education, are collaborating on the MSL.

Master’s degree programs related to sports leadership are currently offered at the University of Wisconsin-Whitewater (Master of Science in Higher Education Athletic Administration) and the University of Wisconsin-Parkside (Master of Science in Sport Management), and an NOI has been circulated for a new program at the University of Wisconsin-Platteville (Master of Science in Sport Administration). Like programs at other UW institutions, students will have opportunities to study college athletic administration. However, the MSL will complement and expand opportunities for those wishing to study sports leadership in Wisconsin in five distinct ways. First, students in the MSL program will learn about policy and competitive matters that are unique to the Division I, Big Ten context. Second, the MSL will uniquely offer students an opportunity to study coaching, and will leverage the UW-Madison's status as an NCAA Division I institution.
to prepare coaches for the particular demands of Division I collegiate athletics. The program’s classes will also cover teaching and leadership methods used by coaches, as well as the role that coaches have in working in concert within their school or organization. Third, the MSL examines coaching and leadership across school, university, and community settings. In particular, with the increasing presence of club sports in Wisconsin’s communities, the MSL presents a new opportunity to learn how to successfully lead safe, productive sporting experiences. Fourth, the program incorporates a focus on social inequalities, opportunity, and justice in sport, true to the ELPA Department’s expertise. For example, in ELPA 751: Leadership and Justice in Sports, students examine race, poverty, and activism related to youth sports, college sports reform, and leadership. This emphasis on diversity, inclusion, and social justice is central to the MSL’s design and distinguishes this program from others in Wisconsin. Finally, the program intends to recruit students already part of UW-Madison, including former student athletes and undergraduates interested in sports leadership. For example, the MSL will provide a new possible academic home for student athletes who have completed undergraduate degrees and have remaining NCAA eligibility.

Commitments

Courses in the curriculum are numbered 300 or higher.
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.
Yes

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>Differe, Gary</td>
<td>10/30/20</td>
<td>Kinesiology (KINESIO)</td>
<td>Kinesiology support for MSL.pdf</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:

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, phy offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning asse offering this program.

Enter any notes about approval here: Approved by ELPA at their departmental meeting held 1/14/21.

Entered by: Elizabeth Jacbi Date entered: 2/26/21

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 capab responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, can all responsibilities related to offering this program.

Enter any notes about approval here: This proposal was approved by the SoE Programs Committee on 2/5/21. The SoE Academic Planning Council approved this proposal on 2/17/21.

Entered by and date: Maddie Sychta Date entered: 02/26/2021

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Program Change Request

Date Submitted: 02/04/21 7:53 pm

Viewing: GMIN995 : Integrative Biology Zoology

Last approved: 09/25/18 9:10 pm
Last edit: 02/16/21 3:42 pm
Changes proposed by: damschen

Catalog Pages Using this Program

Zoology, Doctoral Minor

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

Name
Elaine M Klein - L&S

Proposal Abstract/Summary:
We are proposing to change the existing graduate program name from Zoology to Integrative Biology, bringing the graduate program name in line with the departmental name. We are not requesting a change in the structure of our graduate programs, only a name change. This name change is critical to accurately reflect the activities of faculty in the program and the curriculum and this change will enhance the ability to recruit top graduate students to the program.

If approved, what term should the proposed change start? (usually the next fall term)
Fall 2021 (1222)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?
No

Basic Information

Program State: Active
Type of Program: Minor (PhD and BSE only)
Who is the audience? Graduate or professional
Home Department: I BIOL
School/Faculty: College of Letters and Science
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: GMIN995

SIS Description: Zoology M1N

Transcript Title: **Integrative Biology Zoology**

Will this name change apply to all enrolled students in the same term (turn-key)?

Yes

Roles by Responsibility: List one person for each role in the dropdown list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name [Last, First]</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Hardin, Jeff</td>
<td><a href="mailto:jdhardin@wisc.edu">jdhardin@wisc.edu</a></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Ritters, Lauren</td>
<td><a href="mailto:lritters@wisc.edu">lritters@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Damschen, Ellen</td>
<td><a href="mailto:damschen@wisc.edu">damschen@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Biology (I BIOL)</td>
</tr>
<tr>
<td>Col of Agricultural &amp; Life Sci (CALS)</td>
</tr>
<tr>
<td>College of Letters &amp; Science (L&amp;S)</td>
</tr>
<tr>
<td>Botany (BOTANY)</td>
</tr>
<tr>
<td>Inst for Environmental Studies (ENVIR ST)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date?

No

Please explain. The undergraduate major in Biology, for which iBio serves as administrative home for L&S, is currently completing an overdue review. The L&S and CALS APCs have discussed the self-study, review committee report, and recommendations to discontinue a low award option; all that remains is for the deans’ jointly authored memo to be finalized and sent. / Elaine M. Klein, Associate Dean for Academic Planning

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

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

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

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

The Department of Integrative Biology will work with the Graduate School and the College of Letters and Science to discuss deadlines and expectations. Implementation will be “turn-key” and that effective Fall 2021 (June 1 Guide publication). All references to the program name will be updated the Guide and data systems, and all degrees awarded thenceforth will bear this name. The old name is not desirable to students.
Rationale and Justifications

What is the rationale for this change?

We propose to change the name of the Zoology Graduate Program to Integrative Biology. We emphasize that this is a name change only. There are no other changes to the graduate program that are being reflected. This name change is needed because:

1) The proposed name, Integrative Biology, more accurately reflects the activities of the program faculty and the training offered. Our proposed name change is prompted by the need to change our name to something that better reflects the scope of teaching and research in our department, which is based on key basic and applied biological questions rather than exclusively animal-based research and teaching. The name Zoology strictly refers to animal biology, yet a growing number of Zoology faculty focus little (or not at all) on animals. Faculty research and graduate training in the department include the study of plants, plant communities, nutrient cycling, soil, aquatic and terrestrial ecosystems, and forest fire ecology in addition to topics in animal biology. Of the 20 faculty members in our department, only half focus on the study of animal biology sensu stricto. The remaining faculty members focus broadly on ecosystems and ecology. Changing the department name to Integrative Biology would more accurately represent the activities of our faculty and the training offered by our program to graduate students.

2) The proposed name, Integrative Biology, more accurately reflects the program curriculum. Graduate seminars and 300+ level courses in the department no longer focus exclusively on animal biology but incorporate and in some cases emphasize plant biology, soil, nutrient cycling, and other non-animal related topics in biology. Such courses include General Ecology, Ecological Techniques, Plant-Insect Interactions, Ecosystem Analysis, Theoretical Ecology, Ecology of Rivers and Streams, and Landscape Ecology. Changing the name of our department to Integrative Biology would better align the existing curriculum with the name of the program.

3) Changing the program name from Zoology to Integrative Biology will strengthen our ability to recruit top students and benefit current students. By changing the name of our graduate program to match that of our department, we will be able to more clearly communicate to prospective and current students that our department has a graduate program that matches our department’s mission and focus and commitment to training students in modern biology. As it currently stands, the difference in names between our department (Integrative Biology) and our graduate program (Zoology) causes a great deal of confusion for prospective students. Our graduate coordinator and faculty receive questions from prospective students about how they can earn an Integrative Biology degree (rather than Zoology). In addition, our graduate program is also not included in national rankings where the name “Zoology” is no longer listed. Concerns have been raised by existing graduate students who do not study animals over the fact that the degree that will appear on their transcript is Zoology. Specifically, the students worry that the Zoology degree will weaken their ability to compete for positions in their true area of study (e.g., the study of plants, soils, or forest fire ecology). In support of this concern, our students have had reviewers of their grant proposal question whether the student is in the right department, and some students do not list their departmental name in their contact information because of the confusion it causes with colleagues and stakeholders. Furthermore, concerns have been raised by faculty members of the Zoology department over losing strong graduate students due to a mismatch between the name of the degree and the actual training. It is likely that students are less enthusiastic about receiving a graduate degree in Zoology when their career goals lie in the study of plants, soil, or forest fire ecology. Changing the name of the department would rectify mismatches between a student’s future career goals and the degree obtained and increase our ability to recruit top-notch students.

4) Changing the program name from Zoology to Integrative Biology will strengthen graduate student recruitment in molecular areas of biology. Students interested in molecular aspects of biology do not often seek a degree in Zoology and applicants to this part of our program are few and typically of lower quality (in terms of academic performance and past research experience). Faculty who study molecular aspects of biology in our department generally do not train graduate students through Zoology (rather they train students through campus training programs such as Cellular and Molecular Biology or Neuroscience). Roughly half of the tenured faculty who have trained many graduate students have done so through programs
other than Zoology, and this is not simply a function of funding. Changing the name of our program to Integrative Biology would increase the quantity and quality of students interested in different aspects of biology (e.g., molecular, cellular, ecological, evolutionary questions) and enhance our recruitment efforts in this area.

5) Changing the program name from Zoology to Integrative Biology is consistent with changes at peer institutions. The majority of Zoology programs at peer institutions of the University of Wisconsin have been renamed to reflect changes in the discipline. For example, the UC Berkeley Zoology program is now named Integrative Biology; the University of Washington program is now Biology; the Zoology program at Duke is now Biology. Changing the program name from Zoology to Integrative Biology would thus be consistent with national trends, and should ensure that students find our department when prospecting for graduate programs.

6) The term “Zoology” is often misunderstood. The term “Zoology” is no longer well known to students or the general public. Often individuals believe Zoology refers to the study of zoos and the Zoology Department receives requests from students interested in receiving training that will prepare them for work in zoos. Changing the name to Integrative Biology will reduce confusion and attract students interested in the actual training offered by our program.

7) Current students support the name change. Our current graduate students in the department strongly support changing the name of the graduate program from Zoology to Biology (or Biological Sciences). Results of a recent survey show that 97% (38 out of 39 respondents [out of 50 students enrolled at the time]) supported the proposed name change. We also identified two students who felt that “Zoology” did not reflect their academic identity and switched programs but not advisors. This issue would be resolved with a programmatic name change.

8) Outside reviewers support the name change. As part of the 2016 review of our graduate programs, the outside review committee noted that “faculty and graduate students consider themselves to be biologists, not zoologists...There was [ ] strong agreement among the graduate students that we interviewed that a name change would be beneficial. For most students, a doctorate in zoology does not accurately describe their research and the name change would help with future job searches. Overall, the committee felt that the departmental name change to Integrative Biology is a good idea and will better reflect the ongoing research activities in the department.”

What evidence do you have that these changes will have the desired impact?

As stated above, the “Zoology” is an outdated name for a graduate program. Peer institutions that once had “Zoology” graduate programs have all renamed them to “Integrative Biology”, “Biology”, or something similar. Given that our program name is no longer used in modern science, it seems logical that this name change will have only positive impacts on the visibility of the graduate program to prospective students, the understanding of the program for students graduating from our program, and for external evaluation and ranking of our program compared to similar peer graduate programs.

What is the potential impact of the proposed change(s) on enrolled students?

In a recent survey, 97% of the graduate students strongly supported the name change from, “Zoology” to “Integrative Biology”. The graduate student organization for our program regularly asks our faculty for updates on this name change proposal because they are eager to use Integrative Biology upon graduation. All students will automatically be enrolled into an “Integrative Biology” graduate program. If any currently enrolled student prefers the name “Zoology,” we will work with the Graduate School to have their record indicate their award as a “Special Committee” degree that includes the name Zoology.

What is the potential impact of the proposed change(s) on faculty and staff?

Faculty and staff are eager for this name change to occur as the name “Zoology,” causes confusion on a number of levels when communicating about what the program. This name change will make it easier to recruit top graduate students. The staff who are involved with the graduate program also support the name change for similar reasons. The logistics of changing the name will require some staff and faculty time, but this is not onerous compared to the time spent explaining the outdated graduate program name.
Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?  
No change to the curriculum

Guide Admissions/How to Get In tab

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

Graduate students who wish to pursue an Option A external minor in integrative biology and zoology should consult a faculty member within the Department of Integrative Biology and Zoology. Courses are selected in conjunction with the chosen faculty member who serves as the minor advisor, and the student’s department: zoology with 9 credits minimum in integrative biology or zoology, including a seminar course, while in residence at UW-Madison. All 9 credits are either exclusive or or courses numbered 300 and above and identified as designed for graduate work. Directed study courses do not count toward the minor.

Total credits required:

Guide Graduate Policies tab

Commitments

Courses in the curriculum are numbered 300 or higher.
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.
Yes

Supporting Information

Additional information:  
GradProgramNameChangeCommunicationSummary.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, phy offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning asse offering this program.

Enter any notes about approval here:  
This name change was approved by the Integrative Biology faculty on 9/10/2019 at a meeting of the full faculty.

Entered by:  
Cathy Auger  
Date entered:  
2/4/2021

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 responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, can all responsibilities related to offering this program.

Enter any notes about approval here:  

Entered by and  
Elaine M. Klein, Associate dean for Academic Planning  
Date entered:  
2/16/2021
GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by: Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by: Date entered:

For Administrative Use

Admin Notes:
Guide URL:
SIS effective date:
Guide publish date/type
Career: Graduate
SIS Program Code:
SIS Short Description:
Other plan codes associated with this program:
Field of Study: Biological Science
Plan Group:
Scan this proposal:
Upload documents that should be scanned:

Reviewer Comments
Elaine Klein (emklein) (02/04/21 3:32 pm): Per Chair of L&S Curriculum Committee, because this proposal does not seek changes to requirements, it may proceed to the Academic Planning Council.

Elaine Klein (emklein) (02/04/21 3:35 pm): Rollback: Ellen, should you edit the Guide Requirements tab section, since it still refers to the "minor in zoology"? I'm rolling this back because you may also want to edit the references to the ZOOLOGY subject listing (which is not changing its name)…
Program Change Request

Date Submitted: 02/04/21 9:11 am

Viewing: **MS 995L&S : Integrative Biology Zoology**

Last approved: 04/24/20 3:36 pm
Last edit: 02/25/21 12:39 pm
Changes proposed by: damschen

Catalog Pages Using this Program

**Zoology, M.S.**

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine M Klein - L&amp;S</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

We are proposing to change the existing graduate program name from Zoology to Integrative Biology, bringing the graduate program name in line with the departmental name. We are not requesting a change in the structure of our graduate programs, only a name change. This name change is critical to accurately reflect the activities of faculty in the program and the curriculum and this change will enhance the ability to recruit top graduate students to the program.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2021 (1222)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

---

**Basic Information**

Program State: Active
Type of Program: Degree/Major
Who is the audience? Graduate or professional
Home Department: Integrative Biology (I BIOL)
School/Faculty: College of Letters and Science
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

Award: Master of Science

SIS Code: MS 995L&S

SIS Description: Zoology MS

Transcript Title: Integrative Biology Zoology

Will this name change apply to all enrolled students in the same term (turn-key)? Yes

Named Options:

Will this be offered as an additional major as well? No

Is this a non-admitting master’s degree? No

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Hardin, Jeff</td>
<td><a href="mailto:jdhardin@wisc.edu">jdhardin@wisc.edu</a></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Riters, Lauren</td>
<td><a href="mailto:lriters@wisc.edu">lriters@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Damschen, Ellen</td>
<td><a href="mailto:damschen@wisc.edu">damschen@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Biology (I BIOL)</td>
</tr>
<tr>
<td>Col of Agricultural &amp; Life Sci (CALS)</td>
</tr>
<tr>
<td>College of Letters &amp; Science (L&amp;S)</td>
</tr>
<tr>
<td>Botany (BOTANY)</td>
</tr>
<tr>
<td>Inst for Environmental Studies (ENVIR ST)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? No

Please explain. The undergraduate major in Biology, for which IBIo serves as administrative home for L&S, is currently completing an overdue review. The L&S and CALS APCs have discussed the self-study, review committee report, and recommendations to discontinue a low award option; all that remains is for the deans’ jointly authored memo to be finalized and sent. / Elaine M. Klein, Associate Dean for Academic Planning

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

Year of three year check-in to GFEC (3 years after first student enrollment):
Year of first program review (5 years after first student enrollment):

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

The Department of Integrative Biology will work with the Graduate School and the College of Letters and Science to discuss deadlines and expectations. Implementation will be “turn-key,” and that effective Fall 2021 (June 1 Guide publication). All references to the program name will be updated the Guide and data systems, and all degrees awarded thenceforth will bear this name. The old name is not desirable to students.

Rationale and Justifications

What is the rationale for this change?

We propose to change the name of the Zoology Graduate Program to Integrative Biology. We emphasize that this is a name change only. There are no other changes to the graduate program that are being reflected. This name change is needed because:

1) The proposed name, Integrative Biology, more accurately reflects the activities of the program faculty and the training offered. Our proposed name change is prompted by the need to change our name to something that better reflects the scope of teaching and research in our department, which is based on key basic and applied biological questions rather than exclusively animal-based research and teaching. The name Zoology strictly refers to animal biology, yet a growing number of Zoology faculty focus little (or not at all) on animals. Faculty research and graduate training in the department include the study of plants, plant communities, nutrient cycling, soil, aquatic and terrestrial ecosystems, and forest fire ecology in addition to topics in animal biology. Of the 20 faculty members in our department, only half focus on the study of animal biology sensu stricto. The remaining faculty members focus broadly on ecosystems and ecology. Changing the department name to Integrative Biology would more accurately represent the activities of our faculty and the training offered by our program to graduate students.

2) The proposed name, Integrative Biology, more accurately reflects the program curriculum. Graduate seminars and 300+ level courses in the department no longer focus exclusively on animal biology but incorporate and in some cases emphasize plant biology, soil, nutrient cycling, and other non-animal related topics in biology. Such courses include General Ecology, Ecological Techniques, Plant-Insect Interactions, Ecosystem Analysis, Theoretical Ecology, Ecology of Rivers and Streams, and Landscape Ecology. Changing the name of our department to Integrative Biology would better align the existing curriculum with the name of the program.

3) Changing the program name from Zoology to Integrative Biology will strengthen our ability to recruit top students and benefit current students. By changing the name of our graduate program to match that of our department, we will be able to more clearly communicate to prospective and current students that our department has a graduate program that matches our department’s mission and focus and commitment to training students in modern biology. As it currently stands, the difference in names between our department (Integrative Biology) and our graduate program (Zoology) causes a great deal of confusion for prospective students. Our graduate coordinator and faculty receive questions from prospective students about how they can earn an Integrative Biology degree (rather than Zoology). In addition, our graduate program is also not included in national rankings where the name “Zoology” is no longer listed. Concerns have been raised by existing graduate students who do not study animals over the fact that the degree that will appear on their transcript is Zoology. Specifically, the students worry that the Zoology degree will weaken their ability to compete for positions in their true area of study (e.g., the study of plants, soils, or forest fire ecology). In support of this concern, our students have had reviewers of their grant proposal question whether the student is in the right department, and some students do not list their departmental name in their contact information because of the confusion it causes with colleagues and stakeholders. Furthermore, concerns have been raised by faculty members of the Zoology department over losing strong graduate students due to a mismatch between the name of the degree and the actual training. It is likely that students are less enthusiastic about receiving a graduate degree in Zoology when their career goals lie in the study of plants, soil, or forest fire ecology. Changing the name of the
department would rectify mismatches between a student’s future career goals and the degree obtained and increase our ability to recruit top-notch students.

4) Changing the program name from Zoology to Integrative Biology will strengthen graduate student recruitment in molecular areas of biology. Students interested in molecular aspects of biology do not often seek a degree in Zoology and applicants to this part of our program are few and typically of lower quality (in terms of academic performance and past research experience). Faculty who study molecular aspects of biology in our department generally do not train graduate students through Zoology (rather they train students through campus training programs such as Cellular and Molecular Biology or Neuroscience). Roughly half of the tenured faculty who have trained many graduate students have done so through programs other than Zoology, and this is not simply a function of funding. Changing the name of our program to Integrative Biology would increase the quantity and quality of students interested in different aspects of biology (e.g., molecular, cellular, ecological, evolutionary questions) and enhance our recruitment efforts in this area.

5) Changing the program name from Zoology to Integrative Biology is consistent with changes at peer institutions. The majority of Zoology programs at peer institutions of the University of Wisconsin have been renamed to reflect changes in the discipline. For example, the UC Berkeley Zoology program is now named Integrative Biology; the University of Washington program is now Biology; the Zoology program at Duke is now Biology. Changing the program name from Zoology to Integrative Biology would thus be consistent with national trends, and should ensure that students find our department when prospecting for graduate programs.

6) The term “Zoology” is often misunderstood. The term “Zoology” is no longer well known to students or the general public. Often individuals believe Zoology refers to the study of zoos and the Zoology Department receives requests from students interested in receiving training that will prepare them for work in zoos. Changing the name to Integrative Biology will reduce confusion and attract students interested in the actual training offered by our program.

7) Current students support the name change. Our current graduate students in the department strongly support changing the name of the graduate program from Zoology to Biology (or Biological Sciences). Results of a recent survey show that 97% (38 out of 39 respondents [out of 50 students enrolled at the time]) supported the proposed name change. We also identified two students who felt that “Zoology” did not reflect their academic identity and switched programs but not advisors. This issue would be resolved with a programmatic name change.

8) Outside reviewers support the name change. As part of the 2016 review of our graduate programs, the outside review committee noted that “faculty and graduate students consider themselves to be biologists, not zoologists...There was strong agreement among the graduate students that we interviewed that a name change would be beneficial. For most students, a doctorate in zoology does not accurately describe their research and the name change would help with future job searches. Overall, the committee felt that the departmental name change to Integrative Biology is a good idea and will better reflect the ongoing research activities in the department.”

What evidence do you have that these changes will have the desired impact?
As stated above, the term “Zoology” is an outdated name for a graduate program. Peer institutions that once had “Zoology” graduate programs have all renamed them to “Integrative Biology”, “Biological”, or something similar. Given that our program name is no longer used in modern science, it seems logical that this name change will have only positive impacts on the visibility of the graduate program to prospective students, the understanding of the program for students graduating from our program, and for external evaluation and ranking of our program compared to similar peer graduate programs.

What is the potential impact of the proposed change(s) on enrolled students?
In a recent survey, 97% of the graduate students strongly supported the name change from, “Zoology” to “Integrative Biology”. The graduate student organization for our program regularly asks our faculty for updates on this name change proposal because they are eager to use Integrative Biology upon graduation. All students will automatically be enrolled into an “Integrative Biology” graduate program. If any currently enrolled student prefers the name change will be accommodated. The Graduate School has their advisor indicate their program as a...
What is the potential impact of the proposed change(s) on faculty and staff?

Faculty and staff are eager for this name change to occur as the name “Zoology,” causes confusion on a number of levels when communicating about what the program. This name change will make it easier to recruit top graduate students. The staff who are involved with the graduate program also support the name change for similar reasons. The logistics of changing the name will require some staff and faculty time, but this is not onerous compared to the time spent explaining the outdated graduate program name.

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 engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning diverse practice settings.

The current program and the name change proposed here will address diversity and equity in our curriculum and learning outcomes. This begins with the graduate student application, which includes a Diversity Statement that allows prospective students to share their understanding and commitment to diversity broadly, in our graduate program, science, academia, and their future careers. Inclusive excellence is modeled and integrated throughout the curriculum where professional communications, teamwork, developing cultural competencies are a part of courses, graduate student exams, and benchmarks within the program. These skills are a part of our learning outcomes within courses and graduate exams. Topical graduate seminars often focus on these key areas (e.g., science communication; scenario planning; race, gender, and science; ecosystem services) and these topics are embedded throughout.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learn

We are actively pursuing equity in student recruitment, access, retention, and degree completion through a number of efforts. We have a recruitment email that is sent to individual prospective underrepresented (URM) students. We have also sent these materials to a name exchange program for URM students and to students on McNair Scholars Program list. In these communications, we are informing students about application fee waivers and providing application tips. We are working to create a Midwest recruitment pipeline by creating a list of biology programs at colleges and universities in the Midwest (Illinois, Wisconsin, Iowa, Minnesota). We have sent emails to these departments to ask if they would be willing to work with us. We have also participated in recruitment booths at the fall 2020 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) meeting and at a UW graduate recruitment fair. In addition, faculty consider all applicants in the graduate student pool, even if students did not mention them by name. If an underrepresented student is interested in a lab but does not directly contact the faculty member, or if they do not list any faculty they are interested in, the Director of Graduate Admissions and the Graduate Student Coordinator reach out to faculty connect them with these students. They also serve as a liaison between students and faculty to make sure they are in communication and help answer questions from prospective students. During the recruitment process, our graduate program has served as a leader by collaborating with academic units across campus to organize a scientific research poster session that prospective students can attend. This event encourages informal conversation and networking and has served as the highlight of many students’ visits. We will assess our efforts by surveying prospective students once the admissions process is complete. Once students arrive, we connect them with peers within our program. We also support students participating in professional development with programs like the Advanced Opportunity Fellowship (AOF) program. We have written diversity and equity statements for our graduate program and are helping faculty develop their own with their research labs by building templates. Finally, we conduct exit interviews for graduate students that include questions about equity and inclusion within our program.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professor relevant.

The program has and will continue to recruit and hire faculty, instructional staff, and staff that are diverse themselves and promote a positive climate for all students. The Graduate
The Program Coordinator serves as an important liaison between students, staff, and faculty. We will offer this person opportunities for professional development and growth themselves in addition to working with them on equity issues more broadly.

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 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, ma

We have consulted with the UW Assistant Dean of Diversity and Inclusion about our current and future efforts to promote equity. We are using recruitment practices that integrate with the McNair Scholars Program and other Midwest universities. Our plans align with our departmental vision for diversity, equity, and inclusion as well as the broader vision of the College of Letters and Science.

Faculty and Staff Resources

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

Letters & Sciences Community of Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional or the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, The name change will not affect the fiscal capacity to support any of the above requirements. It may increase the number of applicants to our graduate program, but we have the capacity to address this increase at present.

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 The program name change will not require new resources.

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal? No change to the curriculum

Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/

Last Approved: May 14, 2020 3:38pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School. You program(s) you are interested in, apply online...

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>September 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>The program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>Graduate School minimum requirements [<a href="https://grad.wisc.edu/apply/requirements/English-Proc">https://grad.wisc.edu/apply/requirements/English-Proc</a>]</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Given the broad nature of the program, there are no strict prerequisites for admission. Interested applicants should identify and contact potential faculty advisors. Admissi
individual faculty advisor. Applicants should contact potential faculty advisors by email early in the application process to discuss mutual interests and to determine if they can serve as a faculty member and their research interests, please see People on the department website.

In addition to the Graduate School application, all applicants must electronically submit at least three letters of recommendation, a diversity statement, a personal statement, a CV/resume, and unofficial transcripts from all undergraduate and graduate schools attended (official transcripts will be requested upon admission to the program). For requirements, please see Prospective Students on the department website. The annual admission application deadline is December 1. Most admission decisions will be made by early March.

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

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Oct 15, 2020 8:18am

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to their personal and professional commitments.

Evening/Weekend: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantage of traditional face-to-face instruction.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

CURRICULAR REQUIREMENTS

University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework (15 credits out of total credits) must be completed graduate-level coursework; courses with the university’s Course Guide (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>An average record of B+ or better in all work taken as a graduate student is required by the Department of Integrative Biology. All grades of incomplete are considered for this purpose to be unsatisfactory if they are not removed during the first 4 weeks of the registration period.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>In the second semester of the first year, students must complete the Certification of Candidate for a Master’s Degree.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Typically the defense of the master’s degree occurs no later than the end of the student’s sixth semester. A master’s degree is to be determined by the advisory committee.</td>
</tr>
</tbody>
</table>

Required COURSES

In addition to completing a research project, M.S. students must take courses and seminars to fulfill required research credits. Specific Zoology courses are approved by the research area, interests, and goals. In keeping with the diverse areas of research and training for students in Zoology, students may additionally take any courses outside of the research area, interests, and goals. The required research credits are as follows:

- Total credits required: 30
Graduate School Policies

The Graduate School's Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

Prior Coursework

Graduate Work from Other Institutions

With committee approval, students are allowed to count no more than 14 credits of graduate coursework from other institutions. Coursework earned five or more years ago is not acceptable. Typically committees will choose to cap coursework from another institution at a lower level than 14 credits, but this is a committee decision to be made on a case-by-case basis.

UW–Madison Undergraduate

With committee approval, students are allowed up to 7 credits numbered 300 or above from their UW–Madison undergraduate career to fulfill graduate requirements. Typically committee members will choose to cap the number of coursework taken as a UW–Madison Undergraduate student at a lower level, but this is a committee decision to be made on a case-by-case basis.

UW–Madison University Special

With committee approval, students are allowed to count no more than 15 credits of coursework numbered 300 or above taken as a UW–Madison Special student. Coursework is not allowed to satisfy requirements. Typically committee members will choose to cap the number of coursework taken as a University Special student at a lower level, but this is a committee decision to be made on a case-by-case basis.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or incomplete in a graduate course (300 or above), or grade of U in residence on future enrollment or in being suspended from the Graduate School.

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor and a committee. To ensure that students are making satisfactory progress toward a degree, every student is required to have a progress report has not been filed by April 1, a hold will be placed on student course registration.

CREDITS PER TERM ALLOWED

15 credits

Time Constraints

It is expected that a master’s student will complete the thesis or research report by the end of the third academic year. If this is not accomplished by the end of the summer term, the Director of Graduate Studies will be notified. It is the responsibility of the student to complete the master’s degree within the specified time frame.

It is up to the student’s committee to determine whether or not a student has been absent from five or more consecutive years will lose the credits earned before the absent years.

grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/

Last Approved: May 14, 2020 3:39pm

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting
- Graduate Assistantship Policies and Procedures
- Hostile and Intimidating Behavior Policies and Procedures
- Office of the Provost for Faculty and Staff Affairs
- Dean of Students Office (for all students to seek grievance assistance and support)
- Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doc employees, and faculty)
- Employee Disability Resource Office (for qualified employees and applicants with disabilities to have equal employment opportunities)
- Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (for conflicts involving students)
- Ombuds Office for Faculty and Staff (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (for concerns about discrimination)

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Students should contact the department chair or program director with questions about grievances.

Other

There is great flexibility in our graduate program to serve the diverse scholarly interests and cultures in the Department of Integrative Biology. The path taken by a student and the student’s advisor and advisory committee. The department’s policy is to only accept students that can be financially supported by teaching assistantships.

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 Knowledge: Master fundamental skills in at least one of the broad subject areas represented in the Department of Integrative Biology.</td>
</tr>
<tr>
<td>2 Research: Students will complete an original research project in one of the broad subject areas represented in the Department of Integrative Biology. Demonstrate understanding of major current and past theories, research findings, and methodologies and techniques in their area of concentration.</td>
</tr>
<tr>
<td>3 Communication: Effectively communicate in writing and orally. Develop critical thinking skills; retrieve and examine scientific literature, evaluate evidence for and against hypotheses; identify knowledge gaps; strengths and weaknesses in existing literature; synthesize knowledge, and develop conclusions.</td>
</tr>
<tr>
<td>4 Ethical Conduct: Students will have an understanding of professional and ethical responsibility. Complete an original research project in one of the broad subject areas represented in the Department of Integrative Biology.</td>
</tr>
<tr>
<td>5 Career Preparation: Students will be provided with diverse training that will prepare them for a range of flexible and sustainable careers (e.g., academia, industry, government, science policy and administration, science commerce, science writing, law, and science education and outreach at all levels). Retrieve, evaluate, and interpret professional scientific literature and use this information to select and/or use the most appropriate methods for their own research project.</td>
</tr>
<tr>
<td>6 Conduct research, analyze, and interpret resulting data; Prepare a thesis or research report describing their research project.</td>
</tr>
<tr>
<td>7 Effectively communicate in writing and orally.</td>
</tr>
<tr>
<td>8 Write a clear and concise research report.</td>
</tr>
<tr>
<td>9 Present research articulately and informatively; Have opportunities to engage in public outreach and education.</td>
</tr>
<tr>
<td>10 Understanding of professional and ethical responsibility.</td>
</tr>
<tr>
<td>11 Trained to use scientific rigor when designing experiments; collecting and analyzing data; interpreting and reporting results.</td>
</tr>
<tr>
<td>12 Trained in the ethics of publishing.</td>
</tr>
<tr>
<td>13 Know and adhere to laws, regulations, needed permits and licenses, occupational health and safety standards.</td>
</tr>
<tr>
<td>14 Provided with diverse training that will prepare them for a range of flexible and sustainable careers (e.g., academia, industry, government, science policy and administration, science commerce, science writing, law, and science education and outreach at all levels).</td>
</tr>
<tr>
<td>15 Develop broadly applicable skills in critical thinking and problem-solving.</td>
</tr>
<tr>
<td>16 Have opportunities for teamwork, communication skills, and collaborations.</td>
</tr>
</tbody>
</table>

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

Summarize the assessment plan.

No changes to existing program. Name change only.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Related Programs

Commitments

Courses in the curriculum are numbered 300 or higher.
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.
Yes

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020-2021</td>
<td></td>
<td>Please see combined pdf</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:

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) 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 offering this program.

Enter any notes about approval here:
This name change was approved by the Integrative Biology faculty on 9/10/2019 at a meeting of the full faculty.

Entered by: Cathy Auger
Date entered: 2/4/2021

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 responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, with all responsibilities related to offering this program.

Enter any notes about approval here:
Approved (enthusiastically) by the L&S Academic Planning Council, 2/16/2021.

Entered by and date: Elaine M. Klein, Associate Dean for Academic Planning
Date entered: 2/16/2021

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

Enter any notes about the approval here:

Entered by: Date entered:

UAAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by: Date entered:
For Administrative Use

Admin Notes:
Guide URL: /graduate/integrative-biology/zooloogy-ms/
SIS effective date:
Guide publish date/type
Career: Graduate
SIS Program Code: G995
SIS Short Description: Zoology
Other plan codes associated with this program:
Diploma Text: Master of Science
Diploma Text 2: ZOOLOGY
Degree: 968
Field of Study: Biological Science
Program Length: 2
National Student Classification:
Plan Group: 995
Educational Level: Master's degrees
Award Category: Master's
Enrollment Category:
STEMOPT: Yes
UWSTEM: Yes
HEALTH:
NSF STEM:
Educational Innovation Program:
Distance Education Program:
Non Traditional Program:
Special Plan Type:
Added to UW System Crosswalk: Yes
Scan this proposal:
Upload documents that should be scanned:

Reviewer Elaine Klein (emklein) [02/04/21 3:36 pm]: Per Chair of L&S Curriculum Committee, because this proposal does not seek changes to the requirements, it may proceed to the Academic...
Planning Council.

Karen Mittelstadt (mittelstadt) (02/21/21 7:46 pm): Mittelstadt/APIR asked Lowery/SLA on 2/21/21 to review proposal and Comment on status of the assessment plan (not attached) and assessment reporting.

Regina Lowery (lowery3) (02/25/21 3:22 pm): Learning outcomes: Format accepted.

Regina Lowery (lowery3) (02/25/21 3:22 pm): Assessment plan: Accepted.

Program Change Request

Date Submitted: 02/04/21 9:06 am

Viewing: PHD 995L&S: Integrative Biology Zoology

Last approved: 04/24/20 4:13 pm
Last edit: 02/25/21 12:43 pm

Changes proposed by: damschen

Catalog Pages Using this Program

Zoology, Ph.D.

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

Name
Elaine M Klein - L&S

Proposal Abstract/Summary:

We are proposing to change the existing graduate program name from Zoology to Integrative Biology, bringing the graduate program name in line with the departmental name. We are not requesting a change in the structure of our graduate programs, only a name change. This name change is critical to accurately reflect the activities of faculty in the program and the curriculum and this change will enhance the ability to recruit top graduate students to the program.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2021 (1222)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

Basic Information

Program State: Active
Type of Program: Degree/Major
Who is the audience?
Graduate or professional
Home Department: Integrative Biology (I BIOL)
School/College: College of Letters and Science
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

Award:  
Doctor of Philosophy

SIS Code:  
PHD 995L&S

SIS Description:  
Zoology PHD

Transcript Title:  
Integrative Biology Zoology

Will this name change apply to all enrolled students in the same term (turn-key)?  
Yes

Named Options:

Will this be offered as an additional major as well?  
No

Will a doctoral minor be required?  
Yes

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional roles.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Hardin, Jeff</td>
<td><a href="mailto:jdhardin@wisc.edu">jdhardin@wisc.edu</a></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Ritters, Lauren</td>
<td><a href="mailto:lriters@wisc.edu">lriters@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Damschen, Ellen</td>
<td><a href="mailto:damschen@wisc.edu">damschen@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Biology (IBIOL)</td>
</tr>
<tr>
<td>Col of Agricultural &amp; Life Sci (CALS)</td>
</tr>
<tr>
<td>College of Letters &amp; Science (L&amp;S)</td>
</tr>
<tr>
<td>Botany (BOTANY)</td>
</tr>
<tr>
<td>Inst for Environmental Studies (ENVIR ST)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date?  
No

Please explain.  
The undergraduate major in Biology, for which IBio serves as administrative home for L&S, is currently completing an overdue review. The L&S and CALS APCs have discussed the self-study, review committee report, and recommendations to discontinue a low award option; all that remains is for the deans’ jointly authored memo to be finalized and sent. / Elaine M. Klein, Associate Dean for Academic Planning

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

Year of three year check-in to GFEC (3 years after first student enrollment):  

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Year of first program review (5 years after first student enrollment):

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

The Department of Integrative Biology will work with the Graduate School and the College of Letters and Science to discuss deadlines and expectations. Implementation will be “turn-key,” and that effective Fall 2021 (June 1 Guide publication). All references to the program name will be updated and data systems, and all degrees awarded thenceforth will bear this name. The old name is not desirable to students.

Rationale and Justifications

What is the rationale for this change?

We propose to change the name of the Zoology Graduate Program to Integrative Biology. We emphasize that this is a name change only. There are no other changes to the graduate program that are being reflected. This name change is needed because:

1) The proposed name, Integrative Biology, more accurately reflects the activities of the program faculty and the training offered. Our proposed name change is prompted by the need to change our name to something that better reflects the scope of teaching and research in our department, which is based on key basic and applied biological questions rather than exclusively animal-based research and teaching. The name Zoology strictly refers to animal biology, yet a growing number of Zoology faculty focus little (or not at all) on animals. Faculty research and graduate training in the department include the study of plants, plant communities, nutrient cycling, soil, aquatic and terrestrial ecosystems, and forest fire ecology in addition to topics in animal biology. Of the 20 faculty members in our department, only half focus on the study of animal biology sensu stricto. The remaining faculty members focus broadly on ecosystems and ecology. Changing the department name to Integrative Biology would more accurately represent the activities of our faculty and the training offered by our program to graduate students.

2) The proposed name, Integrative Biology, more accurately reflects the program curriculum. Graduate seminars and 300+ level courses in the department no longer focus exclusively on animal biology but incorporate and in some cases emphasize plant biology, soil, nutrient cycling, and other non-animal related topics in biology. Such courses include General Ecology, Ecological Techniques, Plant-Insect Interactions, Ecosystem Analysis, Theoretical Ecology, Ecology of Rivers and Streams, and Landscape Ecology. Changing the name of our department to Integrative Biology would better align the existing curriculum with the name of the program.

3) Changing the program name from Zoology to Integrative Biology will strengthen our ability to recruit top students and benefit current students. By changing the name of our graduate program to match that of our department, we will be able to more clearly communicate to prospective and current students that our department has a graduate program that matches our department’s mission and focus and commitment to training students in modern biology. As it currently stands, the difference in names between our department (Integrative Biology) and our graduate program (Zoology) causes a great deal of confusion for prospective students. Our graduate coordinator and faculty receive questions from prospective students about how they can earn an Integrative Biology degree (rather than Zoology). In addition, our graduate program is also not included in national rankings where the name “Zoology” is no longer listed. Concerns have been raised by existing graduate students who do not study animals over the fact that the degree that will appear on their transcript is Zoology. Specifically, the students worry that the Zoology degree will weaken their ability to compete for positions in their true area of study (e.g., the study of plants, soils, or forest fire ecology). In support of this concern, our students have had reviewers of their grant proposal question whether the student is in the right department, and some students do not list their departmental name in their contact information because of the confusion it causes with colleagues and stakeholders. Furthermore, concerns have been raised by faculty members of the Zoology department over losing strong graduate students due to a mismatch between the name of the degree and the actual training. It is likely that students are less enthusiastic about receiving a graduate degree in Zoology when their career goals lie in the study of plants, soil, or forest fire ecology. Changing the name of the
department would rectify mismatches between a student’s future career goals and the degree obtained and increase our ability to recruit top-notch students.

4) Changing the program name from Zoology to Integrative Biology will strengthen graduate student recruitment in molecular areas of biology. Students interested in molecular aspects of biology do not often seek a degree in Zoology and applicants to this part of our program are few and typically of lower quality (in terms of academic performance and past research experience). Faculty who study molecular aspects of biology in our department generally do not train graduate students through Zoology (rather they train students through campus training programs such as Cellular and Molecular Biology or Neuroscience). Roughly half of the tenured faculty who have trained many graduate students have done so through programs other than Zoology, and this is not simply a function of funding. Changing the name of our program to Integrative Biology would increase the quantity and quality of students interested in different aspects of biology (e.g., molecular, cellular, ecological, evolutionary questions) and enhance our recruitment efforts in this area.

5) Changing the program name from Zoology to Integrative Biology is consistent with changes at peer institutions. The majority of Zoology programs at peer institutions of the University of Wisconsin have been renamed to reflect changes in the discipline. For example, the UC Berkeley Zoology program is now named Integrative Biology; the University of Washington program is now Biology; the Zoology program at Duke is now Biology. Changing the program name from Zoology to Integrative Biology would thus be consistent with national trends, and should ensure that students find our department when prospecting for graduate programs.

6) The term “Zoology” is often misunderstood. The term “Zoology” is no longer well known to students or the general public. Often individuals believe Zoology refers to the study of zoos and the Zoology Department receives requests from students interested in receiving training that will prepare them for work in zoos. Changing the name to Integrative Biology will reduce confusion and attract students interested in the actual training offered by our program.

7) Current students support the name change. Our current graduate students in the department strongly support changing the name of the graduate program from Zoology to Biology (or Biological Sciences). Results of a recent survey show that 97% (38 out of 39 respondents [out of 50 students enrolled at the time]) supported the proposed name change. We also identified two students who felt that “Zoology” did not reflect their academic identity and switched programs but not advisors. This issue would be resolved with a programmatic name change.

8) Outside reviewers support the name change. As part of the 2016 review of our graduate programs, the outside review committee noted that “ faculty and graduate students consider themselves to be biologists, not zoologists…There was strong agreement among the graduate students that we interviewed that a name change would be beneficial. For most students, a doctorate in zoology does not accurately describe their research and the name change would help with future job searches. Overall, the committee felt that the departmental name change to Integrative Biology is a good idea and will better reflect the ongoing research activities in the department.”

What evidence do you have that these changes will have the desired impact?

As stated above, the term “Zoology” is an outdated name for a graduate program. Peer institutions that once had “Zoology” graduate programs have all renamed them to “Integrative Biology”, “Biology”, or something similar. Given that our program name is no longer used in modern science, it seems logical that this name change will have only positive impacts on the visibility of the graduate program to prospective students, the understanding of the program for students graduating from our program, and for external evaluation and ranking of our program compared to similar peer graduate programs.

What is the potential impact of the proposed change(s) on enrolled students?

In a recent survey, 97% of the graduate students strongly supported the name change from, “Zoology” to “Integrative Biology”. The graduate student organization for our program regularly asks our faculty for updates on this name change proposal because they are eager to use Integrative Biology upon graduation. All students will automatically be enrolled in an “Integrative Biology” graduate program. If any currently enrolled student prefers the name “Zoology”, he or she will have the option to declare their program as a
What is the potential impact of the proposed change(s) on faculty and staff?

Faculty and staff are eager for this name change to occur as the name “Zoology” causes confusion on a number of levels when communicating about what the program. This name change will make it easier to recruit top graduate students. The staff who are involved with the graduate program also support the name change for similar reasons. The logistics of changing the name will require some staff and faculty time, but this is not onerous compared to the time spent explaining the outdated graduate program name.

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning diverse practice settings.

The current program and the name change proposed here will address diversity and equity in our curriculum and learning outcomes. This begins with the graduate student application, which includes a Diversity Statement that allows prospective students to share their understanding and commitment to diversity broadly, in our graduate program, science, academia, and their future careers. Inclusive excellence is modeled and integrated throughout the curriculum where professional communications, teamwork, developing cultural competencies are a part of courses, graduate student exams, and benchmarks within the program. These skills are a part of our learning outcomes within courses and graduate exams. Topical graduate seminars often focus on these key areas (e.g., science communication; scenario planning; race, gender, and science; ecosystem services) and these topics are embedded throughout.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learn

We are actively pursuing equity in student recruitment, access, retention, and degree completion through a number of efforts. We have a recruitment email that is sent to individual prospective underrepresented (URM) students. We have also sent these materials to a name exchange program for URM students and to students on a McNair Scholars Program list. In these communications, we are informing students about application fee waivers and providing application tips. We are working to create a Midwest recruitment pipeline by creating a list of biology programs at colleges and universities in the Midwest (Illinois, Wisconsin, Iowa, Minnesota). We have sent emails to these departments to ask if they would be willing to work with us. We have also participated in recruitment booths at the fall 2020 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) meeting and at a UW graduate recruitment fair. In addition, faculty consider all applicants in the graduate student pool, even if students did not mention them by name. If an underrepresented student is interested in a lab but does not directly contact the faculty member, or if they do not list any faculty they are interested in, the Director of Graduate Admissions and our Graduate Student Coordinator reach out to faculty connect them with these students. They also serve as a liaison between students and faculty to make sure they are in communication and help answer questions from prospective students. During the recruitment process, our graduate program has served as a leader by collaborating with academic units across campus to organize a scientific research poster session that prospective students can attend. This event encourages informal conversation and networking and has served as the highlight of many students’ visits. We will assess our efforts by surveying prospective students once the admissions process is complete. Once students arrive, we connect them with peers within our program. We also support students participating in professional development with programs like the Advanced Opportunity Fellowship (AOF) program. We have written diversity and equity statements for our graduate program and are helping faculty develop their own with their research labs by building templates. Finally, we conduct exit interviews for graduate students that include questions about equity and inclusion within our program.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professor relevant.

The program has and will continue to recruit and hire faculty, instructional staff, and staff that are diverse themselves and promote a positive climate for all students. The Graduate
Program Coordinator serves as an important liaison between students, staff, and faculty. We will offer this person opportunities for professional development and growth themselves in addition to working with them on equity issues more broadly.

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 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, ma

We have consulted with the UW Assistant Dean of Diversity and Inclusion about our current and future efforts to promote equity. We are using recruitment practices that integrate with the McNair Scholars Program and other Midwest universities. Our plans align with our departmental vision for diversity, equity, and inclusion as well as the broader vision of the College of Letters and Science.

Faculty and Staff Resources

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

Letters & Sciences Community of Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising,

The name change will not affect the fiscal capacity to support any of the above requirements. It may increase the number of applicants to our graduate program, but we have the capacity to address this increase at present.

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

The program name change will not require new resources.

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal? Less than 30% of the curriculum will change

Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/

Last Approved: May 14, 2020 3:38pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School program(s) you are interested in, apply online.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>September 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>The program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not Graduate School minimum requirements <a href="https://grad.wisc.edu/apply/requirements/english-prc">https://grad.wisc.edu/apply/requirements/english-prc</a></td>
</tr>
<tr>
<td>Other Test(s) [e.g., GMAT, MCAT]</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>
Given the broad nature of the program, there are no strict prerequisites for admission. Interested applicants should identify and contact potential faculty advisors. Admissions faculty members and their research interests, please see People on the department website.

In addition to the Graduate School application, all applicants must electronically submit at least three letters of recommendation, a diversity statement, a personal statement, a CV/resume, and unofficial transcripts from all undergraduate and graduate schools attended. Official transcripts will be requested upon admission to the program. Please see Prospective Students on the department website. The annual admission application deadline is December 1. Most admission decisions will be made by December 15.

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

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Oct 15, 2020 8:18am

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to current life commitments.

Evening/Weekend: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantage of being on campus.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>51 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework (26 credits out of 51 total credits) must be completed graduate-level coursework; courses with the university's Course Guide (<a href="http://mywisc.edu/CourseGuideRedirect/BrowseByTitle">http://mywisc.edu/CourseGuideRedirect/BrowseByTitle</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>An average record of B or better in all work taken as a graduate student is required by the Department of Integrative Biology. Grades of incomplete are considered for this purpose to be unsatisfactory if they are not removed during the final semester of the first year.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>In the second semester of the first year, students must complete the Certification of Candidate for a Ph.D. Degree.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>By the end of the fourth semester, students must complete the qualifying examination and return the signed qualifying exam form.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth Requirements</td>
<td>The preliminary examination (defense of research project) should be completed and the pre-embargo must be submitted by the exam, students must have completed 32 credits, clear all incomplete or Progress grades in non-research courses, complete order to be granted dissertation status. The preliminary defense must be requested from the department.</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Required COURSES

Ph.D. students must take courses and seminars to fulfill required research credits. Specific Zoology courses are approved by the student’s advisor or advisory committee and with the diverse areas of research and training for students in Zoology, students may additionally take any courses outside of Zoology that have been identified as graduate. All students are required to serve as a teaching assistant for a minimum of one semester. All students must hold a departmental seminar in which they present their gradus.

Total credits required:

51

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: May 18, 2020 11:25am

Graduate School Policies

The Graduate School’s Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

Prior Coursework

Graduate Work from Other Institutions

With committee approval, students are allowed to count no more than 19 credits of graduate coursework from other institutions. Coursework earned ten years or more pre-requirements. Typically committees will choose to cap coursework from another institution at a lower level than 19 credits, but this is a committee decision to be made on UW–Madison Undergraduate

With committee approval, students are allowed up to 7 credits numbered 300 or above from their UW–Madison undergraduate career to fulfill graduate requirements. Typically coursework at a lower level than the 7 allowed, but this is a committee decision to be made on a case-by-case basis.

UW–Madison University Special

With committee approval, students are allowed to count no more than 15 credits of coursework numbered 300 or above taken as a UW–Madison Special student. Coursework not allowed to satisfy requirements. Typically committee members will choose to cap the number of coursework taken as a University Special student at a lower level, but 1

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in residence on future enrollment or in being suspended from the Graduate School.

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor and a committee. To ensure that students are making satisfactory progress toward a degree, every student is required to have a progress report has not been filed by April 1, a hold will be placed on student course registration.

CREDITS PER TERM ALLOWED

15 credits

Time Constraints

It is expected that a Ph.D. student will defend the dissertation by the end of the fifth academic year. If this is not accomplished by the end of the summer following the sixth to the Director of Graduate Studies that explains why the Ph.D. has not been completed and describes plans that the student and the student’s advisory committee have for completion, and consequences should expectations not be met. Continuation in the program beyond eight years will be at the discretion of the mentor and advisory committee to complete the Ph.D. degree.

It is up to the student’s committee to determine whether or not a student has been absent for five or more consecutive years will lose the credit earned before the absence requirements.

grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: May 14, 2020 3:39pm

These resources may be helpful in addressing your concerns:

Bias or Hate Reporting
Graduate Assistantship Policies and Procedures
Hostile and Intimidating Behavior Policies and Procedures
Office of the Provost for Faculty and Staff Affairs

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Approved Shared Content from /shared/letters-science-grievance-policy/
Last Approved: May 14, 2020 2:37pm

Students should contact the department chair or program director with questions about grievances.

Other

There is great flexibility in our graduate program to serve the diverse scholarly interests and cultures in the Department of Integrative Biology. The path taken by a student and the student's advisor and advisory committee. The department's policy is to only accept students that can be financially supported by teaching assistantships, provide details on how breadth will be achieved.

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 <strong>Knowledge</strong>: Demonstrate academic mastery in at least one of the broad subject areas represented in the Department of Integrative Biology.</td>
</tr>
<tr>
<td>2 <strong>Research</strong>: Students will develop a broad understanding of major current and complete original research; research that advances a specific field of study within one findings, and methodologies and techniques in their area of the broad subject areas represented in the Department of Integrative Biology; concentration both orally and in writing.</td>
</tr>
<tr>
<td>3 <strong>Communication</strong>: Effectively communicate to diverse audiences in writing, through oral presentations, and discussions. Develop critical thinking skills. They will retrieve and examine scientific literature, evaluate evidence; and against hypotheses; identify knowledge gaps; strengths and weaknesses in existing literature, synthesize knowledge, and develop conclusions.</td>
</tr>
<tr>
<td>4 <strong>Teaching</strong>: Effectively teach topics or research methods in Cellular and Molecular Biology; Developmental Biology; Neuroscience; Physiology; Ecology; Evolution; or Animal Behavior. Develop and complete original research that advances a specific field of study within one of the broad subject areas represented in the Department of Integrative Biology.</td>
</tr>
<tr>
<td>5 <strong>Ethical Conduct</strong>: Students will have an understanding of professional and ethical responsibility. Retrieve, evaluate, and interpret professional scientific literature and use this information to develop theoretical frameworks, testable hypotheses, and predictions for their own research projects.</td>
</tr>
<tr>
<td>6 <strong>Career Preparation</strong>: Students will be provided with diverse training that will prepare them for a range of flexible and sustainable careers (e.g., academia, industry, government, science policy and administration, science commerce, science writing, law, and science education and outreach at all levels). Design realistic and feasible research projects and prepare necessary protocols.</td>
</tr>
<tr>
<td>7 <strong>Conduct independent research and analyze and interpret resulting data.</strong></td>
</tr>
<tr>
<td>8 <strong>Prepare and submit manuscripts resulting from their independent research for publication in professional, peer-reviewed journals.</strong></td>
</tr>
<tr>
<td>9 <strong>Effectively communicate to diverse audiences in writing, through oral presentations, and discussions.</strong></td>
</tr>
<tr>
<td>10 <strong>Write clear and concise research articles for publication in professional, peer-reviewed journals.</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>17</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>19</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>22</td>
</tr>
<tr>
<td>23</td>
</tr>
<tr>
<td>24</td>
</tr>
<tr>
<td>25</td>
</tr>
</tbody>
</table>

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

Summarize the assessment plan.

The assessment plan was updated to include the new program name; all other aspects remain unchanged.

Department Approved

PhD-Integrative Biology Assessment Plan FEB2020.docx

Related Programs

Commitments

Courses in the curriculum are numbered 300 or higher.

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.

Yes

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>
</tr>
</thead>
<tbody>
<tr>
<td>2020-21</td>
<td></td>
<td></td>
<td>Please see combined pdf</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:

GradProgramNameChangeCommunicationSummary.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, phy offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning asse offering this program.

Enter any notes about approval here:

Entered by: Cathy Auger Date entered: 2/4/2021

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 capaci responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, con all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date: Elaine M. Klein, Associate Dean for Academic Planning Date entered: 2/16/2021

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

Enter any notes about the approval here:

Entered by: Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by: Date entered:

For Administrative Use

Admin Notes:

Guide URL: /graduate/integrative-biology/zooology-phd/

SIS effective date:

Guide publish date/type

Career: Graduate

SIS Program Code: G995

SIS Short Description: Zoology

Other plan codes associated with this program:

Diploma Text: Doctor of Philosophy

Diploma Text 2:

Degree: 306

Field of Study: Biological Science

Program Length: 7

National Student Clearing House
Classification:

- Plan Group: 995
- Educational Level: Research Doctoral degrees
- Award Category: Research Doctorate
- Enrollment Category:
- STEMPO: Yes
- UWSTEM: Yes
- HEALTH:
- NSF STEM:
- Educational Innovation Program:
- Distance Education Program:
- Non Traditional Program:
- Special Plan Type:
- Added to UW System Crosswalk: Yes
- Scan this proposal:
- Upload documents that should be scanned:

Reviewer

- Kevin Boldis (boldis) (12/21/201 1:46 pm): Rollback: Rollback
- Elaine Klein (emklein) (02/04/21 3:32 pm): Per Chair of L&S Curriculum Committee, because this proposal does not seek changes of requirements, it may proceed to the Academic Planning Council.
- Karen Mittelstadt (mittelstadt) (02/21/21 7:45 pm): Mittelstadt/APIR asked Lowery/SLA on 2/21/21 to review proposal and Comment on status of the assessment plan (not attached) and assessment reporting.
- Regina Lowery (lowery3) (02/25/21 3:26 pm): Assessment plan: Accepted.
- Regina Lowery (lowery3) (02/25/21 3:27 pm): Assessment reporting: OK to proceed.
Program Change Request

Date Submitted: 01/19/21 3:36 pm

Viewing: 021MSREDA : Resource and Energy Demand Analysis

Parent Plan: MAJ: Agricultural & Appl Econ MS

Last approved: 04/24/20 4:01 pm

Last edit: 02/03/21 5:03 pm

Changes proposed by: ackermanyst

Catalog Pages Using this Program

Agricultural and Applied Economics: Resource and Energy Demand Analysis, M.S.

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Barber - ALS</td>
</tr>
<tr>
<td>Megan Ackerman-Yost - ALS</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

Based on a review of the REDA named option by the department and the college, the REDA named option for the Agricultural and Applied Economics M.S. degree is being suspended due to lack of enrollment.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2021 (12/22)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

Basic Information

Program State: Suspend, will be discontinued Active

Type of Program: Named Option

Parent Program: MAJ: Agricultural & Appl Econ MS

Parent Audience: Graduate or professional

Parent Home: Agricultural and Applied Econ (A A E)
Department: College of Agricultural and Life Sciences

School/College: 

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

Parent is in the Graduate School: Yes

Parent Award: Master of Science

SIS Code: 021.MSREDA

SIS Description: Resource & Energy Demand Analy

Transcript Title: Resource and Energy Demand Analysis

Named Options: 021.MSAAE: Agricultural & Appl Econ

021.MSREDA: Resource & Energy Demand Analy

021.MSPROF: Professional Opt

Does the parent program offer this as an additional major as well? Yes

Is this a non-admitting named option for a master’s degree?

Suspension and Discontinuation

What is the last term that a student could declare this program? Fall 2020 (1212)

What is the last term that students may be enrolled in or complete the program? Summer 2021 (1216)

What is the timeline and advance communication plan?

The program is teaching a cohort that will be completed Summer 2021, and will not be admitting a new cohort. The program website, which is linked in Guide for admissions, indicates that the program is not accepted applications for Summer 2021. The Nelson Institute has been notified, as they are involved in teaching, and DCS has been notified. Information about the program will be removed from advising materials and from Guide.

Explain the precipitating circumstances or rationale for the proposal.

The program has not had sufficient enrollment to support its budget requirements. Looking ahead, enrollment is not expected to be sufficient to meet the program costs.

What is the potential impact on enrolled students?

All enrolled students will complete Summer 2021. There are no students in the pipeline. If requests are received, they would be directed to other the Professional Option named option for the Master's program.

What is the potential impact on faculty and staff?

Staff involved in program administration have additional responsibilities, and will be supported in other ways by the department funding. Faculty currently teaching courses in the program have other responsibilities within the department or to other programs, and the faculty director is retiring.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Program suspension was discussed with faculty at a department faculty meeting in Spring 2020, and then voted in September 28, 2020. Relevant staff members have been notified. Instructors of core courses have also been notified.

Explain and provide evidence of efforts made to confer with and to notify current students.

The program contacted current students on January 11, 2021 to inform them of the program’s discontinuation. There are no stopped-out students in the program.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

The program contacted REDA alumni on January 11, 2021 to inform them of the program’s discontinuation.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

There will be an extended status during the suspended period. There are currently one...
There will be 12 students during the Spring 2021 period. There are currently seven students in the program - one will graduate in December 2020, one will graduate in May 2021, and the remaining five are scheduled to graduate in Summer 2021. All required courses will continue to be taught through Summer 2021. Advising and other student support will continue through Summer 2021.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

No students will be enrolled during the suspended period.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will

There are no prospective students that the program is aware of. Students who request information about REDA would be referred to the Professional Option Named Option.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

There are no stopped-out students - all students who have matriculated into the program are either currently in the program or have graduated.

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Phaneuf, Daniel</td>
<td><a href="mailto:dphaneuf@wisc.edu">dphaneuf@wisc.edu</a></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Provencher, Bill</td>
<td><a href="mailto:rwproven@wisc.edu">rwproven@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Davis, Linda</td>
<td><a href="mailto:lwdavis@wisc.edu">lwdavis@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Barber, Sarah</td>
<td><a href="mailto:scbarber@wisc.edu">scbarber@wisc.edu</a></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

Department

- Economics (ECONOMICS)
- Inst for Environmental Studies (ENVIR ST)
- Division of Continuing Studies (D CONT STU)

Are all program reviews in the home academic unit up to date? No

Please explain. The five year reviews for the undergraduate certificate programs have not been completed. The review committee is drafting the report. The REDA program review is due 2021.

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

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation: No

How does the named option relate to the major and to other named options in the major, if relevant?

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning diverse practice settings.
Per discussion with Alstee n/Graduate School and Mittelstadt/APIR, a response to this question is not required as the MS-Ag & Appl Econ, Opt: Resource and Energy Demand Analysis, will be discontinued and the final students will complete the program Summer 2021.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learn

Per discussion with Alstee n/Graduate School and Mittelstadt/APIR, a response to this question is not required as the MS-Ag & Appl Econ, Opt: Resource and Energy Demand Analysis, will be discontinued and the final students will complete the program Summer 2021.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professor relevant.

Per discussion with Alstee n/Graduate School and Mittelstadt/APIR, a response to this question is not required as the MS-Ag & Appl Econ, Opt: Resource and Energy Demand Analysis, will be discontinued and the final students will complete the program Summer 2021.

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 appropr 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, ma

Faculty and Staff Resources

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Resources, Budget, and Finance

Is this a revenue program? Yes
Upload the 131 spreadsheet.
What is the tuition structure for this program? Market-based tuition - separate proposal to be submitted
Select a tuition increment: $1,100/credit
What is the rationale for selecting this tuition increment?

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academi relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additc how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, 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

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal? No change to the curriculum

Parent Plan Admissions/How To Get In Requirements
Students apply to the M.S. in Agricultural and Applied Economics through one of the named options:

- Agricultural and Applied Economics
- Professional Option

Guide Admissions/How to Get In tab

**Approved Shared Content from /shared/graduate-school-admissions/**

Last Approved: May 14, 2020 3:38pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School program(s) you are interested in, apply online.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>This program does not admit in the fall.</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>March 31</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not Graduate School minimum requirements <a href="https://grad.wisc.edu/apply/requirements/english-prc">https://grad.wisc.edu/apply/requirements/english-prc</a></td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>2</td>
</tr>
</tbody>
</table>

**Admissions to the Resource and Energy Demand Analysis named option have been suspended as of Summer 2021. Questions may be directed to the department.**

Our priority application deadline is January 15th for enrollment the following summer. For details on the REDA Application Process, please go to this link: To Apply

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.

**Parent Requirements**

**Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/**

Last Approved: May 14, 2020 3:39pm

**Minimum Graduate School Requirements**

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

**Major Requirements**

---

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>See Named Option for requirement information.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>See Named Option for requirement information.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>See Named Option for requirement information.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

**Required Courses**

Select a Named Option for courses required.

**Named Options**

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing select one of the following named options:

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Agricultural and Applied Economics: Agricultural and Applied Economics, M.S.

Agricultural and Applied Economics: Professional Option, M.S.

Agricultural and Applied Economics: Resource and Energy Demand Analysis, M.S.

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Named Option Requirements

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Oct 15, 2020 8:18am

Accelerated: Acceleated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to their personal and professional commitments.

Evening/Weekend: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantage of attending classes on campus.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online environment.

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>31 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>All credits in the curriculum are in graduate-level coursework.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>Students must maintain a minimum GPA of 3.00 in any course taken as a graduate student, unless probationary admission above in the core REDA courses: A A E 636, A A E 772, and A A E 776.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>None.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

Required COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A A E 770</td>
<td>Introduction to Quantitative Methods in Resource and Energy Economics (Online)</td>
</tr>
<tr>
<td>A A E 636</td>
<td>Applied Econometric Analysis I</td>
</tr>
<tr>
<td>A A E 771</td>
<td>Microeconomics of Resources and Energy: Theory to Practice</td>
</tr>
<tr>
<td>A A E 777</td>
<td>Survey and Sample Design in Applied Economics</td>
</tr>
<tr>
<td>A A E 773</td>
<td>Seminar in Resource and Energy Demand Analysis</td>
</tr>
</tbody>
</table>
3/5/2021

PUB AFFR/ENVIRST/URB R PL 809
Spring Semester (Jan–May)
A A E 772
A A E 773
A A E 643

Select one of the following:
A A E/ECON/ENVRST/URB R PL 671
A A E/ECON/F&W/ECOL 531
A A E 774

Summer Session (May–Jun)
A A E 776

Total Credits

Total credits required:
31

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:
Agricultural and Applied Economics
Professional Option

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: May 18, 2020 11:25am

Graduate School Policies

The Graduate School's Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond those set by the Academic Degree Program can be found below.

Named Option-Specific Policies

Prior Coursework

Graduate Work from Other Institutions
With program approval, students are allowed to count no more than 6 credits of graduate coursework from other institutions. Coursework earned five or more years prior to current coursework may not be counted.

UW-Madison Undergraduate
With program approval, students are allowed to count no more than 7 credits of undergraduate coursework numbered 300 or above from UW-Madison. Coursework earned five or more years prior to current coursework may not be counted.

UW-Madison University Special
No credits earned as a UW-Madison University Special student may be applied towards the program's requirements.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or incomplete in a graduate course (300 or above), or grade of U in research on future enrollment or in being suspended from the Graduate School.

Advisor / Committee

The REDA program director and REDA program coordinator will serve as co-advisors for all REDA students.

Credits Per Term Allowed

15 credits

Time Constraints

Master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may require students to meet program requirements; coursework may not count toward Graduate School credit requirements.

grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: May 14, 2020 2:29pm

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
These resources may be helpful in addressing your concerns:

- **Bias or Hate Reporting**
- **Graduate Assistantship Policies and Procedures**
- **Hostile and Intimidating Behavior Policies and Procedures**
- **Office of the Provost for Faculty and Staff Affairs**
- **Dean of Students Office** (for all students to seek grievance assistance and support)
- **Employee Assistance** (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doc
- **Employee Disability Resource Office** (for qualified employees or applicants with disabilities to have equal employment opportunities)
- **Graduate School** (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- **Office of Compliance** (for class harassment and discrimination, including sexual harassment and sexual violence)
- **Office of Student Conduct and Community Standards** (for conflicts involving students)
- **Ombuds Office for Faculty and Staff** (for employed graduate students and post-docs, as well as faculty and staff)
- **Title IX** (for concerns about discrimination)

**Approved Shared Content from /shared/college-agricultural-life-sciences-grievance-policy/**

**Last Approved: May 14, 2020 2:20pm**

**College of Agricultural and Life Sciences: Grievance Policy**

In the College of Agricultural and Life Sciences (CALS), any student who feels unfairly treated by a member of the CALS faculty or staff has the right to complain about the treatment from misunderstandings or communication breakdowns and be easily resolved; others may require formal action. Complaints may concern any matter of perceived unfairness to ensure a prompt and fair hearing of any complaint, and to protect the rights of both the person complaining and the person at whom the complaint is directed, the folks.

Any student, undergraduate or graduate, may use these procedures, except employees whose complaints are covered under other campus policies.

The student should first talk with the person at whom the complaint is directed. Most issues can be settled at this level. Others may be resolved by established departmental procedures.

- **If the student is unsatisfied, and the complaint involves any unit outside CALS**, the student should seek the advice of the dean or director of that unit to determine how to proceed.
- **If the complaint involves an academic department in CALS**, the student should proceed in accordance with item 3 below.
- **If the grievance involves a unit in CALS that is not an academic department**, the student should proceed in accordance with item 4 below.

The student should contact the department’s grievance advisor within 120 calendar days of the alleged unfair treatment. The departmental administrator can provide this problem informally within 10 working days of receiving the complaint, in discussions with the student and the person at whom the complaint is directed.

In informal mediation, the student can submit the grievance in writing to the grievance advisor within 10 working days of the date the student is informed of the failure to resolve the concern. The grievance advisor will refer the complaint to a department committee that will obtain a written response from the person at whom the complaint is directed, providing a written decision within 20 working days from the date of receipt of the written complaint.

If the grievance involves the department chairperson, the grievance advisor or a member of the grievance committee, these persons may not participate in the review.

If not satisfied with the departmental action, either party has 10 working days from the date of notification of the departmental committee action to file a written appeal to the committee. The committee will make a preliminary judgment as to whether the case merits further investigation and review. If the subcommittee unanimously determines that the case does not merit further investigation and review, the subcommittee will investigate and seek to resolve the dispute. The subcommittee will bring the case to the full committee. The committee may seek additional information from the parties or hold a hearing. The committee will present a written decision within 20 working days of receipt of the committee recommendation.

If the alleged unfair treatment occurs in a CALS unit that is not an academic department, the student should, within 120 calendar days of the alleged incident, take his/her action. The student will attempt to resolve the problem informally within 10 working days of receiving the complaint. If this mediation attempt does not succeed, the student may file a written complaint with the Student Conduct and Community Standards Office. The committee will seek a written response from the person at whom the complaint is directed, subsequently following other steps delineated in the Grievance Policy.

**Other**

Students in the Resource and Energy Demand Analysis program are not permitted to accept assistantships or seek double or dual degrees.

**Program Learning Outcomes and Assessment**

Parent Program Learning Outcomes

- Articulates and critiques theories and empirical methods for quantitative analysis relevant to agricultural, environmental, international development, or community economics.
- Identifies data sources, applies appropriate econometric methodologies, and evaluates quantitative evidence relevant to questions in agricultural, environmental, international development, or community economics.
- Clearly communicates applied economics issues, methods, and empirical analysis using both written and oral strategies.
- Recognizes and applies principles of ethical, collegial, and professional conduct.

Summarize the assessment plan.
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
Students may complete only 1 named option within a plan code.
    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.
    Yes

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>
</tr>
</thead>
<tbody>
<tr>
<td>Schufer, Nathan</td>
<td>1/20/2021</td>
<td>Inst for Environmental Studies (ENVIR ST)</td>
<td>The Nelson Institute for Environmental Studies supports the REDA program.</td>
</tr>
<tr>
<td>Seshadri, Ananth</td>
<td>1/20/2021</td>
<td>Economics (ECONOMICS)</td>
<td>The Economics department supports the discon</td>
</tr>
<tr>
<td>Gustafson, Marty</td>
<td>1/25/2021</td>
<td>Division of Continuing Studies (D CONT STU)</td>
<td>see comment in Lumen</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:

Approvals
### Program Change Request

Date Submitted: 02/01/21 10:24 pm

**Viewing:** **MS 116ALS : Biometry**

Last approved: 04/24/20 4:22 pm  
Last edit: 02/05/21 9:00 am

Changes proposed by: scbarber

Catalog Pages Using this Program

**Biometry, M.S.**

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Barber - ALS</td>
</tr>
<tr>
<td>Elaine M Klein - L&amp;S</td>
</tr>
<tr>
<td>Karen Wasserman - ALS</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

This proposal requests a suspension of admissions beginning Fall 2021, with the intent of discontinuation. As part of the program review discussed at GFEC in spring 2020, the Biometry MS was identified as a low award producing program in need of significant changes to proceed as a stand-alone program. A path forward as a stand-alone program was not identified, and thus the program will be discontinued. Six students are currently enrolled in the program, and a teach-out plan has been developed to allow these students to complete their requirements. The requested timeline allows the program to meet commitments to these students.

The College of Agricultural and Life Sciences will remain the program home; however, due to the involvement of faculty in Statistics, the Letters & Science Associate Dean for Academic Planning and the Associate Director of the L&S School for Computing, Data, and Information Science will maintain close communication with CALS colleagues and the Graduate School to help monitor student completion.

Suspension of Admissions should occur at the earliest opportunity (Fall 2021) with program discontinuation to follow projection completion of all students in the program (Summer 2023).

This proposal also includes two minor curricular changes. The first allows the internship opportunity to be completed in a variety of statistical consulting offices. It also clarifies that the research project can be completed as an independent project (doesn’t have to be a dissertation chapter).
If approved, what term should the proposed change start? (usually the next fall term)

Fall 2021 (1222)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

**Basic Information**

Program State:  Suspend, will be discontinued Active

Type of Program:  Degree/Major

Who is the audience?

Graduate or professional

Home Department:  Col of Agricultural & Life Sci (CALS)

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?

Yes   No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how the committee processes for interaction with the home department.

This program currently has a director (Brian Yandell) and two other faculty who together govern academic decisions around the program. This committee reports to CALS, as CALS is the administrative home of the program, both as department and college.

Due to faculty and instructional responsibilities assumed by the Department of Statistics, the L&S Associate Dean for Academic Planning and the Associate Director of the L&S School for Computing, Data, and Information Science will maintain close communication with CALS colleagues and the Graduate School concerning the program.

Is this in the Graduate School?   Yes

Award:  Master of Science

SIS Code:  MS 116ALS

SIS Description:  Biometry MS

Transcript Title:  Biometry

Named Options:

Will this be offered as an additional major as well?   No

Is this a non-admitting master’s degree?   No

**Suspension and Discontinuation**

What is the last term that a student could declare this program?  Summer 2021 (1216)

What is the last term that students may be enrolled in or complete the program?  Summer 2023 (1236)

What is the timeline and advance communication plan?

Biometry faculty advisors have communicated with currently enrolled students regarding the suspension of admissions to, and eventual discontinuation of, the MS-Biometry degree program. A list of currently enrolled Biometry students and their anticipated completion term has been provided to the Associate Deans in CALS and in L&S. The last anticipated degree will be awarded in Spring 2022. The last term to complete the program is a year after all current students plan to complete to allow for unforeseen circumstances. In the event that any students do not complete the program by that time, we will petition the Graduate School for permission to award a “Special Committee” degree.

Explain the precipitating circumstances or rationale for the proposal.

At part of the program review discussed at GEC in spring 2020, the Biometry MS was
As part of the program review, conducted at the end of Spring 2020, the Biometry MS was identified as a low award producing program in need of significant changes to proceed as a stand-alone program. (The program, as currently configured, is completed in conjunction with another degree program at the doctoral level.) A path forward as a stand-alone program was not identified, and thus the program will be discontinued. The requested timeline allows the program to meet commitments to currently enrolled students.

Furthermore, all program faculty are currently located in the Department of Statistics, which is in the College of Letters & Science. L&S and CALS agree that it is untenable for CALS to continue to host the program.

What is the potential impact on enrolled students?
Courses required for this program will continue to be offered and students will continue to have access to their faculty mentors for advising and other student support. Students have a strong path to completion of the Biometry MS even as new students are not being admitted.

What is the potential impact on faculty and staff?
Faculty and staff for Biometry MS are employees in the Statistics Department; their employment is not dependent on continuation of the Biometry MS program. Mentoring opportunities will continue under the auspices of the faculty in Statistics.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.
All Biometry program faculty are aware of this decision. Emails sent the week of October 19, 2020 by program director Dr. Brian Yandell to all currently enrolled students included their Biometry advisor and their biological science graduate program advisor (co-advisor). Further, emails about the suspension and discontinuation were sent in January 2021 to the ten PhD programs that have had students concurrently enrolled in Biometry over the past 10 years (Biological Systems Engineering, Botany, Comm Sciences & Disorders, Comparative Biomedical Sciences, Dairy Science (PhD & MS), Entomology, Forestry, Plant Breeding & Plant Genetics, Plant Pathology, Wildlife Ecology).

Explain and provide evidence of efforts made to confer with and to notify current students.
All students were emailed the week of October 19, 2020, along with their co-advisor, by the program director and their Biometry advisor. This message informed them of the decision to discontinue the Biometry program and sought information about their anticipated graduation term. It also invited feedback on possible program alternatives (e.g., a proposed MS Statistics: Applied Statistics). The message offered assurance that course and mentoring options will continue to exist. A document summarizing graduation plans for all currently enrolled students has been shared with the Associate Deans in CALS, L&S, and the Graduate School.

On December 21, 2020, representatives of CALS, L&S, and the Graduate School met with enrolled students to explain the discontinuation process, emphasizing that courses will continue to be available, that internship opportunities have been expanded, and that the MS project need not be coupled with the completion of the dissertation.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.
The program director emailed 35 of the 38 program alumni notifying them of the decision to discontinue the program the week of January 25, 2021. The emails for three alum could not be located despite a thorough search with the Wisconsin Foundation and Alumni Association and program records. The alum were reminded of their ability to continue accessing CALS and WAA alumni services.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?
Students may choose to continue to completion in the Biometry MS degree on their trajectory. All courses will remain available, and faculty and staff associated with Biometry MS will continue to support them. Students will receive the same level of support from advisors as previously.

A detailed teach out plan is on file with the deans offices in CALS, L&S, and Grad School.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?
Required courses are offered by the L&S Department of Statistics and will continue to be available to students. All other services (advising and mentoring) will be provided by the faculty in a continuous manner. The Graduate School will continue to provide support.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will no longer be offered?
Advising to the program will be suspended effective Fall 2021. The Guide and catalog will be updated.
Admission to the program will be suspended effective Fall 2022. The status and relevant websites will be updated with a standard notice that program admission has been suspended.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Students may apply for re-entry to the MS-Statistics, named option "Statistics." Biometry faculty will allow for all necessary program accommodations to allow for completion of that degree.

Teach-out plan: D) Provide any other information relevant to teach-out planning.

NA

Roles by Responsibility: List one person for each role in the dropdown list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>Yandell, Brian</td>
<td><a href="mailto:byandell@wisc.edu">byandell@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Barber, Sarah</td>
<td><a href="mailto:scbarber@wisc.edu">scbarber@wisc.edu</a></td>
</tr>
<tr>
<td>Department Chair</td>
<td>Zhu, Jun</td>
<td><a href="mailto:junzhu@wisc.edu">junzhu@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics (STATISTICS)</td>
</tr>
<tr>
<td>College of Letters &amp; Science (L&amp;S)</td>
</tr>
<tr>
<td>Graduate School (GRAD SCH)</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? No

Please explain. The "home unit" for this program is the College of Agricultural and Life Sciences Dean’s Office. The Biometry MS and Development PhD are slated for program discontinuation.

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

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning diverse practice settings.

Program is slated for discontinuation.

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

Program is slated for discontinuation.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professor relevant.

Program is slated for discontinuation.

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 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, mu
### Faculty and Staff Resources

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

Science and Medicine Letters & Sciences Community of Graduate Research Scholars Program

### Resources, Budget, and Finance

Is this a revenue program? No

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

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional needs of the program and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, etc.

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 necessary resources.

### Curriculum and Requirements

<table>
<thead>
<tr>
<th>What percentage of the curriculum, if any, is being proposed to change via this proposal?</th>
<th>Less than 30% of the curriculum will change</th>
</tr>
</thead>
</table>

Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/

Last Approved: May 14, 2020 3:38pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School program(s) you are interested in, apply online.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>March 15</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>The program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not English must take the TOEFL or IELTS.</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate Admissions Requirements

Prospective students may apply for admission to the biometry program without application to any other program. Prospective students may also apply simultaneously with their preferred program. It is anticipated that most students enrolled in the biometry program will be enrolled concurrently in another program.

Acceptance of a prospective student by a statistical and biological co-advisor, who should be identified at the time of application, is necessary for admission into the Program. It is expected that most students will be supported through a biological department or program or with their own funds. Opportunity for financial support is available to students who meet the qualifications. Undergraduate calculus ([MATH 221](https://www.math.wisc.edu/courses/221) Calculus and Analytic Geometry 1, [MATH 222](https://www.math.wisc.edu/courses/222) Calculus and Analytic Geometry 2, and [MATH 234](https://www.math.wisc.edu/courses/234) Calculus—Functions of Several Variables) and statistics ([HORTF&W ECOL/STAT 571](https://www.stat.wisc.edu/courses/571) Statistical Methods for Bioscience I and [STAT/F&W ECOL/HORT 572](https://www.stat.wisc.edu/courses/572) Statistical Methods for Bioscience II) are required. Additional background courses in biology ([e.g., BOTANY/BIOLOGY 130](https://www.botany.wisc.edu/courses/130) General Botany, ZOOLOGY/BIOLOGY 101 Animal Biology & ZOOLOGY/BIOLOGY 102 Animal Biology Laboratory, BOTANY/ZOOLOGY 152 Introductory Biology). The background courses in biology are a bare minimum; it is anticipated that almost all successful applicants will have a strong background in some area of biological science.

The background courses in biology are a bare minimum; it is anticipated that almost all successful applicants will have a strong background in some area of biological science.

The background courses in biology are a bare minimum; it is anticipated that almost all successful applicants will have a strong background in some area of biological science.

The background courses in biology are a bare minimum; it is anticipated that almost all successful applicants will have a strong background in some area of biological science.
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

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Evening/Weekend</td>
</tr>
<tr>
<td>Online</td>
</tr>
<tr>
<td>Hybrid</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Oct 15, 2020 8:18am

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to specific

Evening/Weekend: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantage of being able to complete their coursework in a timely manner.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>At least half of degree coursework (15 credits out of 30 total credits) must be completed in statistics courses numbered 60 courses.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>A grade of B or better must be received in any course used to fulfill the required and elective course requirements.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Candidates must complete a project with an emphasis on the integration of statistics and science. A final oral examination is required.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

REQUIRED Courses

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Coursework</td>
<td></td>
</tr>
<tr>
<td>Intro Math Stat, completed using one of the following sequences:</td>
<td></td>
</tr>
<tr>
<td>STAT/MATH 309</td>
<td>Introduction to Probability and Mathematical Statistics I</td>
</tr>
<tr>
<td>&amp; STAT/MATH 310</td>
<td>and Introduction to Probability and Mathematical Statistics II</td>
</tr>
<tr>
<td>STAT 311</td>
<td>Introduction to Theory and Methods of Mathematical Statistics I</td>
</tr>
<tr>
<td>&amp; STAT 312</td>
<td>and Introduction to Theory and Methods of Mathematical Statistics II</td>
</tr>
<tr>
<td>Or equivalent one-year sequence</td>
<td></td>
</tr>
<tr>
<td>Statistics 600+</td>
<td>Students choose graduate-level courses numbered above 600. 1</td>
</tr>
<tr>
<td>Statistics 500+</td>
<td>Students choose graduate-level courses numbered above 500. 2</td>
</tr>
<tr>
<td>Biological 3</td>
<td></td>
</tr>
</tbody>
</table>
Consulting Experience

**STAT 699**

Directed Study 4

Research 5

Total Credits

1. Excluding **STAT/B M I. 641** Statistical Methods for Clinical Trials, **STAT 698** Directed Study, **STAT 699** Directed Study, and **STAT 990** Research.

2. Excluding **STAT/F B ECOL/HORT 571** Statistical Methods for Bioscience I, **STAT/F B ECOL/HORT 572** Statistical Methods for Bioscience II, **STAT 698** Directed Study, and other (non-biological) departments (e.g., mathematics) may be substituted.

3. Excluding introductory statistics courses and research. Other criteria are that at least six credits are taken in a single discipline or in closely related disciplines, at least six designated as graduate courses, and a maximum of three credits are obtained in statistically oriented courses (e.g., **AGRONOMY/HORT 811** Biometrical Procedures in Plz 4)

Students must complete 3 credits of **STAT 699** Directed Study by consulting in two ways: 1) students may complete hours in one of several approved campus statistically I Data Science Hub, Social Science Computing Cooperative or other as approved by Biometry program chair) or, (2) students may complete hours through a project with an consists of supervised consulting and will provide exposure to statistical issues surrounding a broad range of problems in biology, provide awareness of practical issues to provide experience assisting others in designing experiments and analyzing data. Three credits are roughly equivalent to a single project that can be completed in one se consulting clients, background research, data analyses, etc.

4. Each student must complete a project that represents an original contribution to biometry. Examples of such contributions may include a novel analysis of some interest design, or the development and/or comparison of statistical methods. The project results are to be presented in a manuscript with emphasis on the integration of statisti publication.

Students may fulfill this project/manuscript requirement, which is not formally deposited with the Graduate School, by submitting a manuscript to and having an oral exi applied area of scholarship. This may be accomplished in several ways: First, students who are also pursuing a PhD may use methodology or data analysis sections of the oral examination may be concurrent with or at a similar time to the dissertation oral defense to satisfy this requirement.

Second, for a student seeking a double M.S., a joint project report and oral examination by their Biometry MS committee would satisfy this requirement.

Third, students may complete an independent project and manuscript and have their oral examination to satisfy this requirement.

This requirement will be formalized by enrolling in at least three credits of "Research" (e.g., **STAT 990** Research or in another department (e.g., **HORT 990** Research) in the pursuing a PhD may wish to register for research credits in their PhD home department with their co-advisors. (These credits cannot be used for meeting other require this requirement.

Total credits required:

30

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Last Approved: May 18, 2020 11:25am

Graduate School Policies

The Graduate School’s Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyon program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

**Prior Coursework**

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions towards the graduate degree credit and grad years prior to admission to the master’s degree is not allowed to satisfy requirements.

**UW-Madison Undergraduate**

No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

**UW–Madison University Special**

No credits earned while a UW–Madison University Special student are allowed to count toward the degree.

**Probation**

Candidates who fail to meet satisfactory progress criteria in two consecutive reviews will be dropped from the program.

**ADVISOR / COMMITTEE**

Students are required to meet with their advisor near the beginning of each semester to discuss course selection and progress.

**CREDITS PER TERM ALLOWED**

15 credits

**Time Constraints**
Grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: May 14, 2020 3:39pm

These resources may be helpful in addressing your concerns:
- Bias or Hate Reporting
- Graduate Assistantship Policies and Procedures
- Hostile and Intimidating Behavior Policies and Procedures
- Office of the Provost for Faculty and Staff Affairs
- Dean of Students Office (for all students to seek grievance assistance and support)
- Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doc
- Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/grievance decisions)
- Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (for conflicts involving students)
- Ombuds Office for Faculty and Staff (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (for concerns about discrimination)

Approved Shared Content from /shared/college-agricultural-life-sciences-grievance-policy/
Last Approved: May 14, 2020 2:20pm

College of Agricultural and Life Sciences: Grievance Policy

In the College of Agricultural and Life Sciences (CALS), any student who feels unfairly treated by a member of the CALS faculty or staff has the right to complain about the treatment from misunderstandings or communication breakdowns and be easily resolved; others may require formal action. Complaints may concern any matter of perceived unfair treatment. To ensure a prompt and fair hearing of any complaint, and to protect the rights of both the person complaining and the person at whom the complaint is directed, the foll...
applications in scientific inquiries.

2 Identifies data sources and study design, and assembles appropriate statistical approaches to data analysis, in a particular scientific field of study.

3 Evaluates and synthesizes data information pertaining to questions in the field of study.

4 Communicates data concepts and analysis results clearly.

5 Recognizes and applies principles of ethical and professional conduct.

Summarize the assessment plan.

Admission to this program will be suspended; program slated for discontinuation.

CALS MS Assessment Plan Biometry.pdf

Department Approved
Assessment Plan:

Commitments

Courses in the curriculum are numbered 300 or higher.
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.
Yes

Supporting Information

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

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: Biometry Teach Out Plan Feb 1, 2021 Lumen.xlsx

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) for 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 for offering this program.

Enter any notes about approval here:

Entered by: Sarah Barber Date entered: 2/5/2021

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 responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, and all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date: Sarah Barber Date entered: 2/5/2021

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

Enter any notes about the approval here:

Entered by: Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by: Date entered:
For Administrative Use

Admin Notes:

Guide URL: /graduate/agricultural-life-sciences-college-wide/biometry-ms/

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code: G116

SIS Short Description: Biometry

Other plan codes associated with this program:

Diploma Text: Master of Science

Diploma Text 2: BIOMETRY

Degree: 635

Field of Study: Biological Science

Program Length: 2

National Student Clearing House Classification:

Plan Group: 116

Educational Level: Masters degrees

Award Category: Master's

Enrollment Category: Master's


STEMOPT: Yes

UWSTEM: Yes

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type: Added to UW System Crosswalk: Yes

Scan this proposal:

Upload documents that should be approved:
Program Change Request

Date Submitted: 10/14/20 3:42 pm

**Viewing:** HEBR BIBL : Hebrew Bible


Last approved: 12/26/18 1:24 pm

Last edit: 02/23/21 12:12 pm

Changes proposed by: emklein

Catalog Pages Using this Program

Classical and Ancient Near Eastern Studies; Hebrew Bible, M.A.

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine M Klein - L&amp;S</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

Admission to CANES graduate programs in Hebrew Bible was suspended effective Fall 2018. No students are currently enrolled in the MA-CANES option in Hebrew Bible, and the program can therefore be suspended without having an impact on any enrolled students.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2021 (12/22)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

Basic Information

Program State: Discontinued Suspend Admissions

Type of Program: Named Option

Parent Program: MA: Classical & Ancient N East MA

Parent Audience: Graduate or professional

Parent Home Department: Classic & Ancient Near E Stds (CANES)
Parent School/College: College of Letters and Science

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

Parent is in the Graduate School: Yes

Parent Award: Master of Arts

SIS Code: HE 8R BIBL

SIS Description: Hebrew Bible

Transcript Title: Hebrew Bible

Named Options: CLASSIC: Classics

HE 8R BIBL: Hebrew Bible

Does the parent program offer this as an additional major as well? No

Is this a non-admitting named option for a master’s degree?

Suspension and Discontinuation

What is the last term that a student could declare this program? Fall 2018 (1192)

What is the last term that students may be enrolled in or complete the program? Summer 2021 (1216)

What is the timeline and advance communication plan?

The Department faculty and Associate Deans Susan Zaeske and Elaine Klein, with colleagues from the Graduate School, have discussed the program suspension and eventual discontinuation of graduate credentials (MA, PhD) in Hebrew Bible. With currently enrolled students. There are no students enrolled in this program, and no students with whom to communicate. Students were assured that they will be afforded the ability to complete their programs.

Explain the precipitating circumstances or rationale for the proposal.

Faculty retirements and departures have reduced the department's capacity to offer this program.

What is the potential impact on enrolled students?

The department will continue to offer coursework in this area; these courses will be available for students to complete requirements. Professor Hutton and others will be available to advise students in the program. Students enrolled in other CANES programs will also be able to take these courses, to complement their areas of study.

What is the potential impact on faculty and staff?

Suspension of this program, and eventual discontinuation, has reduced will reduce pressure on the department faculty and staff to field and to administer a distinct graduate level academic program with very limited resources.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Faculty and staff in the department have been in contact with L&S Administration; at the time of suspension, the department chair and Professor Hutton participated in discussions the discussion with the Graduate students, and have met with Associate Dean Zaeske. Then chair, Professor Aylward, Aylward (chair) has discussed this with the CANES program advisor. (The remaining programming offered by CANES will persist.)

Explain and provide evidence of efforts made to confer with and to notify current students.

As noted above, representatives of the department, College, and Graduate School have met with students currently enrolled in the doctoral program; there are no students enrolled in this named option. Students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

The department has met with and is currently in discussions with the College of L&S Office of Advancement and Strategic Communications to address this need; stakeholders have been...
aware that discontinuation was the likely outcome when admissions were suspended.

Teach-out plan: How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

There are no students enrolled at the master's level. The faculty in CANES will continue to provide oversight for this program.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

CANES will continue to offer graduate-level courses that will meet requirements while doctoral students complete their progress through the program. Advising and faculty support will continue to be available to these students. Adjustments may be required to allow exceptions and alternatives to published requirements, the better to accommodate individual student needs.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be offered in the future?

Admission to this program have been suspended since Fall 2018; there are no students in the pipeline. This is a small enrollment program, with few applications received each year. Applicants will be contacted and informed of the suspension in admissions.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Students may be readmitted to the MA-CANES. Accommodations to requirements will be allowed to complete the program.

Teach-out plan: D) Provide any other information relevant to teach-out planning.

There are no students enrolled in this program.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Aylward, William</td>
<td><a href="mailto:aylward@wisc.edu">aylward@wisc.edu</a></td>
</tr>
<tr>
<td>Department Chair Faculty-Director</td>
<td>Hutton, Jeremy</td>
<td><a href="mailto:jmhutton@wisc.edu">jmhutton@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Landis, Toni</td>
<td><a href="mailto:tilandis@wisc.edu">tilandis@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date? No

Please explain. "Classics" Options of MA and PhD in CANES is currently engaged in five-year review. A key point of discussion in that review is whether to continue the parent/child structure or explore development of a new option designed to be of interest to a larger number of students. Action related to "Classics" option will consider guidance arising from this review.

Are all assessment plans in the home academic unit up to date? No

Please explain. Undergraduate assessment plan on file; need graduate program assessment plan. To be addressed in five-year review of program.

Are all assessment reports in the home academic unit up to date? No

Please explain. Need graduate program assessment plan. To be addressed in five-year review of program.

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

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation. No

How does the named option relate to the major and to other named options in the major, if relevant?

This program is one of two named options offered under the MA-CANES. When this program is discontinued, we anticipate that the MA-CANES "Classics" may will also be considered for
discontinuation, discontinued, and students in that program may be moved to the parent program.

**Diversity and Inclusion**

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning diverse practice settings.

Program will be discontinued; submission of plan is moot.

**Parent Value**

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

Program will be discontinued; submission of plan is moot.

**Parent Value**

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professorial..

Program will be discontinued; submission of plan is moot.

**Parent Value**

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.

Program will be discontinued; submission of plan is moot.

**Faculty and Staff Resources**

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

**Resources, Budget, and Finance**

Is this a revenue program?

What is the tuition structure for this program?

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional needs? How will the program be administered and how will student funding be handled. For undergraduate programs, include information on academic advising, career advising.

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...
Applications are evaluated on the basis of previous academic record, graduate record exam (GRE) scores, letters of recommendation, the writing sample and a personal statement. All applicants to the program must apply online by January 5. ONLY select the M.A. application if you plan on a terminal M.A. at UW–Madison; all other applicants select the M.S. application. The $75 application fee must be paid at the time of application (international students will be charged an additional $6 for processing).

As part of the online application process, you will be asked supplemental questions regarding your level of language preparation and expected to upload the information listed below. Transcripts or academic records from each institution attended. You may upload unofficial copies for department review. Official transcripts will only be requested by the Graduate School upon department recommendation for admission. Further information will be provided upon admission. Official Graduate Record Examination (GRE) score report sent from the Educational Testing Service (ETS). Use institution code 1846 to route your results to the UW Grad School application.

TOEFL or MELAB for all international applicants.

Statement of purpose (citing your reasons for graduate study).
Curriculum vitae listing language experience, awards, honors, etc.

Three letters of reference. You must submit your requests to all three of your references as part of the online application. Recommenders will receive a notice via email and the content of the recommendation.

Approved Shared Content from /shared/graduate-school-admissions/
Last Approved: May 14, 2020 3:38pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, which are listed below.

Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School(s) you are interested in, apply online.

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.

Parent Requirements

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>See Named Option for policy information.</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>18 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>See Named Option for policy information.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>See Named Option for policy information.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credit) with higher grades. Grades of incomplete are considered to be unsatisfactory if they are not removed during the next enrollment period.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>See Named Option for policy information.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>See Named Option for policy information.</td>
</tr>
</tbody>
</table>

Required Courses

Select a Named Option for courses required.

Named Option

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the following named option:

REGISTRAR PLEASE REMOVE "HEBREW BIBLE TILE"
Classical and Ancient Near Eastern Studies: Classics, M.A.

Classical and Ancient Near Eastern Studies: Hebrew Bible, M.A.

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Named Option Requirements

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Oct 15, 2020 8:18am

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to their other life commitments.

Evening/Weekend: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantage of maintaining work, family, and other life commitments.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>36 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>18 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>MA named option in Hebrew Bible: 24 credits out of 36 total credits must be completed in graduate-level language course</td>
</tr>
<tr>
<td>Requirement</td>
<td>attribute are identified and searchable in the university's Course Guide [<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>].</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credit) and higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next examination period.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>M.A. exams are based on coursework and the M.A. Reading List. The exams are given at the end of the final semester of the program. An exam can be taken no more than twice.</td>
</tr>
</tbody>
</table>

All M.A. Candidates

Hebrew Texts and Grammar Exam
Translation from Hebrew to English, including some sight passages
Hebrew grammar and syntax (including parsing and producing forms)
Translation from English to pointed Biblical Hebrew
Oral Defense
This exam will include oral reading, translation, and discussion of sight passages, as well as questions calling for synthesis of information.

Terminal M.A. Candidates Only

General Exam
M.A. candidates should have a basic familiarity with the history and methodology of biblical studies, especially of the 19th Pentateuchal sources, according to the classical source division. In text criticism, they should demonstrate a familiarity with the textual and linguistic evidence.
the history of the masoretic text and the Septuagint. They should be able to identify the masorahs and to explain the mea on biblical literature and its interpretation; history and archaeology of Israel and the ancient Near East; postbiblical Judaism Exegetical Presentation
The candidate will prepare an exegetical presentation on a selected passage from the Hebrew Bible in consultation with di In addition to coursework in Hebrew and Semitic languages (Aramaic, Ugaritic & Canaanite, Syriac, and Akkadian), M.A. stu

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits across two semesters of Biblical Hebrew. The number of credits depends on the student's preparation</td>
<td></td>
</tr>
<tr>
<td>6 credits of Semitic language:</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 701</td>
<td>Aramaic I</td>
</tr>
<tr>
<td>HEBR-BIB 702</td>
<td>Aramaic II</td>
</tr>
<tr>
<td>Or</td>
<td>Ugaritic Texts</td>
</tr>
<tr>
<td>Or</td>
<td>Canaanite Dialects</td>
</tr>
<tr>
<td>Or</td>
<td>Syriac I</td>
</tr>
<tr>
<td>Or</td>
<td>Syriac II</td>
</tr>
<tr>
<td>Or</td>
<td>Advanced Near Eastern Languages (Akkadian I &amp; II)</td>
</tr>
<tr>
<td>Or</td>
<td>Pentateuchal Narratives</td>
</tr>
<tr>
<td>Or</td>
<td>Pentateuchal Legal Codes</td>
</tr>
<tr>
<td>Or</td>
<td>The Book of Isaiah</td>
</tr>
<tr>
<td>Or</td>
<td>Psalms</td>
</tr>
<tr>
<td>Or</td>
<td>Wisdom Literature: Proverbs and Qohelet</td>
</tr>
<tr>
<td>Or</td>
<td>Independent Study (Samuel I &amp; II)</td>
</tr>
<tr>
<td>Or</td>
<td>Classical Hebrew Linguistics: Historical and Descriptive</td>
</tr>
<tr>
<td>Or</td>
<td>Biblical Archaeology</td>
</tr>
<tr>
<td>3 credits in one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 723</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>CANES Advanced Seminar</td>
</tr>
<tr>
<td>Or</td>
<td>Advanced Seminar in Theory and Methodology</td>
</tr>
<tr>
<td>3 credits in one seminar in Hebrew Bible or in a second CANES Advanced Seminar with a different topic than the first</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
</tr>
<tr>
<td>Total credits required:</td>
<td></td>
</tr>
</tbody>
</table>

Parent Plan Graduate Policies

Students should refer to the named option for policy information: Classics.

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: May 18, 2020 11:25am

### Graduate School Policies

The [Graduate School's Academic Policies and Procedures](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver) provide essential information regarding general university policies. Program authority to set degree policies beyo program faculty. Policies set by the academic degree program can be found below.
policies and requirements is forthcoming from the program.

**Prior Coursework**

**Graduate Work from Other Institutions**

With program approval, students are allowed to count no more than 9 credits of graduate course work from other institutions. Normally, 6 of these credits will be allocated Intermediate Biblical Hebrew, I - HEBR-BIB 324 (Intermediate Biblical Hebrew, II). Coursework earned five or more years prior to admission to a master's degree is not allowed.

**UW–Madison Undergraduate**

With program approval, no more than 6 credits from a UW–Madison undergraduate degree are allowed to count toward the degree by fulfilling the Intermediate Hebrew requirement.

**UW–Madison University Special**

With program approval, students are allowed to count no more than 9 credits of course work numbered 300 or above taken as a UW–Madison University Special student. A degree is not allowed to satisfy requirements. UW–Madison coursework taken as a University Special student would not be allowed to count toward the 50% graduate coursework requirement.

**Probation**

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or incomplete in a graduate course (300 or above), or grade of U in residence on future enrollment or in being suspended from the Graduate School. 

Good standing (progressing according to standards; any funding guarantee remains in place).

Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

**ADVISOR / COMMITTEE**

All Hebrew Bible M.A. candidates will meet with the Director of Graduate Studies on a regular basis.

**CREDITS PER TERM ALLOWED**

15 credits

**Time Constraints**

Master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may continue meeting program requirements; that coursework may not count toward Graduate School credit requirements. 

**Grievances and appeals**

Approved Shared Content from /shared/graduate-school-grievance-policy/

Last Approved: May 14, 2020 3:39pm

These resources may be helpful in addressing your concerns:

- **Bias or Hate Reporting**
- **Graduate Assistantship Policies and Procedures**
- **Hostile and Intimidating Behavior Policies and Procedures**
- **Office of the Provost for Faculty and Staff Affairs**
- **Dean of Students Office** (for all students to seek grievance assistance and support)
- **Employee Assistance** (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post
- **Employee Disability Resource Office** (for qualified employees or applicants with disabilities to have equal employment opportunities)
- **Graduate School** (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- **Office of Compliance** (for class harassment and discrimination, including sexual harassment and sexual violence)
- **Office of Student Conduct and Community Standards** (for conflicts involving students)
- **Ombuds Office for Faculty and Staff** (for employed graduate students and post-docs, as well as faculty and staff)
- **Title IX** (for concerns about discrimination)

Approved Shared Content from /shared/letters-science-grievance-policy/

Last Approved: May 14, 2020 2:37pm

Students should contact the department chair or program director with questions about grievances.

**Other**

All applications received by January 5 are eligible for fellowship, scholarship, and graduate assistantship opportunities. For applications received after the deadline, applications will not be accepted. Although you may be eligible for department funds such as teaching assistantships, project assistantships, research assistantships, or department fellowship.

**Program Learning Outcomes and Assessment**

https://next-guide.wisc.edu/courseleaf/
<table>
<thead>
<tr>
<th>Parent Program</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates, critiques, and applies the philological and theoretical approaches established in the field of Classics or Hebrew Bible.</td>
<td></td>
</tr>
<tr>
<td>Identifies appropriate sources and assembles evidence relevant to questions and challenges in Classics or Hebrew Bible.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of Classical or Hebrew Bible literature in a historical and social context.</td>
<td></td>
</tr>
<tr>
<td>Selects and utilizes the most appropriate methodologies and practices.</td>
<td></td>
</tr>
<tr>
<td>Evaluates and synthesizes information pertaining to questions and challenges.</td>
<td></td>
</tr>
<tr>
<td>Communicates complex ideas in a clear and understandable manner.</td>
<td></td>
</tr>
<tr>
<td>Recognizes and applied principles of ethical and professional conduct.</td>
<td></td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

## 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
Program Change Request

Date Submitted: 10/14/20 3:45 pm

Viewing: HEBRW BIBL : Hebrew Bible
Parent Plan: MA: Classical & Ancient N East PHD
Last approved: 12/26/18 1:27 pm
Last edit: 02/19/21 7:42 am
Changes proposed by: emklein

Catalog Pages Using this Program

Classical and Ancient Near Eastern Studies: Hebrew Bible, Ph.D.

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

Name
Elaine M Klein - L&S

Proposal Abstract/Summary:

Admissions to this program were suspended in Fall 2018, and the few students who remain are progressing toward completion of the program, with the expectation that most students will complete the program by Summer 2022. Students who complete the program after discontinuation will have available the ability to be awarded a special committee degree.

At this time, no new resources are planned to be allocated to support this program. Request for program discontinuation.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2021 (12.22)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

**Basic Information**

Program State: Discontinued Suspend-Admissions
Type of Program: Named Option
Parent Program: MA: Classical & Ancient N East PHD
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

Parent is in the Graduate School:

Yes

Parent Award:

Doctor of Philosophy

SIS Code:

HEBW BIBL

SIS Description:

Hebrew Bible

Transcript Title:

Hebrew Bible

Named Options:

CLASSICS: Classics

HEBW BIBL: Hebrew Bible

Does the parent program offer this as an additional major as well?

No

---

**Suspension and Discontinuation**

What is the last term that a student could declare this program?  Fall 2018 (1192)

What is the last term that students may be enrolled in or complete the program?  Summer 2022 (1226)

What is the timeline and advance communication plan?

Prior to suspending admission to the program, the Department faculty and Associate Deans Susan Zaeke and Elaine Klein, with colleagues from the Graduate School, have discussed the program suspension and eventual discontinuation with currently enrolled students. Students were assured that they will be afforded the ability to complete their programs. Graduate School staff have affirmed that in the unlikely event that students may be delayed in their progress, a Special Committee Degree may be awarded, to indicate that students completed a program of study in CANES, focused on the study of ancient Hebrew Bible.

Explain the precipitating circumstances or rationale for the proposal.

Faculty retirements and departures have reduced the department’s capacity to offer this program. Those positions have not been replaced, and the current staffing level renders it difficult to support a full program of graduate level study in this area.

What is the potential impact on enrolled students?

The department will continue to offer coursework in this area; these courses will be available for students to complete requirements. Professor Hutton and others will advise students in the program be available to see them through to completion, advise students in the program.

Students enrolled in other CANES programs will also be able to take these courses, to complement their areas of study.

What is the potential impact on faculty and staff?

Suspension of program admissions has reduced this program, and eventual discontinuation, will reduce pressure on the department faculty and staff to field courses and administer a distinct academic program program with limited resources. Discontinuation of the program will further reduce that pressure. (As noted above, courses will still be offered and may be taken as part of the CANES program requirements.)

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Faculty and staff in the department have been in close contact with L&S Administration; the department chair and Professor Hutton participated in the discussion with the Graduate students, and have met with Associate Dean Zaeke. Professor Hutton Ayward (chair) has discussed this with the CANES program advisor.

Explain and provide evidence of efforts made to confer with and to notify current students.
As noted above, representatives of the department, College, and Graduate School have met with currently enrolled students, who are aware of the planned discontinuation of the program. Students:

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

The department has met with and is currently in discussions with the College of L&S Office of Advancement and Strategic Communications to address this need.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

The faculty in CANES will continue to provide oversight for this program.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

CANES will continue to offer graduate-level courses that will meet requirements while students complete their progress through the program. Advising and faculty support will continue to be available to these students. Adjustments may be required to allow exceptions and alternatives to published requirements, the better to accommodate individual student needs.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will no longer be offered?

Admission to the program have been suspended since Fall 2018; there are no students "in the pipeline." This is a small enrollment program, with few applications received each year. Applicants will be contacted and informed of the suspension in admissions.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Students may be readmitted to the PhD-CANES, MA-CANES. Accommodations to requirements will be allowed to complete the program.

Teach-out plan: D) Provide any other information relevant to teach-out planning.

There are three students enrolled in the program.

The department has developed a teach-out plan for each in consultation with the Graduate School and with Assoc Dean for Arts & Humanities.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name [Last, First]</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Aylward, William</td>
<td><a href="mailto:aylward@wisc.edu">aylward@wisc.edu</a></td>
</tr>
<tr>
<td>Department Chair Faculty Director</td>
<td>Hutton, Jeremy</td>
<td><a href="mailto:jmhutton@wisc.edu">jmhutton@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Landis, Toni</td>
<td><a href="mailto:tlandis@wisc.edu">tlandis@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date? No

Please explain. "Classics" Options of MA and PhD in CANES is currently engaged in five-year review. A key point of discussion in that review is whether to continue the parent/child structure or explore development of a new option designed to be of interest to a larger number of students. Action related to "Classics" option will consider guidance arising from this review.

Are all assessment plans in the home academic unit up to date? No

Please explain. Undergraduate plan is on file; no graduate program assessment plan available. CANES graduate program will be engaged in five-year review; this will be addressed as part of that review.

Are all assessment reports in the home academic unit up to date? No

Please explain. CANES graduate program will be engaged in five-year review; this will be addressed as part of that review.

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 No

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning diverse practice settings.

**Program will be discontinued; submission of plan is moot.**

Parent Value

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

**Program will be discontinued; submission of plan is moot.**

Parent Value

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professor relevant.

**Program will be discontinued; submission of plan is moot.**

Parent Value

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 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, ma...
Students apply to the Ph.D. in Classical and Ancient Near Eastern Studies through the named option: Classics.

Guide Admissions/How to Get In tab

Applicants for graduate study may enter the program with either a B.A. or M.A. (M.A., M.Div., Th.M.) degree. For the Classics option, candidates are expected to have cove

Applicants are evaluated on the basis of previous academic record, Graduate Record Exam (GRE) scores, letters of recommendation, the writing sample and a personal st

All applicants to the program must apply online by January 5. ONLY select the M.A. application if you plan on a terminal M.A. at UW-Madison; all other applicants selec

As part of the online application process, you will be asked supplemental questions regarding your level of language preparation and expected to upload the information li

Writing sample of scholarly work no more than 25 pages (optional).

Transcripts or academic records from each institution attended. You may upload unofficial copies for department review. International academic records must be in the ori

Official Graduate Record Examination (GRE) score report sent from the Educational Testing Service (ETS). Use institution code 1846 to route your results to the UW Grad Sc

TOEFL or MELAB for all international applicants.

Statement of purpose (citing your reasons for graduate study),

Curriculum vitae listing language experience, awards, honors, etc.

Three letters of reference. You must submit your requests to all three of your references as part of the online application. Recommenders will receive a notice via email anc

Approved Shared Content from /shared/graduate-school-admissions/

Last Approved: May 14, 2020 3:38pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate Sch program(s) you are interested in, apply online.

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.

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/

Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>University General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>See Named Options for policy information.</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>36 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>See Named Options for policy information.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>See Named Options for policy information.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research cred require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next e</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>See Named Options for policy information.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>See Named Options for policy information.</td>
</tr>
<tr>
<td>Doctoral Minor / Breadth Requirements</td>
<td>All doctoral students are required to complete a minor. Students may not complete a minor with the same name as their r</td>
</tr>
</tbody>
</table>
Required Courses

Select a Named Option for courses required.

Named Option

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing following named option:

REGISTRAR PLEASE REMOVE THE "HEBREW BIBLE" TILE

Classical and Ancient Near Eastern Studies: Classics, Ph.D.

Classical and Ancient Near Eastern Studies: Hebrew Bible, Ph.D.

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Named Option Requirements

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Oct 15, 2020 8:18am

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to their personal or professional life.

Evening/Weekend: Courses meet on the UW-Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantage of attending classes with other working professionals.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>72 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>36 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Including requirements for the M.A., 54 credits out of 72 total credits must be completed in a combination of graduate and undergraduate courses. Courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course General Education Requirements.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required</td>
</tr>
</tbody>
</table>
| Other Grade Requirements              | The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) and higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next course.
| Assessments and Examinations          | Reading competency in German and French or Modern Hebrew (by exam) |
|                                      | Proficiency in Biblical Hebrew by exam, to include:
|                                      | Translation of passages, together with textual and philological notes, and consultation of the Septuagint, Targum, and Peshe... |
Grammatical parsing, pointing of unpointed texts, production of forms. Discussion of Biblical Hebrew in its Semitic context, translation of Hebrew epigraphic texts (in Paleo-Hebrew script), together with:

- Proficiency in Semitic languages by exam, to include:

  Translation of texts written in Canaanite dialects, Ugaritic, Aramaic, Syriac, and Akkadian. Some of the texts will be read in the original.

- General Exam, based on reading list and coursework

Language Requirements

- Students must demonstrate reading competency in German and either French or Modern Hebrew. Students must demonstrate proficiency in reading competency in at least one of the following languages for the completion of degree

Doctoral Minor/Breadth Requirements

- All doctoral students are required to complete a minor. Students may not complete a minor with the same name as their major.

### Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEBR-BIB 701</td>
<td>Aramaic I</td>
</tr>
<tr>
<td>HEBR-BIB 702</td>
<td>Aramaic II</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 703</td>
<td>Ugaritic Texts</td>
</tr>
<tr>
<td>HEBR-BIB 704</td>
<td>Canaanite Dialects</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 705</td>
<td>Syriac I</td>
</tr>
<tr>
<td>HEBR-BIB 706</td>
<td>Syriac II</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 700</td>
<td>Advanced Near Eastern Languages (Akkadian I &amp; II)</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A maximum of 6 credits of Greek at Intermediate level (300 and above) or higher. Other languages may be taken with approval.</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 743</td>
<td>Pentateuchal Narratives</td>
</tr>
<tr>
<td>HEBR-BIB 744</td>
<td>Pentateuchal Legal Codes</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 751</td>
<td>The Book of Isaiah</td>
</tr>
<tr>
<td>HEBR-BIB 752</td>
<td>The Book of Isaiah</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 754</td>
<td>Wisdom Literature: Job</td>
</tr>
<tr>
<td>HEBR-BIB 755</td>
<td>Psalms</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 799</td>
<td>Independent Study (Samuel I &amp; II)</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>CLASSIS/HEBIS 452</td>
<td>Biblical Archaeology</td>
</tr>
<tr>
<td>HEBR-BIB 723</td>
<td>Classical Hebrew Linguistics: Historical and Descriptive</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 credits in one graduate-level course in the department as approved by the Hebrew Bible director of graduate studies (this may be a 799 or, preferably, an approved course)</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 credits in three graduate-level courses approved by director of graduate studies (“Minor courses”)</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 credits from one seminar</td>
</tr>
<tr>
<td>CLASSIS 900</td>
<td>Advanced Seminar in Theory and Methodology</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 951</td>
<td>Seminar-Biblical Studies</td>
</tr>
</tbody>
</table>

**Total Credits**

**Total credits required:**

**Parent Plan Graduate Policies**

Students should refer to the named option for policy information: [Classics](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)

**Guide Graduate Policies tab**

Approved Shared Content from /shared/graduate-school-policies/

Last Approved: May 18, 2020 11:25am
The Graduate School's Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond program faculty. Policies set by the academic degree program can be found below.

Named Option-Specific Policies Graduate Program Handbook A Graduate Program Handbook policies and requirements is forthcoming from the program. Named Option-Specific Policies

Prior Coursework

Graduate Work from Other Institutions
With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions. Coursework earned five or more years prior requirements.

UW–Madison Undergraduate
With program approval, no more than 6 credits from a UW–Madison undergraduate degree are allowed to count toward the degree by fulfilling the Intermediate Hebrew or Intermediate Biblical Hebrew (I).

UW–Madison University Special
With program approval, students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. These credits are not allowed to satisfy requirements. UW–Madison coursework taken as a University Special student would not be allowed to count toward the 50% graduate coursework.

Probation
The Graduate School regularly reviews the record of any student who earned grades of B, C, D, F, or incomplete in a graduate course (300 or above), or grade of U in residence or in being suspended from the Graduate School.

Good standing (progressing according to standards; any funding guarantee remains in place).

Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

ADVISOR / COMMITTEE

Candidates for the Ph.D. should form a provisional dissertation committee the semester before they intend to complete their last preliminary exam and reach dissertation status.

During the first semester of dissertation status, candidates will schedule a dissertation proposal defense to discuss the proposal's viability. Under the guidance of their designated advisor, the candidate will be responsible for preparing a proposal that includes a synopsis of each chapter and a timeline for scheduled completion. The dissertation committee must have at least four members representing more than one graduate program, three of whom must be UW–Madison faculty. The dissertation committee will meet at least once per quarter.

The final composition of the dissertation committee must have at least four members representing more than one graduate program, three of whom must be UW–Madison faculty. The dissertation committee will meet at least once per quarter. At least one of the four members must be outside of the student's major program or major field (often from the minor field). On advisor, the candidate will distribute the final document to all committee members at least four weeks before the anticipated defense date. If the committee supports the defense, the committee defense will be scheduled for the academic year only. Graduate students may not hold a dissertation fellowship in any semester following the semester of their defense.

CREDITS PER TERM ALLOWED

15 credits

Time Constraints
A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within five years after passing the preliminary examination may be required to take an examination a second time.

Doctoral degree students who have been absent for ten or more consecutive years lose all credits that they have earned before their absence. Individual programs may have different requirements for meeting program requirements; coursework may not count toward Graduate School credit requirements.

Grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/

Last Approved: May 14, 2020 3:39pm

These resources may be helpful in addressing your concerns:
Bias or Hate Reporting
Graduate Assistantship Policies and Procedures
Hostile and Intimidating Behavior Policies and Procedures
Office of the Provost for Faculty and Staff Affairs
Dean of Students Office (for all students to seek grievance assistance and support)
Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-employment assistance)
Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)

Approved Shared Content from /shared/letters-science-grievance-policy/

Last Approved: May 14, 2020 2:37pm

Students should contact the department chair or program director with questions about grievances.

Other

All applications received by January 5 are eligible for fellowship, scholarship, and graduate assistantship opportunities. For applications received after the deadline, although you may be eligible for department funds such as teaching assistantships, project assistantships, research assistantships, or department fellowship.

Program Learning Outcomes and Assessment

<table>
<thead>
<tr>
<th>Parent Program Learning Outcomes</th>
<th>Articulates research problems, potentials, and limits with respect to theory, knowledge, or practice in the field of Classics or Hebrew Bible.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formulates ideas, concepts, and approaches beyond the current boundaries of knowledge within Classics or Hebrew Bible.</td>
</tr>
<tr>
<td></td>
<td>Creates research and scholarship that makes a substantive contribution.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates breadth within their learning experiences.</td>
</tr>
<tr>
<td></td>
<td>Advances contributions of Classics or Hebrew Bible to society.</td>
</tr>
<tr>
<td></td>
<td>Communicates complex ideas in a clear and understandable manner.</td>
</tr>
<tr>
<td></td>
<td>Fosters ethical and professional conduct.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.
Committee Composition and Charge

On June 17, 2020, Dean Eric Wilcots convened a committee to review academic programs in the department of economics. The committee was composed of Professors Jon Pevehouse (political science), Markus Brauer (psychology), and Scott Straus (political science). Pevehouse was appointed as chair and Straus represented the Graduate Faculty Executive Committee.

Our committee was charged with reviewing the undergraduate and graduate programs in Economics. Our charge did not include a review of the 131 terminal Masters program in Graduate Foundations, which had been reviewed the previous year. Although it was mentioned in some of our discussions, our review contains no analysis or recommendations for the terminal Masters program.

Procedures

In August, the committee set a timetable to read the self-study of the program which we had received in the summer as well as consider any other materials we felt would be relevant. On September 24, the committee met via Zoom to discuss how to structure our meetings with relevant department stakeholders and to request additional information from the Department.

We immediately communicated with the chair of the department, Ananth Seshadri, to assist in setting up meetings and with sending the committee additional data concerning the graduate and undergraduate programs. We note that Seshadri was exceptionally helpful and professional in facilitating all conversations and group meetings, in addition to quickly giving the committee access to additional data resources.

We began our conversations with a meeting with Seshadri on October 5th where we discussed general questions about the self-study as well as any other issues that he or the committee would be relevant for the review.

The committee then interviewed 5 groups via Zoom:

On October 5, we interviewed the PhD team consisting of graduate coordinator Kim Grocholski and Professors Kenneth Hendricks, Ananth Seshadri, and Marek Weretka.

October 8, we met with 8 PhD students in the economics graduate program. The students ranged from 2nd year to 6th year in the program.

On October 12, the committee met with 11 undergraduate majors all of which were juniors or seniors.
Also on October 12, we met with the undergraduate team consisting of advisor Alicia Bingen, and Professors Dan Quint and Chris Taber.

Finally, on October 13, the committee met with 13 members of the economics faculty to discuss the self-study and other issues relevant to our report.

After drafting much of our report, we met with Seshadri on November 2 for a final time to clarify any uncertainties in our notes or data about the department.

Findings

The self-study presented a picture of a department that was doing well in both its undergraduate and graduate missions. It did point to some specific areas that needed improvement especially regarding diversity and graduate placement. Our overall assessment matches the self-study: there are many positives associated with the economics department. Faculty, staff, graduate students, undergraduates of the department report high satisfaction levels with the department and its programs. There is much to be praised in the functioning, collegiality, and vision of the department.

Undergraduate Program

Beginning with the undergraduate program, the self-study reported largely satisfied students based on teaching and graduation surveys. Our discussion with students, advisors, and faculty suggests the same. Students feel supported by the academic staff and faculty; course offerings, especially at the upper levels, are sufficient; and students have opportunities to interact with faculty and extracurricular groups in the department. The career services and academic advising staff received high praise across the board. The career services office was praised for helping students with internships and job searches. Few departments on campus have this type of career services staff and it was clear to the committee that the economics department has gotten this right. Although we did not interview staff members in the career services office, this group received unreserved positive feedback from students.

Advising is also a significant strength in the economics department. Students and faculty consistently praised the undergraduate advising team for their attentiveness, helpfulness, and professionalism. Students reported that even as non-majors, seeking to learn more about the department and its requirements, advisors were quick to respond and provide support.

One area for improvement noted in the self-study dealt with diversity in the areas of gender and underrepresented minorities. We found, consistent with the report, that on the variable of gender, the department had done a better job recruiting a more diverse undergraduate student body over time. Female majors rose by nearly 100 students between 2015-2016 (n=277) and 2019-2020 (n=374). Some of this effort involved assisting in studies by the American Economic Association to identify why female students who had taken the introductory courses failed to declare economics as a major, while male students were more likely to do so even when their
grades in these courses were lower than those of the female students. The result of this collaboration was a more aggressive effort to encourage female students to declare the major even when their grades in the gateway courses were not all A’s. There is also an active undergraduate-led group called Women in Economics (WIE) in the department that has been active in promoting efforts at inclusion and assessing climate for female students.

Recruiting members of underrepresented groups has proved more difficult, although the department has made some progress. The number of African American majors has held steady, though has not increased appreciably. Latinx majors, however, have increased over the past five years: from 30 to 46.

The department recognizes their limited success to date and is attempting to improve student diversity in a number of ways. First, the WIE Group, with funding assistance from the department, has travelled to local high schools to give presentations to high school students to educate about the economics major, with a particular focus on women and underrepresented groups. In this way, the department hopes that students matriculating to UW will be less intimidated by the economics major. Second, the department has increased its offerings of topics-oriented courses at the upper and lower levels, especially in topics that may be of more interest to women and students of color. Finally, the department has supported student groups in their efforts to assess issues relating to climate in the department, including supporting a climate survey conducted by the Wisconsinites for Inclusion and Diversity in Economics (WIDE).

Given the large number of students that take undergraduate courses in economics from across the college, we pressed both faculty and students on any bottlenecks for students in moving through the program. None were reported by either group and the data show that time-to-degree for the department has held steady in the last five years: from 3.98 (2015) to 3.84 (2019). Given the larger number of economics majors over that same period, we view this consistency as a significant accomplishment.

It should be noted that the department does carry a heavy teaching burden given that students from majors ranging from international studies to pre-business are required to take economics courses. The department does employ several lecturers (titled Adjunct Faculty) to cover their basic introductory courses, but these lecturers are consistent over the years, and both the advising staff and faculty report that the chair keeps a close eye on the performance of these lecturers to ensure quality teaching.

One issue that the undergraduate student group identified as a place for improvement was outreach to prospective majors. Many of the current majors felt that the department could do better in marketing itself including available courses, the advantages and possible career paths of the major, as well as student programs and opportunities. Several felt more could be done to dispel the belief that the major was for “future economists and business school applicants”.

Graduate Program
The graduate program also appears to be in excellent shape. Three issues were raised in the self-study: funding, placement, and diversity. In our discussions with faculty members and graduate students these three issues also rose to the forefront in conversations. In addition, the issue of faculty-student publications was mentioned on multiple occasions.

The self-report notes that, despite the high-quality faculty in the department, recruiting talented graduate students remains a challenge. The faculty are especially frustrated over the inability to compete with peer institutions such as Michigan. Graduate faculty advisors and the graduate program coordinator report that one challenge is that most peer institutions offer fellowships to all incoming graduate students, keeping them out of the classroom. The department estimates that roughly half its incoming class are assigned TAships. Were the department to consider a smaller number of students who all could be fully funded, it would face a structural constraint: given that the department is teaching a high number of undergraduates, the department needs to recruit graduate students as Teaching Assistants. The graduate coordinator estimated that the department needs 70 TAs in the fall and 62-65 in the spring in a typical year. Some faculty also noted that recruiting a larger class of incoming students made sense in order to see which would take to the field; knowing ex-ante who would be a great student posed challenges.

Placement was also a matter of concern for faculty and graduate students. While the department has been successful in placing students in private industry and government institutions, the faculty felt that placement in academic institutions should be better. As faculty discussed the issue, some wondered whether the department was providing enough “value added”. To that end, the department has initiated a number of reforms in recent years that are designed to improve graduate education, in particular the third year as students transition from consumers of research to producers of research. In particular, the department introduced “research incubator” courses in the third year; created additional mentorship opportunities for second year students that carry over into the second year summer; and established a data science “bootcamp” after the first year in order to help students who wanted to do high-level empirical research.

Several of the graduate student concerns can be grouped under the topic of transparency. Some mentioned that there was an uneven distribution of resources: some students received RAships, co-author opportunities, and more extensive advising. The issue of opportunities for co-authored papers was raised on multiple occasions. On the one hand, the students understand that not all faculty enjoy working with student co-authors and that such opportunities must be earned. On the other hand, the students reported that the issue of co-authorship was rarely discussed and that the process of choosing student co-authors is rather opaque, which has led to the impression that certain students are favored over others.

In a similar vein, graduate students noted that how TAships are assigned was not particularly transparent. They found this consequential given that some TAships were more work than others. Finally, students also noted that some fields were more welcoming, which influenced the direction of a student's interest. This issue is likely related to another concern raised by graduate students which is the distribution of students across the fields themselves.
Our understanding of the economics program is that students are not recruited into a field but rather choose one after initial coursework and PhD exams. Given the perceived heterogeneity across fields in quality of student-faculty interactions, combined with the market prospects for some fields, the result seems to be an uneven distribution of students that does not necessarily match the distribution of faculty. This imbalance leads to complaints on the part of both students and faculty: students feel they compete for time and research opportunities with a small number of faculty while faculty noted heavy advising burdens for some faculty compared to others.

Another topic discussed under the heading of placement was the increasing rate of PhD students entering the private market, especially going to tech companies. Two issues arose under this topic. First, some faculty (although not all) expressed frustration that students were entering the private market (mostly due to higher salaries), which did not help the department’s academic reputation. Second, while the faculty suggested that students were treated the same regardless of whether they wanted an academic career versus a private-sector job, the graduate students were very clear they did not perceive that to be the case. The students suggested that faculty prioritized students on the academic track at the expense of those who let it be known they were interested in private-sector jobs.

Students and faculty both praised a recent innovation of field workshops where students presented their working papers for peer and faculty feedback. This innovation, along with others implemented in the past year, arose from faculty and student concerns over the progress of second-year students in the program. These changes also include faculty members teaching courses in the second-year sequence reaching out to second-year students to discuss their research interest and to “match” students to faculty for advising and discussion of research ideas. Finally, new third-year courses will be offered to help graduate students further refine their research ideas into potential publications or dissertation papers.

The issue of diversity raised in the self-report was a common theme in the discussions about the graduate program. On the issue of gender representation, the department has made tremendous strides and is ahead of its peers and the discipline in terms of female graduate student recruitment. Recent cohorts have been at or around parity in terms of gender balance. We heard no evidence of climate-related concerns from female graduate students. In our discussions with the graduate students in the program, they noted the faculty and leadership’s reception to suggestions. Both faculty and students noted the formation of Wisconsinites for Inclusion and Diversity in Economics (WIDE), a graduate student-led group that facilitates discussions of issues of diversity and equity in the department. Our committee met with the leaders of the group who affirmed the receptivity of the department, while noting that department leadership was active in seeking out the group’s input.

On the issue of minority representation, the department has had a more difficult time recruiting students. Like other departments on campus, the faculty report they are often outbid by other programs in terms of packages. The department has undertaken efforts to solve this problem: AOF-eligible students are given multi-year fellowship; faculty have reached out to HBCUs such
as Howard in an attempt to network with undergraduate economics majors at those schools; the department is prioritizing recruitment of underrepresented minority faculty members.

In general, the department leadership and faculty are aware, active, and committed to diversify the faculty roster and student body. On the faculty side, the department recognizes that it lags behind its peers on the number of women and underrepresented minorities on faculty. The department leadership notes this is yet another factor that makes recruiting a more diverse student body more difficult. The department has sought funds through the TOP program to diversify faculty, even requesting permission to hire new faculty based on TOP program criteria, but using internal department funds earned from its 131 program. In 2019-2020, the department made offers to five female economists to join the department. In sum, the department is working to diversify its faculty.

As with the undergraduate program, advising is a strength in the graduate program as well. Students reported faculty were generally open with their time for advising. The graduate program coordinator, Kim Grocholski, was given high marks by students as was the entire department staff team. In general, the graduate students felt the staff of the department were incredibly helpful and kind.

One final note concerning the terminal masters program, known as the Graduate Foundations Degree. A review of the program was not part of our remit, yet the program came up in nearly every conversation and always in a positive light. The 131 program has brought tremendous resources to the department, facilitating better pay for graduate students, more faculty lines, and the ability to recruit talented MA students who can then be “screened” for the PhD program here at UW.

**Recommendations**

We conclude the report where we began: in the committee’s view, the economics department is a highly-functioning and successful department. Some of our recommendations are endorsements of ongoing efforts in the department. Others are suggestions to further the diversity goals in the department.

First, in the area of diversity of faculty and students, we suggest the department increase the visibility of its diversity efforts. Just as the undergraduates we spoke to suggested the department “undersells” itself, we suspect many of the diversification efforts by the department have flown under the radar of students and possibly those in the field of economics. To take one example, the department web page has no statement of diversity. Faculty should also tap their professional networks on all diversity efforts, ranging from faculty hiring to graduate recruiting. Faculty should reach out to colleagues to encourage them to have their underrepresented minority students apply to UW. Faculty can also reach out to PhD alumni for the same purposes.
The department could also attempt to build more bridges to programs like the McNair Scholars or Summer Research Opportunity Program. The latter program would allow undergraduates interested in economics to spend several weeks on UW's campus, taking courses from and working with economics faculty as they consider applying to graduate school. The department could have a “welcoming weekend” for underrepresented minority students to visit the department to discuss their interests with faculty and current graduate students, as well as learn about the admissions process at UW.

There are a number of other suggestions to increase faculty and student diversity. On the faculty hiring side, the department could require job applicants to write a diversity statement explaining what they will contribute to the department's diversity and how they would plan to help the department's efforts to diversify its student body and faculty. The department could develop an "underrepresented minority recruitment plan" (this could apply to both graduate students and faculty).

We would also endorse the establishment of a climate and diversity committee to discuss, coordinate, and institutionalize some of these programs.

One specific area where the department could devote energy is the recruitment of underrepresented minority students who are admitted into the Ph.D. graduate program. There is a gap between the admitted students and the acceptance rate. The sample size is admittedly small, and we recognize that the market to recruit top underrepresented students is extremely competitive. The department has taken proactive measures, such as offering "super fellowships" (three years or more of guaranteed funding), plus generous summer funding. But perhaps the issue is worthy of further reflection. The department has done a remarkable job of recruiting women graduate students. Is there anything to be learned from that experience that could be applied to the recruitment of underrepresented minority admits?

Second, in terms of the graduate program, it is too early to evaluate the recent changes in increasing faculty-student coordination in the second and third year, but we suspect those efforts will pay dividends. We would also encourage the department to be as transparent as possible concerning how leadership and faculty allocate resources among graduate students.

Third, we endorse the department's efforts to add classes or research areas that may be more attractive to women and underrepresented groups. This may pay dividends in terms of student diversification efforts. Relatedly, we endorse the idea that faculty hiring should keep this idea in mind as well. Recruiting faculty in more applied fields could bring a larger pool of female and underrepresented minority applicants. In addition, some faculty suggested that the UW Economics faculty could better reflect the current distribution of research in the field. Rather than adopting a "best athlete" approach to hiring, we would endorse a more targeted intellectual approach to future hires.

Fourth and relatedly, there appears to be an allocation problem among faculty and graduate students. Some faculty reported serving on many committees and advising many graduate
students, while others seem to have fewer demands on their time. Our impression is that the chair helps to smooth this allocation by assigning advising and administrative duties of the terminal MA program to faculty members who are less in-demand. This is an innovative solution, yet it still leaves some faculty feeling overburdened. The department could consider moving something akin to a point system to reward faculty who carry heavy advising loads.

We provided the above mentioned recommendations to support the Economics Department's strive for excellence. Many of them address issues raised in the self-report. The recommendations suggest by no means that we think that there are major problems to be addressed by the Department. Quite to the contrary, we would like to reiterate how impressed we were by how highly functioning and productive the Economics Department is. We wish our colleagues good luck for the future and hope they will maintain their high standards for teaching, advising, mentoring, and research.
Overview
The Department of Economics has an array of academic programs at the undergraduate and graduate levels. All programs are included in this review. The department offers a broad undergraduate program that encompasses BA and BS degrees and students can choose from two academic tracks: Economics and Economics with Mathematical Emphasis.

At the graduate level, the department offers both masters and doctoral degrees. The department has two MS degrees: the MS-Economics, Graduate Foundations (MS-EGF) degree and the MS-Economics, Economics (MS-Econ) degree program. The MS-EGF is a standalone non-pooled MS degree program. The department also offers a doctoral degree in economics that trains top-notch economists and culminates in a dissertation.

This portfolio of academic programs allows the department to serve students who seek to join the workforce with a set of valuable tools gained while completing the economics curriculum as well as those who wish to pursue research in economics.

Department-level information
The UW-Madison Economics Department is dedicated to excellence in research and teaching in economics. The department is one of the largest departments in the College of Letters and Science and is home to highly ranked academic programs at the masters and doctoral levels. Many of our graduates go onto exciting careers in a wide range of industries such as banking & finance, economic development, government, marketing & retail, and public policy. In addition to educating large numbers of undergraduates and training graduate students, the faculty produce world class research that is published in the most prestigious journals in the profession.

The Department is committed to supporting the College and University academic mission. Economics provides a lens for critical thinking, problem solving, and data/evidence-based decision-making that extends well beyond economics issues. Moreover, these skills provide a foundation for the lifetime learning that continues after leaving UW. The Department is committed to teaching these principles and celebrates and rewards our teachers who do an especially outstanding job.

The student demand for learning to “think like an economist” and the Department's ability to teach these skills have only been increasing across time. Since the 2009-2010 academic year, credit hours taught in the Economics Department have increased by more than 12%, representing an increase from 5.25% to 6% of L&S total credit hours. Since data was available in the 2011-2012 academic year, undergraduate credit hours have seen a similar rise of almost 9%, representing an increase from 5.70% to 6.24% of L&S total undergraduate credit hours.
Undergraduate Program

At the baccalaureate level, the Department of Economics offers a Bachelors of Arts (BA) and Bachelors of Science (BS). The degree requires 30 credits of coursework in Economics. The Econ UGRD major is set into two tracks which are distinct from degrees: Economics and Economics with a Mathematical Emphasis.

The Economics option requires the following courses:
- Either (Econ 101 and 102) or Econ 111
- Econ 301 or 311
- Econ 302 or 312
- One semester of calculus
- Econ 310
- Two advanced elective courses
- 15 credits of the upper level work in the major must be in residence

The Economics with a Mathematical Emphasis requires the following courses:
- Either (Econ 101 and 102) or Econ 111
- Econ 301 or 311
- Econ 302 or 312
- Three semesters of calculus plus linear algebra or two semesters of honors calculus
- Econ 310
- Econ 410 plus three advanced elective courses
- 15 credits of the upper level work in the major must be in residence

No other tracks are housed within Economics, but students can self-select classes that align with certain areas of academic interest such as trade, macroeconomics, industrial organization, econometrics, or other areas. Any degree-seeking student is eligible to declare the major if the student meets the declaration requirements of two Economics courses completed at UW-Madison and one course in calculus (completed at any institution). Students are required to have a 2.0 cumulative GPA in all economics coursework upon graduation. GPA and classes taken are the only criteria to be taken into consideration for declaring and graduating with Economics. No competitive application is required. If a student wants to double major in Economics and a different major/college outside of L&S it is up to the students’ degree-granting school/college to decide if a student is allowed to pursue Economics.

A faculty member serves as the Director of the Undergraduate Program and a faculty committee, with staff input, makes decisions regarding the program. The department has three full-time academic advisors at the undergraduate level as well as a two career advisors (shared with the Master’s program).
All advisors are assigned to all declared Economic students, and students can schedule advising appointments with any of the three advisors. In addition, the undergraduate academic advising office offers drop-in advising hours four days a week. Students are expected to meet with an advisor to declare the major, which can occur via group advising sessions or an individual session.

Advisors in Economics are trained to be student-centered, recognizing that advising is not only about class selection, but success at UW overall. It is our goal in Economics to not just present information to students, but to communicate it to students in a way that provides them an actionable next step.

For career advising, undergraduate students are able to explore their post-graduation options and take advantage of hands-on training through the Economics Career Development Office (ECDO), which collaborates with SuccessWorks. Students can make an appointment with an economics-specific career advisor and can take advantage of career preparedness learning opportunities such as case competitions, LEAD@Econ leadership training program, Lunch & Learn events with employers, Graduate School panels, Resume review seminars, and other professional development events and groups. As of May 2019, 59.44% of graduates reported they had either been accepted to a graduate program or received a job offer, and only 32% reported that they were searching for work.

A student survey is sent out each spring to capture student feedback regarding the undergraduate program academic and career advising services.

Graduate Program
The Department of Economics offers both an admitting terminal Master’s degree (MS-EGF) as well as a traditional research-based doctoral degree. Students in the doctoral program may also earn a Master’s degree (MS-Econ) along the way to the doctorate. This array of graduate programs allows the department to serve students interested in pursuing an economics career as well as those who would like to pursue research in economics.

MS-EGF
The MS-Economics, Graduate Foundations (MS-EGF) program aims to prepare students for high-level professional careers in industry or further study for a doctoral degree in economics or related fields. This supports the mission of the economics department, which is dedicated to excellence in research and teaching economics. The MS-Economics, Graduate Foundations is the only admitting MS-Economics program and thus provides a bridge between baccalaureate and doctoral level study as well as more advanced training for careers. The program provides financial support for the department and contributes financially to the College and University.

The current degree requirements for the MS-EGF include 30 credits, with at least half of the coursework being completed in graduate-level courses. Following graduate school degree requirements, a 3.0 cumulative GPA is required to earn the degree. The MS-Economics, Graduate Foundations students enroll in a set of seven core courses which includes coursework in microeconomics, macroeconomics, and econometrics. In addition to the core courses, master’s students take three electives of their choosing. Most students complete the degree in four semesters (two years) though it is possible to complete the required coursework in three semesters. The program primarily admits for fall term but started spring term admission for the Spring 2019 Semester. The core courses are taught on campus in a face-to-face format through both lectures and discussion sections.

http://guide.wisc.edu/graduate/economics/economics-ms/economics-graduate-foundations-ms/#requirementstext
For elective courses taken outside of the Department of Economics, the College of Letters and Sciences executes and maintains MOUs with other departments and monitors the enrollment of MS-EGF students in courses taken in other departments and colleges. The past two years, the Department of Economics has focused on increasing the elective course options for students, including popular topics courses that focus on data analytics within the economics field. These new course offerings help prepare students for the workforce.

The faculty director of the MS-Economics, Graduate Foundations program serves as the advisor to all of the MS-EGF students. The MS staff coordinator plays an important role in assisting students with day-to-day questions regarding academic requirements and campus resources. In addition to these formal resources, the department has created other opportunities for the MS-EGF students to interact with faculty and doctoral students. When students take Econ 706, they are split between three faculty members for guidance and feedback on writing a paper that serves as a substantial piece of work to represent knowledge gained in the program. This gives the students an opportunity to work with a faculty member more closely on a written project and receive direct feedback.

The graduate school exit survey was sent to students who graduated with an MS-Econ between Fall 2015 and Summer 2017. 34 students responded to the survey, though the survey responses are for all Econ-MS students, so the response group includes students who earned an MS-Economics as well as those who earned the MS-Economics, Graduate Foundations degree program. In this survey, 91% of the students rated the quality of academic advising as good (18.2%), very good (27.3%), or excellent (45.5%). There is an orientation program for each new cohort and activities are scheduled throughout the year.

Students in the MS-Economics, Graduate Foundations program receive tailored career resources through the Economics Career Development Office (ECDO). Through the ECDO students have access to two full-time career advisors who are dedicated to connecting economics students with employers. In addition to meeting one-on-one with a career advisor, students can attend MS-Economics, Graduate Foundations career events held throughout the semester.

**MS-Econ**
The MS-Econ is a non-admitting degree program. Students admitted to the Economics Ph.D. program are eligible to earn the MS-Econ once they have completed 30 credits, with half of the degree coursework (15/30) as graduate-level coursework, and seven required courses (703, 709-710, 711-714). These seven courses differ from the MS-EGF core course sequence and students must maintain a 3.0 cumulative GPA. The department requires a grade of ‘B’ or better in at least three of the six required courses.

**PhD**
The Economics doctoral degree requires 51 credits and at least half of degree coursework (26/51 credits) must be in graduate-level coursework. The degree requires a 3.0 cumulative GPA. The doctoral program follows a cohort model and each cohort enrolls in a required set of seven core courses during the first year (Econ 703, 709-710, 711-714). Students receive feedback on their progress each year in the program through various milestones. After the first year, students are required to take comprehensive exams in microeconomic and macroeconomic theory over the summer. During the second year of the program students take coursework in one of the seven fields informally offered within the department as well as complete the coursework for a doctoral minor. Doctoral students write a paper which serves as the preliminary exam for the program by December 15th of the third year.
After completing the required coursework and passing the preliminary exam, students move to dissertator status.

During the fourth year of the program, students complete a three signature proposal regarding their dissertation research. After the fourth year, students are required to submit yearly progress reports each spring if they are not defending that academic year. The doctoral degree culminates with the students writing a dissertation, giving an oral defense, and depositing the dissertation once it is approved. The Economics profession has a formal job market for students looking for academic, government, not-for-profit, or private sector jobs. Students receive professional development formally through the department with a mini job market conference, opportunities to publically present their research, and mock interviews with faculty outside their fields.

Incoming doctoral students are offered five years of guaranteed funding and this funding takes the form of various graduate assistantships including Teaching Assistants, Research/Project Assistants, and Fellowships. The department has consistently worked to explore new avenues to increase the number of fellowships for doctoral students to be competitive with peer institutions.

Incoming Ph.D. students are advised by the Director of Graduate Studies in our department. During the second and third years of study, students take courses in specific fields and begin to work more closely with faculty in these fields and select a faculty advisor. Students are then matched with a faculty advisor. Faculty advise students individually. In addition, each field has a weekly lunch seminar for the group of graduate students in the field. These seminars provide an opportunity for students to receive feedback on research from faculty in the field (in addition to their advisor) and gain practice presenting research. Based on department records, the number of advisees per faculty member is 3.18 (excluding the DGS). In addition to faculty advisors, the doctoral program has one full-time staff member serving as the graduate coordinator as well as a staff member who spends half of her time working with the doctoral students as the graduate advisor. Reviewing the graduate school survey data, over 92% of students stated their primary faculty advisor was "very helpful" (81.2%) or "somewhat helpful". This data shows our department is doing well to support our students throughout their graduate education.

The doctoral students have a lively community and there are several informal student groups who organize events and bring any concerns to the faculty. The department also has 2-3 social events each semester for faculty, students and their families. Students run a weekly research seminar series where students present work-in-progress to each other for feedback.

Aspirations:

Undergraduate
The Department aspires to offer a rigorous undergraduate program which teaches economic fundamentals and approaches to a large, diverse set of students, while also offering rigorous preparation to those who want to continue on to graduate school. The specific learning goals of the undergraduate major are:

- Understand the fundamental concepts of economics and how those concepts apply to real world issues.
- Construct and evaluate economic models, their assumptions, and conclusions.
- Acquire a diverse set of skills and strategies in mathematical reasoning/statistical and computational techniques/deductive logic/problem solving.
• Use mathematics/computational/statistical techniques to analyze real world situations and policies.
• Use economic analysis to critically evaluate public policy proposals.

Academically, we aim to offer phenomenal instruction in our introductory and intermediate core courses (taught primarily by permanent lecturers) and a variety of more specialized advanced courses taught primarily by faculty in their areas of interest and expertise. Course evaluations are taken seriously, and we often reevaluate teaching assignments in light of feedback on courses; in recent years, we’ve significantly expanded the range of upper-level courses offered, giving students more ability to find courses matched to their interests while also reducing the logjam in advanced electives required to complete the major.

In addition to academics, we aim to offer a thriving, stimulating intellectual atmosphere and an inclusive, supportive environment. We support a number of student organizations and extracurricular opportunities such as Women in Economics, the Economics Student Association, the Global Economic Forum, and the Federal Reserve Challenge, organize and sponsor outside speakers, and hold an annual awards ceremony to honor many of our best students. We also see economics training being sought after in the marketplace, and aim to support our students in finding promising career opportunities both during and after college; we offer career counseling and networking events, and have partnered with outside employers to organize and run case study competitions. This past spring’s survey of graduating students revealed that 80% had met with faculty outside of class more than once, 97% had met with an Econ academic advisor, 61% had met with an Econ career advisor, and 62% had attended an ESA, Global Economic Forum, or Women in Economics event.

MS-EGF
Academically, the Department strives for masters students to receive world-class training in economic fundamentals, analytical thinking, and statistical analysis. These goals are further elaborated upon in the program learning outcome goals:
1. Demonstrates understanding of core economic principles and theories in microeconomics, macroeconomics, and econometrics;
2. Uses econometric methods to communicate empirical questions in writing; and
3. Conducts empirical research following ethical principles of the discipline for using sources.

The Department aspires for its graduating masters students to move on to their desired careers in economics or further study in Ph.D. programs and, more importantly, for these students to thrive as practicing economists in their post-UW masters pursuits.

The Department would like to maintain the involvement of its core faculty in master’s program training, and to allow for enough flexibility in the program objectives to evolve with the demands of the economics profession. A good example of this flexibility is the continued incorporation of data science elements in the curriculum. Data science is now a highly demanded component of masters-level economics training. This growth in the master’s curriculum has a direct positive impact on the undergraduate program, allowing advanced undergraduates more options for their training.

Assessments of these goals is further discussed under “Evaluation” below.
The Department of Economics doctoral program is designed to provide a deep and substantive understanding of the most sophisticated version of economics fundamentals and, through individualized faculty advising, train students to consume and produce cutting-edge economics research. The Department aspires for students to use their training to pursue an impactful career as an economist and/or continue pursuing research in academic or policy institute settings.

The PhD learning goals provide a more detailed description of the steps toward these aspirations:

1. Establishes a firm grounding in economic theory.
2. Exhibits expert depth of knowledge in one of the fields of specialization in the Economics department.
3. Demonstrates command of the tools needed to conduct and assess empirical research in economics.
4. Creates and presents research that makes a substantive contribution to the field.
5. Follows ethical principles of the discipline in using sources in research.

By the end of their PhD training, students should be content experts within one or more sub-fields of economics. Experts should have the ability to read and understand recent research in their area and to translate and discuss the latest findings with non-experts. Experts should also be capable of contributing to the latest work in their main area.

The Department aspires to maintain an integrated academic program across all levels of instruction aimed at providing challenging, timely, and practical economics training to all students. We strive to uphold the broader academic mission of the University and College through our instruction and other support services provided to students. We consider the research and teaching strengths of the Department to be strongly interdependent and, in that vein, the Department aspires to continue to support the research environment of the Department through its faculty and their engagement with students as researchers.

Evaluation:

Undergraduate program:
The undergraduate program has continued to grow steadily over the last ten years, in both the number of declared majors and the number of degrees awarded. (We awarded an average of 414 baccalaureate degrees per year in the first four years of the ten-year period, and an average of 490 per year in the last six, most recently awarding 506 undergraduate degrees in 2017-18 and 537 in 2018-19.) Over that time, the share of women among degree recipients has gone up significantly, from 24% in the first three years of the period to 29% in the last three years; the share of minorities among degree recipients has held steady at 11-12%.
Overall Number of Baccalaureate Degrees Granted 2009-2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring (May Graduation)</td>
<td>263</td>
<td>288</td>
<td>258</td>
<td>294</td>
<td>315</td>
<td>334</td>
<td>325</td>
<td>284</td>
<td>354</td>
<td>373</td>
</tr>
<tr>
<td>Fall (December Graduation)</td>
<td>84</td>
<td>88</td>
<td>90</td>
<td>108</td>
<td>116</td>
<td>103</td>
<td>112</td>
<td>94</td>
<td>98</td>
<td>100</td>
</tr>
<tr>
<td>Summer (August Graduation)</td>
<td>48</td>
<td>48</td>
<td>31</td>
<td>57</td>
<td>74</td>
<td>57</td>
<td>54</td>
<td>47</td>
<td>54</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td>395</td>
<td>424</td>
<td>379</td>
<td>459</td>
<td>505</td>
<td>494</td>
<td>491</td>
<td>425</td>
<td>506</td>
<td>537</td>
</tr>
</tbody>
</table>

Total Number of Baccalaureate Degrees Granted to Minorities Over 2009-2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring (May Graduation)</td>
<td>28</td>
<td>37</td>
<td>27</td>
<td>35</td>
<td>26</td>
<td>37</td>
<td>35</td>
<td>36</td>
<td>45</td>
<td>43</td>
</tr>
<tr>
<td>Fall (December Graduation)</td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>12</td>
<td>17</td>
<td>10</td>
<td>8</td>
<td>15</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Summer (August Graduation)</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>52</td>
<td>44</td>
<td>55</td>
<td>49</td>
<td>53</td>
<td>48</td>
<td>56</td>
<td>62</td>
<td>62</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar
Total Number of Baccalaureate Degrees Granted to Minorities Over 2009-2019

Source: Office of the Registrar

Overall Number of Baccalaureate Degrees Granted to Males and Females Over 2009-2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Female</td>
<td>88</td>
<td>108</td>
<td>93</td>
<td>113</td>
<td>147</td>
<td>138</td>
<td>129</td>
<td>113</td>
<td>164</td>
<td>146</td>
</tr>
<tr>
<td>Total Male</td>
<td>307</td>
<td>316</td>
<td>286</td>
<td>346</td>
<td>358</td>
<td>356</td>
<td>362</td>
<td>312</td>
<td>342</td>
<td>391</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar
Time to degree within the undergraduate major has improved over the last several years. Analysis by APIR shows the following average time-to-degree for bachelor’s degree recipients who entered as full-time new freshmen:

<table>
<thead>
<tr>
<th>Year Degree Received</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Time-To-Degree (elapsed calendar years)</td>
<td>4.09</td>
<td>3.98</td>
<td>4.02</td>
<td>3.94</td>
<td>3.84</td>
</tr>
</tbody>
</table>

We believe the offering of a number of courses – both core introductory and intermediate courses, and select electives – as summer online-only offerings has contributed to this improvement.

The undergraduate program assessment plan is based on our five learning goals:

1. Students will understand the fundamental concepts of economics, and how those concepts apply to real world issues;  
2. Students will be able to construct and evaluate economic models, their assumptions and conclusions;  
3. Students will acquire a diverse set of skills and strategies in mathematical reasoning/statistical and computational techniques/deductive logic/problem solving;  
4. Students will use mathematics/computational/statistical techniques to analyze real world issues and policies; and  
5. Students will use economic analysis to critically evaluate public policy proposals.

In the last two years, we have used a mix of direct and indirect measures to assess our success on these goals. We have selected particular exam questions in core intermediate courses which we feel measure outcomes #2 and 3 above particularly well, and examined student performance on these questions. We also several years ago added questions to our course evaluations which asked students to report whether the course had helped them to develop skills corresponding to outcomes #3 and #5 above. On the direct assessment of goals 2 and 3, around 60% of students measured met our standard for success. On the indirect assessment of goals 3 and 5, around 80% of students met our standard.

MS-EGF Enrollments, Admissions/Enrollment
The MS-Economics, Graduate Foundations program directly admits students. The graduate school maintains a Tableau visualization for programs and the data for this section is from that visualization. Here is a chart of applications and new enrollments:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Enrollments</td>
<td>62</td>
<td>77</td>
<td>85</td>
<td>105</td>
<td>85</td>
<td>109</td>
<td>111</td>
</tr>
<tr>
<td>Admitted Applicants</td>
<td>168</td>
<td>158</td>
<td>217</td>
<td>269</td>
<td>230</td>
<td>157</td>
<td>142</td>
</tr>
<tr>
<td>Applicants</td>
<td>201</td>
<td>206</td>
<td>260</td>
<td>292</td>
<td>252</td>
<td>309</td>
<td>351</td>
</tr>
</tbody>
</table>

The number of applications for the MS-GF program has increased slightly over time. The enrollment numbers match department targets and are sustainable:
Economics as a field has struggled with increasing the number of women as well as other underrepresented groups in the field such as targeted minority students. The department recognizes the need to continue to work on increasing the number of students from underrepresented groups in the field.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Count</td>
<td>18</td>
<td>47</td>
<td>66</td>
<td>73</td>
<td>65</td>
<td>68</td>
<td>84</td>
</tr>
<tr>
<td>Male Count</td>
<td>43</td>
<td>86</td>
<td>95</td>
<td>124</td>
<td>122</td>
<td>125</td>
<td>133</td>
</tr>
</tbody>
</table>

Source: UW-Madison, Graduate School Office of Academic Analysis, Planning and Assessment

The department has made strides in attracting qualified women to the program, as indicated above. In addition, the Department has reached out to Howard University to try and set up a pipeline program. These efforts with Howard University have not yet been successful but the Department continues to try and think and explore innovative ways to increase the number of students from underrepresented groups in the program.

MS-EGF degree completion and assessment

The department reviewed the various metrics regarding degree completion in the Graduate School Visualization. The degree completion and time-to-degree metrics in the visualization were calculated for the MS-Economics program. Thus, the department contacted the Graduate School Planning and Policy Analyst for numbers specific to the MS-Economics, Graduate Foundations as found in the Graduate School Visualization. He calculated that the completion rate for the MS-Economics, Graduate Foundations for students who entered Fall 2014, 2015, and 2016 (n=224) and completed by Fall 2018 was 94.2%. This rate matches departmental records indicating a very high degree completion rate.

We focus on providing academic support so students who enroll are able to finish the program. There have been a few cases where medical or family issues prevent a student from finishing. When students struggle academically, the MS coordinator and MS faculty program director meet with the student to outline an academic plan to help the student address any academic deficiencies.
Here are the time-to-degree metrics for graduates from the MS-EGF program for Fall 2014 – Summer 2018:

Total Number of Grads: 313
Median Years to Degree: 1.72
Minimum Years to Degree: 1.32
Maximum Years to Degree: 3.01

The program is designed to be completed in 3 or 4 semesters (fall and spring, excluding summer) and the time-to-degree statistics confirm the vast majority of students finish in this time frame. Examples of support include close mentoring by faculty and more frequent appointments with the MS coordinator to discuss progress and refer to appropriate campus resources.

In addition, the department assesses program learning outcomes each year. There are three approved learning outcomes for the Economics master's programs:
1. Demonstrates understanding of core economic principles and theories in microeconomics, macroeconomics, and econometrics;
2. Uses econometric methods to communicate empirical questions in writing; and
3. Conducts empirical research following ethical principles of the discipline for using sources.

These learning outcomes are assessed both formally through the yearly reports required by the Provost’s office as well as informally, through surveys and discussions with the Economics masters students. As a result of the assessment, additional faculty were added to Econ 706 and new elective courses have been offered to the MS-EGF students. The Department of Economics is excited about the way in which we’ve been able to adapt and augment the Master’s training to respond to the needs of the students and the marketplace.

PhD Enrollment/Admissions/Funding
Over the past ten years, the department has trended towards slightly smaller Ph.D. cohort sizes in order to provide funding for all students for the duration of the program.

<table>
<thead>
<tr>
<th>Applications and enrollment</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2009</td>
<td>Fall 2010</td>
<td>Fall 2011</td>
<td>Fall 2012</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2016</td>
<td>Fall 2017</td>
<td>Fall 2018</td>
<td></td>
</tr>
<tr>
<td>New Enrollments</td>
<td>36</td>
<td>44</td>
<td>25</td>
<td>19</td>
<td>19</td>
<td>13</td>
<td>34</td>
<td>24</td>
<td>22</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Admitted Applicants</td>
<td>132</td>
<td>142</td>
<td>88</td>
<td>97</td>
<td>69</td>
<td>107</td>
<td>138</td>
<td>96</td>
<td>88</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Applicants</td>
<td>497</td>
<td>559</td>
<td>543</td>
<td>599</td>
<td>401</td>
<td>558</td>
<td>486</td>
<td>506</td>
<td>503</td>
<td>471</td>
<td></td>
</tr>
</tbody>
</table>

Source: UW-Madison, Graduate School Office of Academic Analysis, Planning and Assessment

Although there has been some variation in the overall size of the doctoral program, the general goal has been to average around 140 doctoral students in the program:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>137</td>
<td>160</td>
<td>159</td>
<td>151</td>
<td>142</td>
<td>130</td>
<td>145</td>
<td>144</td>
<td>139</td>
<td>136</td>
</tr>
</tbody>
</table>

Source: UW-Madison, Graduate School Office of Academic Analysis, Planning and Assessment
Due to the efforts to control the incoming class size, the department has reduced the number of unfunded students within the program.

In the graduate school chart above, students are marked as “no/low/other funding” if they do not have funding that is tracked through the University. Thus, students with external fellowships, funding from their home country, or who have employment off campus are placed in this category. Here are departmental breakdowns of these categories for Fall semester from 2011-2019:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>External</td>
<td>12</td>
<td>13</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Off-campus</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Not pursue funding</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unfunded</td>
<td>16</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Department of Economics

A second goal of the department for the doctoral program has been to increase the number of women, as women are underrepresented in the economics profession.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>50</td>
<td>57</td>
<td>56</td>
<td>49</td>
<td>42</td>
<td>40</td>
<td>44</td>
<td>46</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>Male</td>
<td>117</td>
<td>112</td>
<td>103</td>
<td>102</td>
<td>103</td>
<td>116</td>
<td>107</td>
<td>98</td>
<td>86</td>
<td>77</td>
</tr>
</tbody>
</table>

Source: UW-Madison, Graduate School Office of Academic Analysis, Planning and Assessment

The department recognizes that attracting minority students to UW-Madison and the economics field is an ongoing challenge. The faculty admissions chair has been exploring different ways to assess candidates more holistically and met with the graduate school to discuss ways to increase minority applicants. As a result, the Department began an outreach campaign to McNair Scholars and the Graduate School’s partner institutions to encourage applications to the program.

In addition to bringing in smaller cohorts, the department has focused on increasing completion rates. This is an ongoing effort and there has been progress. Here’s a snapshot of completion rates from the graduate school:

<table>
<thead>
<tr>
<th>Econ PhD Completion rates: 2008 - 2016 cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Plan</td>
</tr>
<tr>
<td>60.10%</td>
</tr>
</tbody>
</table>

Source: UW-Madison, Graduate School Office of Academic Analysis, Planning and Assessment, information
Graduate school Time to Degree: 2010 - 2019, Economics PhD

<table>
<thead>
<tr>
<th>Time to Degree</th>
<th>% of Total</th>
<th>Distinct count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five years or less</td>
<td>27.40%</td>
<td>37.00%</td>
</tr>
<tr>
<td>5+ to 6 years</td>
<td>37.00%</td>
<td>20.70%</td>
</tr>
<tr>
<td>6+ to 7 years</td>
<td>8.70%</td>
<td>3.80%</td>
</tr>
<tr>
<td>7+ to 8 years</td>
<td>8.70%</td>
<td>2.40%</td>
</tr>
</tbody>
</table>

Source: UW-Madison, Graduate School Office of Academic Analysis, Planning and Assessment

Econ PhD Median time to degree (Graduate School Academic Planning Profiles)
2012-2014: 6.0 years
2015-2017: 6.0 years

The Econ PhD median time to degree is slightly higher than the AAU peer average, based on the Graduate School Academic Planning Profiles. However, examining the AAU Peer Data Tables compiled by APIR, the UW-Madison Economics PhD program has a higher completion rate than peer institutions. For example, at the seven year mark, the Economics PhD program has a completion rate of 70.3% with 8.1% still enrolled compared to AAU peers with 51.9% completed and 12.4% enrolled.

The department vigorously supports students in completing their degrees. We focus on providing multiple opportunities for students to discuss and present their research so they receive guidance in a timely fashion. From a programmatic standpoint, we have milestones that are spaced so students receive feedback on their progress each year. Finally, by cultivating mentors between senior doctoral students and new doctoral students, we aim to build a strong community where new students can learn from their mentors the skills needed to succeed in a rigorous program.

To maintain a strong program, the economics doctoral program assesses student learning through formal and informal mechanisms. The doctoral program has five approved learning goals:
1. Establishes a firm grounding in economic theory.
2. Exhibits expert depth of knowledge in one of the fields of specialization in the Economics department.
3. Demonstrates command of the tools needed to conduct and assess empirical research in economics.
4. Creates and presents research that makes a substantive contribution to the field.
5. Follows ethical principles of the discipline in using sources in research.

Following the assessment plan devised by the faculty graduate committee, these goals are assessed according to the departmental assessment plan as well as through internal departmental initiatives such as student surveys and informal feedback via an informal economics doctoral student leadership group.

The department has carefully tracked student success in the comprehensive and preliminary exam processes. Currently, the department is examining the third year and transition to research. The faculty voted to pilot two topics courses for the upcoming (2020-2021) academic year to more closely mentor students as they launch their research agendas.
Conclusions and Recommendations

Over the past ten years, the UW Department of Economics has added to and evolved its academic programs in a variety of ways to meet the growing and changing demand for economists around the globe. The Department will need to continue this evolution in its research and training mission over the coming years. We hope to add new faculty in growth areas, continue to expand our course offerings, and grow along an inclusive and diverse path.

As we look forward one of our biggest aims is to increase diversity in our program at all levels: undergraduate students, masters students, Ph.D. students, and faculty. In terms of gender, we have improved in all of these areas (particularly Ph.D. students) but we strive to do even better. Some of this will be in the form of a self-study of our climate. Compared to other economics department we think we have a very welcoming and comforting environment for women and minorities. However, a broader study of our profession has uncovered issues that we were not completely aware of and we are striving to improve.

While the undergraduate program has seen significant growth, the Department has endeavored to simultaneously make quality improvements in the academic offerings. In recent years, we have added online courses to meet the increased demand for this form of instruction. We have greatly expanded our support for students through academic advising and career services. While we can’t anticipate the growth of majors or course credits over the coming years, we hope to continue gaining feedback that can lead to further improvement of our academic offerings both in and outside the classroom.

Since our last Department review, one of the most significant changes in the Department has been the addition of our MS-EGF program. This program has required a new set of courses and support services, and has yielded a new energy to the intellectual environment of the Department and the financial ability to add faculty and further support our PhD program. While we do not anticipate accommodating much further growth in the master’s student population size, we have found that we need to maintain extraordinary flexibility to meet the changing academic and support needs of this population. We hope to continue to strengthen our ties to partner programs that can increasingly secure stream of top-notch students. We have set up partnership programs with several Chinese institutions and this has been one strategy to identify a steady flow of good talent. We are also working on setting up a MS program in Financial Economics joint with the Department of Finance at the Wisconsin School of Business.

Our Ph.D. program is strong and we are proud of our students, but at the same time we would like to improve placement outcomes. Some of our peer institutions consistently place their students at more prestigious institutions than we have been able to. Perhaps most disappointing to us is the comparison with the University of Michigan outcomes. In terms of research, we clearly have a better faculty than Michigan. However, their graduate student placement outpaces ours. We believe much of this is due to our competitive disadvantage in attracting students as we offer substantially lower stipends to our students (both now and historically) and the differential in stipends is growing with time. While Michigan funds every first year Ph.D. student with a fellowship, the majority of our first year students are Teaching Assistants. One of our major goals is to increase Ph.D. support so that we can be competitive with our peer programs in terms of attracting students.
ASSESSMENT PLAN TEMPLATE:
UNDERGRADUATE ACADEMIC DEGREE PROGRAMS

This assessment plan template outlines a systematic approach to reviewing the student learning experience for your undergraduate academic degree program. A simple, straightforward assessment plan includes:

- **What** – What are students expected to learn? *Student learning goals that have been submitted can be viewed at Inside Assessment (https://provost.wisc.edu/inside-assessment/).*
- **Where** – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as the learning goals? *A curriculum mapping worksheet is provided on the last page of this template.*
- **How** – How do program faculty know (what is the evidence) that students are learning what they expect them to learn? *Examples of direct and indirect methods of assessment can be found on the UW Madison Assessment website (http://provost.wisc.edu/assessment/doing-assessment.htm).*
- **So What** – After reviewing the assessment activity findings (evidence), determine if students are meeting the expectations. Validate that expectations are being met or consider ways to improve. *Information about annual assessment reporting can be found on the UW Madison Assessment website.*

More information about developing learning goals and an assessment plan guide is available at the UW-Madison Assessment website (http://provost.wisc.edu/assessment/basic-assessment-plan.htm).

Please email your program’s Assessment Plan Template and Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.

**Assessment Plan Template – Undergraduate Degree/Major Program**

Whether program personnel decide to paste information into this template or to utilize a pre-existing document, all bolded items **must** be included and clearly labeled.

**Identifying Information**

School/College: UW-Madison/ L&S  
Undergraduate Degree/Major Program Name: Economics  
Faculty Director Contact/Title: Maria Muniaurria, Faculty Associate, Director of Undergraduate Studies  
Contact Information: munia@ssc.wisc.edu

**Student Learning Goals (What)**

Generally, programs have 3 to 5 learning goals; undergraduate programs must have at least three defined learning goals. List the undergraduate student learning goals for this academic degree/major program below. Feel free to add rows if the academic degree/major program has more than five learning goals. *The student learning goals that have been submitted for your academic degree/major program can be found on the Inside Assessment website (https://provost.wisc.edu/inside-assessment/).*
**Student Learning Goals**

1. Students will understand the fundamental concepts of economics, and how those concepts apply to real world issues.

2. Students will be able to construct and evaluate economic models, their assumptions and conclusions.

3. Students will acquire a diverse set of skills and strategies in mathematical reasoning/statistical and computational techniques/deductive logic/problem solving.

4. Students will use mathematics/computational/statistical techniques to analyze real world issues and policies.

5. Students will use economic analysis to critically evaluate public policy proposals

**Plan for Assessing Each Student Learning Goal**

For each of the degree major/program student learning goals, indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method. While programs do not need to assess each learning goal every year, all learning goals must be assessed within a period of three years.

<table>
<thead>
<tr>
<th>Assessment Planning (How)</th>
<th>Learning Goal #1</th>
<th>Learning Goal #2</th>
<th>Learning Goal #3</th>
<th>Learning Goal #4</th>
<th>Learning Goal #5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will understand the fundamental concepts of economics, and how those concepts apply to real world issues</td>
<td>Students will be able to construct and evaluate economic models, their assumptions and conclusions.</td>
<td>Students will acquire a diverse set of skills and strategies in mathematical reasoning/statistical and computational techniques/deductive logic/problem solving.</td>
<td>Students will use mathematics/computational/statistical techniques to analyze real world issues and policies.</td>
<td>Students will use economic analysis to critically evaluate public policy proposals</td>
</tr>
<tr>
<td>Method for assessing learning (at least one direct method required)</td>
<td>Responses to select questions embedded in assignments and/or tests by students in Econ 301 will be analyzed and collectively reported (direct measure).</td>
<td>Responses to select questions embedded in assignments and/or tests by students in Econ 301 will be analyzed and collectively reported (direct measure).</td>
<td>Responses to select questions embedded in assignments and/or tests by students in Econ 310 will be analyzed and collectively reported (direct measure).</td>
<td>Questions on perceived achievement of stated goal will be asked to graduating seniors. Responses will be collectively reported (indirect measure).</td>
<td>Questions on perceived achievement of stated goal will be asked to graduating seniors. Responses will be collectively reported (indirect measure).</td>
</tr>
</tbody>
</table>

If you have questions, please contact regina.lowery@wisc.edu. (v. 08-23-15)
<table>
<thead>
<tr>
<th>Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle)</th>
<th>Year 1 (2017)</th>
<th>Year 1 (2017)</th>
<th>Year 2 (2018)</th>
<th>Year 3 (2019)</th>
<th>Year 3 (2019)</th>
</tr>
</thead>
</table>

*For examples of direct and indirect methods of assessment, see: [http://provost.wisc.edu/assessment/doing-assessment.htm](http://provost.wisc.edu/assessment/doing-assessment.htm). You may elect to copy and paste this table multiple times if your program has more than five learning goals.*

Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):

   The Director of Undergraduate Studies and the Undergraduate Committee will provide assessment updates to the Economics Department Faculty. Staff members from the Undergraduate team (Undergraduate Coordinator, Career Advisor) will cooperate with the Director of Undergraduate Studies in the gathering and compilation of student assessment data.

2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):

   Annually, in September, assessment reports will be reviewed by the Director of Undergraduate Studies and the Undergraduate Committee. Information will then be presented to the faculty at an “All Faculty” department meeting held in fall semester of each academic year.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):

   After reviewing the assessment reports, the Undergraduate Committee will determine if any items are actionable. This information, along with the assessment reports will be compiled and sent to the Provost’s Office.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):

   The Director of Undergraduate Studies will lead any implementation of actionable items. When appropriate or required, proposals will be developed and go through the appropriate governance steps at that time. If approved, any curricular/programmatic/co-curricular changes will be implemented the following fall semester or thereafter. The department will monitor all new implementations annually.

   For Graduate Degree Program Assessment Plan Template, see [http://provost.wisc.edu/assessment/](http://provost.wisc.edu/assessment/)
**Undergraduate Degree Program Curriculum Mapping Worksheet (Where)**

This worksheet, or similar document, **must be included** with the submission of the program’s assessment plan.

- **Learning Goals** – Enter the academic degree program learning goals identified in the assessment plan on the top row of the following chart. (If the learning goals have been submitted to the Office of the Provost, a pre-populated template is available; contact regina.lowery@wisc.edu) Feel free to add columns if the academic degree/major program has more than five learning goals.

- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included). Feel free to add rows as needed.

- Indicate with a check (X) where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.

<table>
<thead>
<tr>
<th>Curriculum Map (Where)</th>
<th>Enter program-level learning goals and check (X) which course or experience contributes to which learning goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Program Courses or Experiences</td>
<td>Learning Goal #1</td>
</tr>
<tr>
<td></td>
<td>Students will understand the fundamental concepts of economics, and how these concepts apply to real world issues</td>
</tr>
<tr>
<td>Econ 101 &amp; 102 or 111</td>
<td>X</td>
</tr>
<tr>
<td>Econ 301/311 &amp; Econ 302/312</td>
<td>X</td>
</tr>
<tr>
<td>Econ 310</td>
<td></td>
</tr>
<tr>
<td>Two Advanced Electives*</td>
<td>X</td>
</tr>
<tr>
<td>Econ 410</td>
<td></td>
</tr>
<tr>
<td>Econ 590</td>
<td></td>
</tr>
</tbody>
</table>

*Students need to complete two Advanced Electives from the following list: Econ 435, 436,441,442,448,450,451,455,458,460,464,467,468,475,503,522,548

Add additional rows as needed to capture all requirements.
Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.

Please email your program’s Assessment Plan Template and Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.
For Graduate Degree Program Assessment Plan Template, see http://provost.wisc.edu/assessment/

If you have questions, please contact regina.lowery@wisc.edu. (v. 08-23-15)
Summary Report of Econ Undergraduate program assessment: All five learning goals have been assessed over the past three years.

Assessment Activities: AY 2016-17, Econ BA, BS
Which program learning outcomes were assessed?
Learning goal #3: Students will acquire a diverse set of skills and strategies in mathematical reasoning/statistical and computational techniques/deductive logic/problem solving.
Learning goal #5: Students will use economic analysis to critically evaluate public policy proposals.

What type of assessment was conducted? Direct Assessment (LG #5), Indirect assessment (LG #3)
How many students were assessed? #5: 80; #3: 172

Please provide a brief description of how the assessment was conducted.
#5: The faculty member teaching Econ 464, an advanced undergraduate course, embedded a question on one of the exams to assess the learning goal of using economic analysis to critically evaluate public policy proposals.

#3: Course evaluations from Econ 301, a course required for the economics major, from spring 2017 semester were reviewed. The team focused on an evaluation question that pertained to critical thinking skills and student gains in this area.

What percentage of students assessed met the criteria for this outcome? #5: 79%; #3: 94%

Briefly describe the analysis of the results of this assessment project.

#5: Student responses were analyzed using a rubric by the Director of Undergraduate studies and the undergraduate team. The responses were discussed by the undergraduate committee and faculty teaching the course. The results were deemed satisfactory for advanced level students.

#3: The course evaluation results were compiled by the undergraduate coordinator and shared with the Director of Undergraduate Studies. The evaluation results were discussed by the undergraduate team and deemed to be satisfactory.

Assessment Activities: 2017-18, Econ BA, BS
Which program learning outcomes were assessed?
Learning goal #2: Students will be able to construct and evaluate economic models, their assumptions and conclusions.
Learning goal #3: Students will acquire a diverse set of skills and strategies in mathematical reasoning/statistical and computational techniques/deductive logic/problem solving.

What type of assessment was conducted? Direct Assessment

How many students were assessed?
For goal #2: 180.
For goal #3: 156.
Please provide a brief description of how the assessment was conducted. For Goal #2, a question was chosen from the Econ 301 midterm exam which the instructor felt tested this goal particularly well. For Goal #3, a question was chosen from the Econ 310 midterm exam which the instructor felt tested this goal particularly well.

What percentage of students assessed met the criteria for this outcome? For Goal #2, 53% of the students surveyed met the criterion. For Goal #3, 62% met the criterion.

Briefly describe the analysis of the results of this assessment project. Student responses to both questions were analyzed using a rubric by the Director of Undergraduate Studies and the undergraduate team. The responses were discussed by the undergraduate committee and faculty teaching the course. Given the difficulty of the questions, the results were deemed satisfactory.

Based on the results, are there any recommendations to improve students' achievement of the learning outcomes? If so, include expected timeline for action. The results were deemed satisfactory; faculty will continue to monitor student learning in the area, and we plan to assess performance in both these outcomes in more detail in the future.

Assessment Activities: 2018-19, Econ BA, BS
Which program learning outcomes were assessed?

Learning goal #3: Students will acquire a diverse set of skills and strategies in mathematical reasoning/statistical and computational techniques/deductive logic/problem solving.
Learning goal #5: Students will use economic analysis to critically evaluate public policy proposals

What type of assessment was conducted? Indirect Assessment

How many students were assessed? 923 (LG3), 925 (LG5)

Please provide a brief description of how the assessment was conducted.

Q15. “This course helped me develop valuable intellectual and critical thinking skills.”

Q16. “This course improved my ability to evaluate economic arguments and/or policy proposals.”

Both are answered on the following scale:

1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree)

We reviewed course evaluations from all the “advanced Econ elective” courses taught last academic year (Fall 2018 and Spring 2019), a total of 30 courses. Each Econ major is required to take two of these classes, three if they in the Math Emphasis named option.

What percentage of students assessed met the criteria for this outcome? 81% (LG3), 83% (LG5)

Briefly describe the analysis of the results of this assessment project.
While results varied from course to course, overall, 81% of students answered either “agree” or “strongly agree” to the question about intellectual and critical thinking skills, and 83% answered either “agree” or “strongly agree” to the question on evaluating economic arguments and/or policy proposals.

Results were collected and tabulated by Assoc. Prof. Dan Quint (Director of Undergraduate Studies), and discussed with the Undergraduate team. Since every econ student must take at least two of these courses to graduate, we’re happy with the results.

In addition, the Department assessed learning goals 1 & 4 in early spring 2020:

Which program learning outcomes were assessed?

Learning goal #1: Students will understand the fundamental concepts of economics, and how those concepts apply to real world issues
Learning goal #4: students will use mathematics/computational/statistical techniques to analyze real world data

What type of assessment was conducted? Indirect Assessment
How many students were assessed? 2,909 (LG1), 2,913 (LG4)

Please provide a brief description of how the assessment was conducted.

Q15. “This course helped me develop valuable intellectual and critical thinking skills.”

Q16. “This course improved my ability to evaluate economic arguments and/or policy proposals.”

Both are answered on the following scale:

1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree)

We reviewed course evaluations from all the “required Economics” courses taught last academic year (Fall 2018 and Spring 2019) and all courses relevant to strict mathematical reasoning in economics. Students answering these questions completed all principles, stats, and intermediate theory courses in Economics; Econ 101, 102, 301, 302, 310. Including all the sections of each course, this totaled to be 21 courses. For context, each Econ major is required to take two of Advanced Econ electives, three if they in the Math Emphasis named option in addition. From this list, Econ 400 and 410 would fall under this category.

What percentage of students assessed met the criteria for this outcome? 72% (LG1), 78% (LG4)

Briefly describe the analysis of the results of this assessment project.

While results varied from course to course, overall, over 70% of students answered either “agree” or “strongly agree” to the question about intellectual and critical thinking skills, and over 70% answered either “agree” or “strongly agree” to the question on evaluating economic arguments and/or policy proposals. The answers to these questions directly relate the learning goals assessed regarding understanding the fundamental concepts of Economics in the real world and the mathematical comprehension behind this real world data.
Results were collected and tabulated by Student Services Coordinator Alicia Johanning (academic advising supervisor of the Econ Undergraduate Academic Advising Office) and discussed with the Undergraduate team. The results were then shared with the department Chair and Associate Chair. Since every econ student must are required to take the vast majority of the courses examined, we are satisfied with the results.
**ASSESSMENT PLAN TEMPLATE:**

**GRADUATE ACADEMIC DEGREE PROGRAMS**

This assessment plan template outlines a systematic approach to reviewing the student learning experience for your graduate academic degree program. A simple, straightforward assessment plan includes:

- **What** – What are students expected to learn? *Student learning goals that have been submitted can be viewed at Inside Assessment (https://provost.wisc.edu/inside-assessment/).*
- **Where** – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as the learning goals? *A curriculum mapping worksheet is provided on the last page of this template.*
- **How** – How do program faculty know (what is the evidence) that students are learning what they expect them to learn? *Examples of direct and indirect methods of assessment can be found on the UW Madison Assessment website (http://provost.wisc.edu/assessment/doing-assessment.htm).*
- **So What** – After reviewing the assessment activity findings (evidence), determine if students are meeting the expectations. Validate that expectations are being met or consider ways to improve. *Information about annual assessment reporting can be found on the UW Madison Assessment website.*

More information about developing learning goals and an assessment plan guide is available at the [UW-Madison Assessment website](http://provost.wisc.edu/assessment/basic-assessment-plan.htm).

---

**Assessment Plan Template – Graduate Degree/Major Program**

Whether program personnel decide to paste information into this template or to utilize a pre-existing document, all bolded items must be included and clearly labeled.

**Identifying Information**

School/College: College of Letters and Science  
Graduate Degree/Major Program Name: Economics  
Graduate Degree Level (M.S., M.A., Ph.D., DMA, etc.): Master of Science
Faculty Director Contact/Title: Ananth Seshadri, Master’s Program Director
Primary Contact Information: aseshadr@ssc.wisc.edu

Student Learning Goals (What)
Assessment of graduate-level learning goals is one of the many ways in which our campus ensures the integrity of its degrees and the quality of the student experience. List the graduate student learning goals for this academic degree program below. Feel free to add rows if the academic degree program has more than five learning goals.
The student learning goals that have been submitted for your academic degree/major program can be found on the Inside Assessment website (https://provost.wisc.edu/inside-assessment/).

1. Demonstrates understanding of core economic principles and theories in Microeconomics, macroeconomics, and econometrics
2. Uses econometric methods to communicate empirical questions in writing
3. Conducts empirical research following ethical principles of the discipline for using sources

Plan for Assessing Each Student Learning Goal
For each of the degree major/program student learning goals, indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method. While programs do not need to assess each learning goal every year, all learning goals must be assessed within a period of three years.
<table>
<thead>
<tr>
<th>Assessment Planning (How)</th>
<th>Learning Goal #2</th>
<th>Learning Goal #3</th>
<th>Learning Goal #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses econometric methods to communicate empirical questions in writing</td>
<td>Conducts empirical research following ethical principles of the discipline for using sources</td>
<td>Demonstrates understanding of core economic principles and theories in microeconomics, macroeconomics, and econometrics</td>
<td></td>
</tr>
<tr>
<td>Students will respond to questions on course evaluation for Econ 706: Applied Econometrics, providing their perception of how well they understand research methods and approaches, including econometric methods and ethical principles for using sources (indirect measure).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student enrolled in the program’s spring micro, macro, and econometrics courses will respond to select embedded questions on final examinations. Responses will be analyzed and collectively reported (direct measure).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For examples of direct and indirect methods of assessment, see: [http://provost.wisc.edu/assessment/doing-assessment.htm](http://provost.wisc.edu/assessment/doing-assessment.htm). You may elect to copy and paste this table multiple times if your program has more than five learning goals.

Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):

   The Director of the Master’s Program will provide assessment updates to the Economics Department Faculty. A staff member (Master’s Program Coordinator) will compile student assessment data, in consultation with the Director of the Master’s Program.

2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):

   If you have questions, please contact regina.lowery@wisc.edu (v. 08-18-15)
Annually, in September, assessment reports will be reviewed by the Director of the Master’s Program. Information will then be presented to the faculty at an “All Faculty” department meeting held in fall semester of each academic year.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):

   After reviewing the assessment reports, the Director of the Master’s Program, along with MS Program faculty, will determine if any items are actionable. This information, along with the assessment reports will be compiled and sent to the Provost’s Office.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):

   The Director of the Master’s Program will lead any implementation of actionable items. When appropriate or required, proposals will be developed and go through the appropriate governance steps at that time. If approved, any curricular/programmatic/co-curricular changes will be implemented the following fall semester or thereafter. The department will monitor all new implementations annually, with a more comprehensive report being compiled during the appropriate student learning goal assessment year (within a 3-year timeline).

**Graduate Degree Program Curriculum Mapping Worksheet (Where)**

This worksheet, or similar document, **must be included** with the submission of the program’s assessment plan.

- **Learning Goals** – Enter the academic degree program learning goals identified in the assessment plan on the top row of the following chart. (If the learning goals have been submitted to the Office of the Provost, a pre-populated template is available; contact regina.lowery@wisc.edu) Feel free to add columns if the academic degree/major program has more than five learning goals.

- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included). Feel free to add rows as needed.

- Indicate with a check (X) where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.

*If you have questions, please contact regina.lowery@wisc.edu*
<table>
<thead>
<tr>
<th><strong>Degree Program Required Courses or Experiences</strong></th>
<th>Learning Goal #1: Demonstrates understanding of core economic principles and theories in Microeconomics, macroeconomics, and econometrics</th>
<th>Learning Goal #2: Uses econometric methods to communicate empirical questions in writing</th>
<th>Learning Goal #3: Conducts empirical research following ethical principles of the discipline for using sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 700: Mathematical Economics</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 701, 708: Microeconomics</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 704: Intro Econometrics</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 705: Econometrics II</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Econ 702: Macroeconomics</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 706: Applied Econometrics (Research Paper)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Please email your program’s Assessment Plan Template and Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.

For Undergraduate Degree Program Assessment Plan Template, see http://provost.wisc.edu/assessment/

If you have questions, please contact regina.lowery@wisc.edu
Summary Report of Econ MS assessment: All three MS learning goals have been assessed over the past three years.

Assessment Activities: AY 2016-17
Which program learning outcomes were assessed?
Learning Goal #2: Uses econometric methods to communicate empirical questions in writing
What type of assessment was conducted? Indirect Assessment
How many students were assessed? 121

Please provide a brief description of how the assessment was conducted.
The MS program Faculty Director (who is Chair of the Department) and Academic Program Manager reviewed the past three years of course evaluation data for Econ 706: Applied Econometrics. This is a required course for all students in the program that culminates with a final paper, in which students apply econometric methods to empirical questions.
The course evaluation was distributed electronically each semester by the undergraduate office coordinator. The three year results were compiled and shared with the faculty Master’s Program.
The results were reviewed and discussed, with emphasis on three questions that directly ask about student learning.

What percentage of students assessed met the criteria for this outcome? 98%

Briefly describe the analysis of the results of this assessment project.
The results from this assessment were sent to the department Chair and MS faculty committee. The committee examined the results, spoke with the faculty instructor for the course regarding the quality of the papers, and found the results to be satisfactory. There was discussion that some students might need stronger mathematical preparation at the beginning of the course sequence.

Based on the results, are there any recommendations to improve students' achievement of the learning outcomes? If so, include expected timeline for action.
The faculty will continue to monitor the learning outcomes. In addition, the department is discussing methods for strengthening student mathematical preparation by creating an optional no-credit summer online module. Students would complete the module the summer before they start classes.

Assessment Activities: 2017-18
Which program learning outcomes were assessed?
Learning outcome 3, conducts empirical research following ethical principles of the discipline for using sources.
What type of assessment was conducted? Indirect Assessment
How many students were assessed? 258

Please provide a brief description of how the assessment was conducted.
The MS program Faculty Director (who is Chair of the Department) and MS coordinator reviewed the past three years of course evaluation data for Econ 706: Applied Econometrics. This is a required course for all students in the program that culminates with a final paper, in which students apply econometric methods to empirical questions and are required to follow economics field principles for using sources.

The course evaluation was distributed electronically each semester by the undergraduate office coordinator. The three year results were compiled and shared with the faculty Master’s Program. The results were reviewed and discussed, with emphasis on three questions that directly ask about student learning as well as the comments students made regarding the course.

What percentage of students assessed met the criteria for this outcome? 98%
Briefly describe the analysis of the results of this assessment project.
The results from this assessment were sent to the department Chair and MS faculty committee. The committee examined the results, spoke with the faculty instructor for the course regarding the quality of the papers, and found the results to be satisfactory. The papers do require quite a bit of faculty time and so another faculty member was added in 2017 to advise students and review papers to ensure a lower student-faculty ratio.

Based on the results, are there any recommendations to improve students' achievement of the learning outcomes? If so, include expected timeline for action.
The faculty will continue to monitor the learning outcomes and are satisfied with the results.

Assessment Activities: 2018-19
Which program learning outcomes were assessed?
Learning outcome 1 Demonstrates understanding of core economic principles and theories in microeconomics, macroeconomics, and econometrics.
What type of assessment was conducted? Direct Assessment

How many students were assessed? 91
Please provide a brief description of how the assessment was conducted.
Embedded questions from final exams in Microeconomics, Macroeconomics, and Econometrics from Spring 2019 were sent to the faculty director and committee for review. The student responses were assessed for proficiency in the learning outcome.
What percentage of students assessed met the criteria for this outcome? 88%

Briefly describe the analysis of the results of this assessment project.
The results from this assessment were sent to the department Chair and MS faculty committee. The committee examined the results, spoke with the faculty instructors for the course regarding the performance of the embedded question, and found the results to be satisfactory. The students are in their second semester of the program. Students have one more semester in the program in order to achieve proficiency and are mid sequence in some course series.
Based on the results, are there any recommendations to improve students' achievement of the learning outcomes? If so, include expected timeline for action. **The faculty will continue to monitor the learning outcomes and are satisfied with the results.**

In addition to the required assessment reports, the department routinely uses internal assessment measures to examine the master program. This includes informal surveys, discussions with students, and large and small group meetings. Information gathered is used in improve the program. For example, courses related to industry work have been piloted for 2018-2019 to focus on Master students focused on finding work instead applying for PhD Programs.
ASSESSMENT PLAN TEMPLATE:

GRADUATE ACADEMIC DEGREE PROGRAMS

This assessment plan template outlines a systematic approach to reviewing the student learning experience for your graduate academic degree program. A simple, straightforward assessment plan includes:

- **What** – What are students expected to learn? *Student learning goals that have been submitted can be viewed at Inside Assessment (https://provost.wisc.edu/inside-assessment/).*
- **Where** – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as the learning goals? *A curriculum mapping worksheet is provided on the last page of this template.*
- **How** – How do program faculty know (what is the evidence) that students are learning what they expect them to learn? *Examples of direct and indirect methods of assessment can be found on the UW Madison Assessment website (http://provost.wisc.edu/assessment/doing-assessment.htm).*
- **So What** – After reviewing the assessment activity findings (evidence), determine if students are meeting the expectations. Validate that expectations are being met or consider ways to improve. *Information about annual assessment reporting can be found on the UW Madison Assessment website.*

More information about developing learning goals and an assessment plan guide is available at the UW-Madison Assessment website (http://provost.wisc.edu/assessment/basic-assessment-plan.htm).

Please email your program’s Assessment Plan Template and Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.

**Assessment Plan Template – Graduate Degree/Major Program**

Whether program personnel decide to paste information into this template or to utilize a pre-existing document, all bolded items must be included and clearly labeled.

**Identifying Information**

**School/College:** College of Letters and Science  
**Graduate Degree/Major Program Name:** Economics  
**Graduate Degree Level (M.S., M.A., Ph.D., DMA, etc.):** Ph.D.
Faculty Director Contact/Title: Jack Porter, Director of Graduate Studies
Primary Contact Information: j porter@ssc.wisc.edu

Student Learning Goals (What)
Assessment of graduate-level learning goals is one of the many ways in which our campus ensures the integrity of its degrees and the quality of the student experience. List the graduate student learning goals for this academic degree program below. Feel free to add rows if the academic degree program has more than five learning goals.
The student learning goals that have been submitted for your academic degree/major program can be found on the Inside Assessment website (https://provost.wisc.edu/inside-assessment/).

1. Establishes a firm grounding in economic theory.
2. Exhibits expert depth of knowledge in one of the fields of specialization in the Economics department.
3. Demonstrates command of the tools needed to conduct and assess empirical research in economics.
4. Creates and presents research that makes a substantive contribution to the field.
5. Follows ethical principles of the discipline in using sources in research.

Plan for Assessing Each Student Learning Goal
For each of the degree major/program student learning goals, indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method. While programs do not need to assess each learning goal every year, all learning goals must be assessed within a period of three years.
<table>
<thead>
<tr>
<th>Assessment Planning (How)</th>
<th>Learning Goal #1</th>
<th>Learning Goal #2</th>
<th>Learning Goal #3</th>
<th>Learning Goal #4</th>
<th>Learning Goal #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes a firm grounding in economic theory.</td>
<td>Exhibits expert depth of knowledge in one of the fields of specialization in the Economics department.</td>
<td>Demonstrates command of the tools needed to conduct and assess empirical research in economics</td>
<td>Creates and presents research that makes a substantive contribution to the field</td>
<td>Follows ethical principles of the discipline in using sources in research.</td>
<td></td>
</tr>
<tr>
<td>Students take comprehensive exams in microeconomics and macroeconomics after the first year of study. Faculty grade these exams. Exam results will be analyzed and collectively reported (direct measure).</td>
<td>Students in the 3rd year will successfully complete a written paper (field paper/prelim exam). The faculty advisor in conjunction with the faculty in the field will evaluate the paper. Results will be analyzed and collectively reported (direct measure).</td>
<td>Doctoral students in the 3rd year+ will be surveyed by the Graduate Advisor each Fall and it will be noted which students have presented at conferences and/or published papers. Counts will be reported (indirect measure).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle)**


*For examples of direct and indirect methods of assessment, see: [http://provost.wisc.edu/assessment/doing-assessment.htm](http://provost.wisc.edu/assessment/doing-assessment.htm). You may elect to copy and paste this table multiple times if your program has more than five learning goals.*

Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):

   The Director of Graduate will provide assessment updates to the Economics Department Faculty. A staff member (Graduate Advisor) will compile student assessment data, in consultation with the Director of Graduate Studies.

_if you have questions, please contact regina.lowery@wisc.edu_ (v. 08-18-15)
2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):

Annually, in September, assessment reports will be reviewed by the Director of Graduate Studies. Information will then be presented to the faculty at an “All Faculty” department meeting held in fall semester of each academic year.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):

After reviewing the assessment reports, the faculty Graduate Committee will determine if any items are actionable. This information, along with the assessment reports will be compiled and sent to the Provost’s Office.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):

The Director of Graduate Studies will lead any implementation of actionable items. When appropriate or required, proposals will be developed and go through the appropriate governance steps at that time. If approved, any curricular/programmatic/co-curricular changes will be implemented the following fall semester or thereafter. The department will monitor all new implementations annually, with a more comprehensive report being compiled during the appropriate student learning goal assessment year (within a 3-year timeline).

**Graduate Degree Program Curriculum Mapping Worksheet (Where)**

This worksheet, or similar document, must be included with the submission of the program’s assessment plan.

- **Learning Goals** – Enter the academic degree program learning goals identified in the assessment plan on the top row of the following chart. (If the learning goals have been submitted to the Office of the Provost, a pre-populated template is available; contact regina.lowery@wisc.edu) Feel free to add columns if the academic degree/major program has more than five learning goals.

- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included). Feel free to add rows as needed.

*If you have questions, please contact regina.lowery@wisc.edu (v. 08-18-15)*
• Indicate with a check (X) where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.

<table>
<thead>
<tr>
<th>Curriculum Map (Where)</th>
<th>Enter program-level learning goals and check (X) which course or experience contributes to which learning goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Program Required Courses or Experiences</strong></td>
<td>Learning Goal #1: Establishes a firm grounding in economic theory.</td>
</tr>
<tr>
<td>Econ 703</td>
<td>X</td>
</tr>
<tr>
<td>Econ 709-710</td>
<td>X</td>
</tr>
<tr>
<td>Econ 711, 713</td>
<td>X</td>
</tr>
<tr>
<td>Econ 712, 714</td>
<td>X</td>
</tr>
<tr>
<td>Two course major sequence*</td>
<td>X</td>
</tr>
<tr>
<td>Completion of Doctoral Minor</td>
<td>X</td>
</tr>
<tr>
<td>Field workshop/seminar</td>
<td>X</td>
</tr>
<tr>
<td>Written Comprehensive exams</td>
<td>X</td>
</tr>
<tr>
<td>Written Prelim Exam</td>
<td>X</td>
</tr>
<tr>
<td>Written Proposal for dissertation research</td>
<td>X</td>
</tr>
<tr>
<td>Dissertation (oral defense)</td>
<td>X</td>
</tr>
<tr>
<td>Dissertation (written document)</td>
<td>X</td>
</tr>
</tbody>
</table>

*Doctoral students complete a two course sequence from the following courses: Econ 715, 716, 718, 735, 741, 742, 750, 751, 761, 762, 805, 806, 836, 871, 872, 873, and 899.
Summary Report of Econ PhD assessment: All five PhD learning goals have been assessed over the past three years.

**Assessment Activities: AY 2016-17, Econ PhD**

Which program learning outcomes were assessed?

**Learning goal #1:** Establishes a firm grounding in economic theory.

What type of assessment was conducted? **Direct Assessment**

How many students were assessed? **78**

Please provide a brief description of how the assessment was conducted.

Faculty create comprehensive exams in microeconomics and macroeconomics that doctoral students take in the summer after the first year of doctoral study. Faculty grade these exams and the results were analyzed and discussed. For the purposes of this assessment, the last three years of exam data were analyzed.

What percentage of students assessed met the criteria for this outcome? **90%**

Briefly describe the analysis of the results of this assessment project.

The results from this assessment were sent to the faculty Graduate Committee. The committee examined the results and found them to be satisfactory. This assessment is conducted every year as part of the program milestones and the faculty will continue to monitor the results.

Based on the results, are there any recommendations to improve students' achievement of the learning outcomes? If so, include expected timeline for action. **There are no recommendations at this time as the results were deemed satisfactory by the faculty on the departmental Graduate Committee.**

**Assessment Activities: 2017-18**

Which program learning outcomes were assessed?

**Learning goal #2:** Exhibits expert depth of knowledge in one of the fields of specialization in the Economics department.

**Learning goal #3:** Demonstrates command of the tools needed to conduct and assess empirical research in economics.

What type of assessment was conducted? **Direct Assessment**

How many students were assessed? **67**

Please provide a brief description of how the assessment was conducted.

Students write a paper after the second year of coursework in the doctoral program that serves as the preliminary exam. Faculty review the papers based on the subfield within economics that the student is pursuing. The papers were analyzed and discussed. For the purposes of this assessment, the last three years were analyzed.
What percentage of students assessed met the criteria for this outcome? 96%

Briefly describe the analysis of the results of this assessment project.
The results from this assessment were sent to the faculty Graduate Committee. The committee examined the results and found them to be satisfactory. This assessment is conducted every year as part of the program milestones and the faculty will continue to monitor the results.

Based on the results, are there any recommendations to improve students' achievement of the learning outcomes? If so, include expected timeline for action. There are no recommendations at this time as the results were deemed satisfactory by the faculty on the departmental Graduate Committee.

Assessment Activities: 2018-19

Which program learning outcomes were assessed?
Learning goal #4: Creates and presents research that makes a substantive contribution to the field
Learning goal #5: Follows ethical principles of the discipline in using sources in research.

What type of assessment was conducted? Indirect Assessment

How many students were assessed? 277 over four years, 46 for Fall 2019

Please provide a brief description of how the assessment was conducted.
The faculty graduate committee created a survey in August 2014. This survey was given out using google forms and responses were collected via excel each fall. Emails were sent to economics doctoral students to encourage participation, focusing on those who were dissertators. Each September, the results were pulled and sent to the faculty graduate committee for review.
What percentage of students assessed met the criteria for this outcome? 100%

Briefly describe the analysis of the results of this assessment project.
We do not require students to present at a conference outside of the UW-Madison or publish their work. However, the department strongly encourages students to engage in these scholarship activities and apply for external conferences and submit papers to journals. We are working on methods to further encourage students in these activities and have increased the departmental funds available for travel when students’ work is accepted at a conference.

Students are following the ethical principles of the discipline in using sources in research.

Based on the results, are there any recommendations to improve students' achievement of the learning outcomes? If so, include expected timeline for action. There are no recommendations at this time as the results were deemed satisfactory by the faculty on the departmental Graduate Committee.

In addition to the required assessment reports, the department routinely uses internal assessment measures to examine the doctoral program. This includes informal surveys, discussions with students, and large and small group meetings. Information gathered is used in improve the program. For example, two new topics courses are being piloted for 2020-2021 to focus on the transition from coursework to research.
March 3, 2021

TO: Ananth Seshadri, Professor and Chair, Economics

FROM: Eric M. Wilcots, Dean

RE: Completion of the Review of Economics Academic Programs, including:
   • BA/BS Major
   • MS-Economics
   • Ph.D, Economics

CC: Jenna Alsteen, Assistant Dean, Grad School
    Greg Downey, Associate Dean for Social Science, L&S
    Elaine M. Klein, Associate Dean for Academic Planning, L&S
    Jocelyn Milner, Vice Provost and Director, Academic Planning and Institutional Research
    Parmesh Ramanathan, Associate Dean, Graduate School

Attachment: 2020 Review of Academic Programs in Economics (Review Committee Report)

On December 15, 2020, the L&S Academic Planning Council discussed the materials submitted for the review of academic programs in Economics, as enumerated above.

Associate Dean Greg Downey led the council’s discussion, and as expected, we learned that like many L&S programs, the programs in Economics are performing very well. As summarized by the review committee, “there are many positives associated with the economics department. Faculty, staff, graduate students, undergraduates of the department report high satisfaction levels with the department and its programs. There is much to be praised in the functioning, collegiality, and vision of the department.” The APC agreed, on the whole, with the review committee’s conclusion that the Department of Economics programs are working well.

At the same time, the APC endorsed the review committee’s recommendations regarding program diversity and graduate placement. The self-study and committee report note that progress has been made at the undergraduate level to retain more women in the major, and that the graduate program is well ahead of the field in recruiting women. Many of the department’s efforts to further diversify the student body were endorsed and/or amplified in the report, and the committee offered a number of suggestions for further consideration. The APC agrees with the recommendation that the department work to increase the visibility and scope of these efforts toward student diversity, equity, and inclusion, especially in establishing bridges to existing efforts across campus (McNair Scholars, Summer Research Opportunity Program, etc.) and in creating an ongoing faculty and staff (and perhaps graduate student) DEI committee to coordinate these efforts across the department’s
undergraduate and graduate programs as well as in research efforts, outreach activities, and faculty and staff hiring. The council and I take heart that Economics will persist in its efforts.

I am happy to report that the L&S APC unanimously approved a motion to consider the L&S portion of this review complete. The next phase of review will involve discussion by the Graduate Faculty Executive Committee, which may offer advice from its perspective.

We wish you, your colleagues, and students continued success.
Review Committee Report for Political Science PhD, MA and Doctoral Minor

Date submitted: November 1, 2020.

Review Committee Members: Robert Asen, Rasmus Lentz (chair), and Bret Shaw

A. Review committee activities and materials reviewed

For the graduate academic program review, the committee conducted 7 separate in-person interviews via Zoom with a total duration of 8.5 hours;

- Discussion of self-study and graduate program with Graduate Program Director Nadav Shelef and Department Administrator Faye Lux.
- 2 Graduate Student focus groups (4 meetings in total).
- 2 Meetings with department faculty and graduate students.

In addition to the self-study, the committee reviewed documents provided by Nadav Shelef upon request concerning program assessment, attached to this report.

The committee performed administrative tasks to schedule meetings with interview participants and held internal meetings via Zoom and over e-mail to plan for interviews and to digest materials and interviews.

B. Program evaluation

B.1: PhD program

Learning goals

The review committee found the stated learning outcomes to be sensible. The committee is not qualified to assess the extent to which these learning goals are appropriate for a Political Science program at the UW Madison rank. This would likely be the domain of an external review by other political scientists. The review committee is working off the assumption that the learning outcomes represent the expertise of the department. We are focusing the review on how requirements and assessment serve the learning outcomes, as formulated. On a related note, the committee did not find evidence that the department itself is seeking external validation, guidance, and inspiration in its formulation of program learning outcomes.

Learning requirements

Broadly, the committee found the program requirements to be well connected with the learning outcomes. One area of concern that was raised in student interviews was an insufficient depth of the methods sequence offerings and requirements.¹ Specifically, that the statistics course is out of

¹ This then concerns learning outcome 2 and requirement 2.
touch with front line research methods, and that there is a need for a re-evaluation of the composition of the sequence. In general, the committee wonders whether a requirement of 6 credits devoted to empirical methods courses out of a total of 51 credits in the program is sufficient to meet learning goal 2, given what appears to be an increasingly empirical field. This is speculation on the part of the committee and tools and methods may currently be included in other courses. However, if the department is relying on other courses to meet learning outcome 2, it may be worth an effort to measure whether all students elect courses that supplement the required methods courses in meeting outcome 2. This would be similar to the mapping exercise from course learning goals to program learning outcomes suggested in the undergraduate program review.

Student interviews had some students expressing a wish for a diversification of the program course offerings. This was partly motivated by a wish for greater faculty diversity. Some expressed a desire to see course offerings on parts of the World outside of the Western hemisphere.

A significant number of students expressed great satisfaction with their own learning outcomes. This was a recurring theme in interviews and should not be minimized as the review committee brings up points of potential improvement and concern in the following sections.

Assessment

The self-study does not contain an assessment plan, nor does the department seem to have one. Our interviews suggest that assessment is the domain of the Graduate Program Director and that it is sensitive to the idiosyncrasies of the particular director in charge. Actual assessment is performed by the Graduate Program Coordinator (presumably under the guidance of the Graduate Program Director), which is a position that appears to currently be in flux. Continuity in goals and assessments is subject to the hand-off from one director to another and not guided by a broader institutional structure. The Graduate Program Coordinator submits an assessment report to the Provost’s office as required annually but the review committee did not get a sense that this activity has a significant connection to the PhD program’s assessment.

Informally, the culture of the department seems to suggest that the assessment of the Ph.D. program involves rank of student placement, number of external dissertation awards, and finally quality of incoming students. We take this from the concluding evaluation on page 21 in the self-study, “Our graduate program continues to excel, attracting exceptional students who produce high quality dissertations and enjoy very good placement rates.” These are admirable performance measures that directly involve external evaluation of the program. As such, the review committee does not want to discourage these measures as an important part of program assessment. However, the connection to program learning outcomes is somewhat opaque. Furthermore, narrow reliance on these measures raises some concerns, among which are:

- Students who are not interested in placing “well” by the department’s standards are a drag on the performance measure. If such students are predictably associated with certain demographic characteristics, it could in subtle ways discourage the department to admit students with such characteristics to the PhD program. The department would also be less encouraged to invest in the education of such students. Student interviews suggested something of tension in relation to students seeking teaching focused jobs as opposed to research jobs possibly suffering from this kind of effect. That said, the students also said
that they had found advisers that were accommodating and sensitive to the student’s goals. It is not clear how the department measures the program’s performance in relation to such students, though.

- How does the department choose its success criteria in relation to these measures? The department does not know how its peers are performing along these measures. These are not simple data to come by. It is by no means impossible but requires an effort that the department does not seem to have engaged in systematically. The review committee asked for comparative data, which the Graduate Program Director provided (they are attached to this report), but direct comparison with peers is not available.

- How is performance sensitive to student stipend levels? How does one adjust success criteria accordingly? This happens to be one area where the department has managed to secure solid comparative data to peers. UW-Madison graduate student stipends are quite low relative to peers.

The program is not engaging in a systematic assessment exercise of its graduate program even with its implicitly stated assessment measures. This puts the program at risk of failing to detect performance problems and allow it to take corrective measures. The department has also missed an opportunity to explicitly state its success criteria and their relation to learning outcomes as part of not formulating an assessment plan.

Department context

The committee found evidence that the program plays a substantive role in both mission and purpose of the department and that its contexts are supporting it. Clearly, the research mission of the department and the learning goals of graduate program are supportive of each other. The department has a number of practices that support the program, such as,

- The department offers seminar workshops where external speakers are invited and graduate students also present in. These seminar workshops are by subfield.
- The Graduate Program Director offers a professional development course that serves to develop each student’s prospectus.
- Student interviews quite uniformly demonstrated substantial satisfaction with the student’s advisors.
- The program runs a first-year mentoring program, where senior graduate students are assigned to first-year students. The program received mixed reviews depending on the effort of the senior student involved. The department itself does not structure or communicate shared expectations related to the mentoring program.
- Diversity and inclusion initiatives summarized on p 6 in “Addendum to memo for internal review committee” provided by the Graduate Program Director, attached to submission of this report.

Student interviews also generated comments on contexts where additional support would be welcome:

- The interviews revealed significant misgivings related to program climate and inclusiveness. It is somewhat telling that these concerns were more pronounced among under-represented and minority students. Areas of particular concern:
The department does not seem proactive in learning about the particular challenges facing under-represented and minority students. The department not being very diverse itself does not intrinsically anticipate these problems. Part of the work of the diversity committee could be to help the department institutionalize such a discovery process.

There is among some students a perceived hostility in the department to concerns about improving inclusiveness and diversity.

Advising is very decentralized and the program emphasizes that part of student learning is to be self-directed. However, under-represented and minority students may face disadvantage due to a greater barrier in connecting with advisors of different race, ethnicity, and/or gender. These students may also enter with less knowledge about “how things work.”

- Prelim preparation is not institutionalized and varies significantly by subfield.
- There was an oft repeated wish for versions of “labs” where students of similar interest could interact with faculty on particular topics.

B.2: MA program

The MA program is an incidental degree that happens either along the way toward a PhD or provides some return to work done in the PhD program should the student exit before achieving a PhD. There is no evidence that the MA program has independent design considerations. The committee has decided to not consider this an independent program intended for review. Interviews did reveal that the department has for a considerable period of time considered the creation of a terminal MA degree program.

B.3: Doctoral minor

The program is run by the Graduate Program Director subject to graduate school rules in service of individual needs by students. The program is not described in the self-study. In an interview with the Graduate Program Director, the committee did not find any reasons for concern.

C. Program improvement recommendations

- The program must institutionalize its assessment plan as well as the actual implementation of it.
- In a point also made in the context of the undergraduate program, the review committee found that the program could benefit from institutionalizing a number of its contexts. This is quite pronounced in relation to diversity and inclusion where decentralized governance can impose inequities in access to help, guidance, as well as influence by minority students and faculty. The department is clearly making efforts in this direction as evidenced by, for example, a committee dedicated to these issues. However, interviews suggested that more can be done. Examples are,
  - A more structured peer mentoring program with greater accountability imposed and sensitivity to incoming students’ individual needs.
  - Create within the program assessment step mechanisms that solicit feedback on department climate from students while also ensuring confidentiality.
Create structure around the matching of students to advisors as well as the ongoing advisor/advisee relationships. The review committee did find that the program is imposing some possibly beneficial structure on the advisor/advisee relationship through an evaluation form the advisor must do on each advisee. It was a bit unclear how effective it is. This may be an area where concerns about “equal access” to and inclusiveness of advising could be addressed through an institutionalized set of requirements on the relationship.

- In the context of an effective learning and work environment, the review committee heard a number of voices expressing satisfaction and happiness with department climate as it relates to inclusiveness and diversity. However, it also heard enough anguished voices expressing the opposite opinion that it appears to warrant the no doubt uncomfortable department process of formally soliciting and recording voices on this, as well as formulate a plan of action for how to address them. It is likely a process where the department could benefit from outside help and resources in how to run such a process and mediate it. A third party could also help endow the process with credibility.

D. Future direction

While student interviews revealed a number of points of potential improvement, they also broadly showed a significant respect and appreciation for the quality of the program. The recommendations listed above would sustain and strengthen the program.

E. Required follow-up actions

- The program must formulate and implement an assessment plan.
Political Science Degree Program Self-Study

Contents:

I. Overview .................................................................page 2
   1. Departmental History, Aims, and Standing
   2. Departmental Academic Structure
   3. Political Science Degree Programs
   4. Department Intellectual Life
   5. Recommendations from Prior 10-Year Review and Department Response
   6. Review Process Description

II. Political Science Undergraduate Program......................................page 5
   1. Overview of Undergraduate Degree Programs
   2. Undergraduate Learning Outcomes
   3. Requirements for the Political Science BA/BS
   4. Honors in the Major
   5. Certificate in Political Economy, Philosophy, and Politics (PEPP)
   6. Trends in Undergraduate Enrollment
   7. PEPP Enrollment and Credentials
   8. Political Science Participation in High Impact Practices
   9. Diversity within the Political Science Undergraduate Program
  10. Departmental Advising
  11. Career Development in Political Science
  12. Political Science Undergraduate Degree Program Assessment

III. Political Science Graduate Program...........................................page 13
   1. Graduate Degrees and Learning Outcomes
   2. General Structure of the PhD Program
   3. Graduate Advising, Graduate Guide, and Normal Progress
   4. Funding and Support
   5. Admissions, Enrollment, and Diversity
   6. Time to Degree, Completion Rate, Outcomes, and Placements
   7. Department Graduate Diversity Efforts

IV. Evaluation and Reflection........................................................page 20

V. Appendices.................................................................................page 25
   Appendix 1: Undergraduate Course Offerings, Broken Down by Subfield
   Appendix 2: PEPP Courses by Area
   Appendix 3: Credit Follow Instructor Reports
   Appendix 4: Political Science Majors: 10 Year Trend, Fall #’s
   Appendix 5: Faculty Credit Hours Generated Per FTE
   Appendix 6: Department Assessment Plan and Results, 2018-2019
   Appendix 7: Graduate Program at a Glance
   Appendix 8: Graduate Program Schedule of Normal Progress
   Appendix 9: Graduate Courses
   Appendix 10: Detailed Demographic Data on Graduate Placement
I. Overview

1. Departmental History, Aims, and Standing

The Department of Political Science is one of America’s oldest and most respected political science programs. The department was founded in 1904, the same historical moment in which the discipline of political science and the American Political Science Association emerged. From the beginning, the Department has been closely linked to the Wisconsin Idea, due in no small part to the work of Charles McCarthy, who lectured in Political Science from 1905 to 1917, and who emphasized public engagement, as shown by Crawford Young in his history of the department. (Young History 34-35). The department currently has 33 tenured and tenure-track faculty, 5 affiliated faculty, 11 full-time staff and approximately 75 graduate students active in the Ph.D. program.

The Department aims to be a premier political science program, recognized nationally and internationally for its excellence in research and teaching. Long ranked among the top programs in the discipline, the department has for the last ten years held steady at 15th in U.S. News and World Report rankings. The department retains its longstanding commitment to methodological pluralism and to strength in all subfields of the discipline.

As reflected in the graph below, on most measures of research productivity, Academic Analytics ranks the department in the top 10% of Political Science departments in the United States.

In the Department’s last 10-year review, then Dean Sandefur encouraged the Department to focus on publishing articles in top Political Science journals. In the last 10 years, according to Academic Analytics, department faculty have published 10 articles in the flagship *American Political Science Review* (tied for 13th among Political Science Departments). Over the same period, department faculty have published 39 articles in the top three discipline wide journals: *American Political Science Review, Journal of Politics* and *American Journal of Political Science* (18th among Political Science Departments). In keeping with the department’s openness to different approaches to research and publication, department faculty have over the last ten years published 74 books (tied for 17th among Political Science Departments). Of these books, 18 were published
with Cambridge University Press, the top press in the discipline (tied for 9th). We also note that our department ranks 7th in the country for the number of major APSA dissertation awards between 2000 and 2018.

The disciplinary visibility of department faculty is indicated by their having won a total of 56 major disciplinary awards over the last ten years and by their serving in lead editorial roles at the American Political Science Review, International Organization, Election Law Journal and Legislative Studies Quarterly. On campus, current department faculty have won 14 Vilas Associates Awards, 5 Romnes Awards, 4 Kellett Awards and 3 WARF Named Professorships. The department also includes one Hilldale Professor, 2 Vilas Distinguished Achievement Professors and one holder of a prestigious Letters & Science professorship.

In addition to its scholarly achievements, the department has a longstanding commitment to excellence in teaching and learning. Among current department faculty members, 10 have been recognized with campus wide teaching awards, and one has won a UW systemwide teaching award. Department faculty have also been active in the UW Teaching Academy and UW’s educational innovation effort, regularly contribute to honors and FIGs curriculum and have participated in the programming of Chadbourne Residential College and Bradley Learning Community. Two department faculty have recently completed the professional development program opportunity offered by Madison Teaching and Learning Excellence (MTLE). The Department also provides a wide array of high impact practices (see II.8) oriented toward our undergraduate majors. These include the Wisconsin in Washington internship program, the Political Science Debate Society, Mock Trial, the Political Science Student Association, and a variety of FIG and honors experiences.

Finally, Department faculty provide extensive service to the College and University. In addition to regularly serving on high level College and University Committees (e.g. Academic Planning Council, Divisional Committee, Graduate School Research Committee, UW 2020 committee, L and S Curriculum Committee), Department faculty have recently served in formal leadership roles in the following units: Center for Early Modern Studies; Center for European Studies; Center for Russia, East Europe and Central Asia; Center for the Study of Liberal Democracy; Chadbourne Residential College; Chic@n/Lant?n@ Studies; Educational Innovation (Senior Fellow); Elections Research Center; Graduate School (Associate Dean); Institutional Review Board; Integrated Liberal Studies; International Studies; Morgridge Center for Public Service’ Teaching Academy Co-Chair; Tommy Thompson Center for Public Leadership; UW Teaching Academy

2. Departmental Academic Structure

The Department’s faculty is comprised of five different subfields: American politics, comparative politics, international relations, methodology, and political theory.

American Politics: The American Politics field covers all aspects of and approaches to American politics. Topics covered include but are not limited to political behavior, all institutions of government (Congress, the presidency, courts, and the bureaucracy), state and local government, parties and public policy, American political economy, interest groups, and social movements. Methodologies used by faculty in the field are wide-ranging including archival research, statistical analysis, and cultural analysis.

Comparative Politics: Scholars of Comparative Politics investigate similarities and differences in patterns of politics across the world. They engage in within-country, cross-national, and cross-regional research with a geographic focus outside the United States (although the US may be included as a case in cross-national comparative research). Comparativists use a variety of methods and often possess deep expertise in particular countries or regions. This knowledge is important for the purpose of systematic comparison, theory building, theory testing, and awareness of context specific variables and causal relationships masked by immersion in our own politics and societies. The field of Comparative Politics includes, among others, the study of political institutions, electoral behavior and procedures, public policy, political economy, political violence, social
movements and organizations, protest and revolution.

**International Relations:** International relations attempts to explain the interactions of states in the global interstate system, and it also attempts to explain the interactions of others whose behavior originates within one country and is targeted toward members of other countries. In short, the study of international relations is an attempt to explain behavior that occurs across the boundaries of states, the broader relationships of which such behavior is a part, and the institutions (private, state, nongovernmental, and intergovernmental) that oversee those interactions.

**Political Methodology:** The Political Methodology field includes training in qualitative and quantitative design, empirical theory, statistical methods and formal theory.

**Political Theory:** The political theory field spans a broad historical range that includes ancient, early modern, modern and post-modern political thought. Within each of these domains, the primary objects of inquiry are twofold: first, the study political theories; second, normative, analytic, and historical theorizing about politics. It also incorporates important themes such as citizenship and democracy, constitutionalism and legal theory, post-structuralism, and gender studies.

3. **Political Science Degree Programs**

The Department’s academic programs include graduate degrees (doctoral minor, M.A., and Ph.D.), an undergraduate certificate (Political Economy, Philosophy, and Politics), undergraduate degrees (B.A. and B.S.), honors in the major and a senior thesis option. At the graduate level, students can concentrate in American Politics, Comparative Politics, International Relations, Political Methodology, and Political Theory.

4. **Department Intellectual Life**

The Department of Political Science maintains a number of workshops and colloquia. Four of these (The American Politics Workshop, The Comparative Politics Colloquium, The International Relations Colloquium, and the Political Theory Workshop) are structured such that graduate students can enroll in them for credit and are coordinated by faculty and graduate students from their respective fields. These workshops feature regular meetings in which visiting scholars along with members of the Madison community present research; each periodically features professionalization-oriented talks as well. Beyond the four subfield workshops, the Department coordinates or participates in the following: the European Politics Workshop, the Experimental Politics Workshop, the Latin America Colloquium, the Models and Data Group, and the Political Economy Colloquium.

5. **Recommendations from Prior External Review and Department Response**

We conclude this introductory section by highlighting (beyond the recommendation to publish more articles in top Political Science Journals) the two specific curricular recommendations from the Dean’s summary letter signifying the conclusion of the Department’s last 10 year review:

“First, the lack of a statistics requirement for the major is a glaring omission in a department that strives for excellence in research. It strikes me that faculty opposition to introducing such a requirement is much less today than it might have been in the past. You and your colleagues need to attend to this issue. Second, the external committee saw the need to introduce to your curriculum upper-level of that emphasize writing and research. I understand the constraints that might impede movement in this direction in the near term.”

With respect to the first recommendation, our undergraduates are required to take at least one research methods course from the following list: PS 170, PS 270, PS 274, PS 348, PS 373, PS 551
With respect to the second recommendation, the department now offers a variety of writing intensive courses, including PS 272 (Introduction to Public Policy), PS 601 (our senior seminar topics course, which involves extensive research and writing) and PS 681, 682, 683, & 684 (our senior thesis courses). In addition, various undergraduate courses (including those offered for honors or as part of first year interest groups) are regularly taught as writing intensive.

6. Review Process Description

This review was produced by a committee that included John Zumbrunnen (Professor and Chair); Dan Kapust (Professor), Nadav Shelef (Professor, Associate Chair and Director of Graduate Studies), Amy Gangl (Senior Lecturer and Director of Undergraduate Engagement) and Rachel Margolies (Undergraduate Coordinator), in consultation with departmental faculty, staff and students. Data for the report was obtained from Academic Planning and Institutional Research and Academic Information Management in the College of Letters & Science. A draft of the final report was reviewed and approved by the department’s Executive Committee.

II. Political Science Undergraduate Program

1. Overview of Undergraduate Degree Programs

The Department of Political Science offers both a B.A. and B.S. in Political Science; it also serves as the administrative home and runs the undergraduate certificate in Political Economy, Philosophy, and Politics (PEPP). The PEPP certificate (see II.5) is jointly run with the departments of Economics and Philosophy. Daniel Kapust serves as Faculty Director of the Certificate; Eunsook Jung serves as Associate Director.

2. Undergraduate Learning Outcomes

The BA and BS degrees in Political Science center on the following learning outcomes:

1. Develop an understanding of and appreciation for the methods and approaches of diverse subfields in Political Science--American Politics, Comparative Politics, International Relations, and Political Theory--and their relevance to important theoretical and pragmatic questions.
2. Analyze different forms and practices of governance both democratic and non-democratic.
3. Argue effectively and defend propositions with intellectual integrity, while considering a range of alternative points of view and evidence.
4. Analyze relations among individuals, civil society, political institutions, and states.
5. Analyze the motivations and consequences of political decision-making and activities.

The certificate in Political Economy, Philosophy, and Politics centers on the following learning outcomes:

1. Knowing key concepts and arguments from economics, philosophy, and political science.
2. Synthesizing arguments, concepts, and methods from philosophy, politics, and economics.
3. Applying arguments, concepts, and methods from philosophy, politics, and economics to contemporary policy debates.

3. Requirements for the Political Science BA/BS

1. Foundations courses: At least one course in three of these subfields: American Government, International Relations, Comparative Politics, Political Theory

---

2 See Appendix 1 for a list of undergraduate course offerings broken down by subfield.
2. Research Methods Course: At least one research methods course chosen from the following: PS 170, PS 270, PS 274, PS 348, PS 373, PS 551
3. Upper Level Electives: At least 15 credits of upper level work in the major (courses numbered 300 or above).
4. Students must have at least 30 credits within the Political Science Department
5. Students must maintain a 2.000 GPA in all Political Science courses and courses that count toward the major, a 2.000 GPA on 15 upper-level credits in the major, taken in residence, and 15 credits in Political Science, taken on campus
6. Courses may only meet one Distribution area. A course may meet both a Distribution and the Research Methods requirement, but will only be applied once toward the 30 credits required in the major
7. No more than 6 total credits of Directed Study (PS 199, PS 698, PS 699) and Internship (PS 315, PS 303) may count in the major.

4. Honors in the Major
   1. To declare Honors in the Major, students must have at least one POLI SCI course for Honors, at least a 3.300 University GPA, and meet with the major advisor to discuss the requirements.
   2. To earn Honors in the Major, students must satisfy the requirements for the major (above) and these additional requirements:
      a. Earn a 3.300 or higher University GPA
      b. Earn 3.500 GPA or higher in all POLI SCI courses
      c. Complete at least 20 credits in POLI SCI for Honors to include:
         PS 601: Proseminar: Topics in Political Science (3 credits)
         PS 685: Honors Research Internship in Political Science (1-3 credits)
      d. Complete one of these Thesis sequences (6-8 credits):
         i. PS 681 Senior Honors Thesis & PS 682 Senior Honors Thesis
         ii. PS 683 Senior Honors Thesis Seminar & PS 684 Senior Honors Thesis Seminar
   3. A grade of B or higher is required to earn Honors credit.

5. Certificate in Political Economy, Philosophy, and Politics (PEPP)
   1. Core Breadth: Four courses for 12 credits, one course from each of these areas: Economics, Philosophy, Political Theory, Political Institutions.
   2. Elective Depth: Take one (1) additional course (3 credits) from the areas above in either Economics or Philosophy.
   4. Residency and Quality of Work: 2.000 GPA in all courses eligible for the certificate and 9 credits in residence
   5. Students declare for PEPP certificate through this link: https://polisci.wisc.edu/pepp-certificate/

---

3 Please see Appendix 2 for a list of PEPP courses by area.
6. Trends in Undergraduate Enrollment

This section documents trends in Political Science undergraduate enrollments. Table 1 provides the number of majors in each Fall term over the past 10 years; Tables 2 and 3 depict Political Science’s 10 year trends in time to degree, featuring AAUP peer comparisons; Table 4 provides exceptions to major requirement counts; Table 5 provides APIR “persistence in major” data. “Credit follows instructor” data are provided in Appendix 3. Faculty credit hours generated per FTE unit data are provided in Appendix 5.

We wish to highlight three trends. First, the total number of majors has increased after reaching a low point in 2016. Majors in 2019 surpassed the previous high point in 2011. Second, time-to-degree for our majors has consistently decreased since 2011-2012, and the department is on par with or lower than our AAU peers. Third, the number of exceptions granted has trended downward in recent years.

Table 1: Political Science Majors: 10 Year Trend, Fall #'s

Table 2: Undergraduate Time to Degree, 10 Year Trend, With Peer Comparison

For these data in chart form, see Appendix 4.
Table 4: Undergraduate Time to Degree, 10 Year Trend, With Peer Comparisons

Average Time-to-Degree (elapsed calendar years): UW-Madison and AAU Peer Institutions

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Average Time-to-Degree UW-Madison</th>
<th>Average Time-to-Degree AAU Peer</th>
<th>Number of Graduates UW-Madison</th>
<th>Number of Graduates AAU Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-09</td>
<td>3.98</td>
<td>3.90</td>
<td>291</td>
<td>3,723</td>
</tr>
<tr>
<td>2005-10</td>
<td>3.91</td>
<td>4.06</td>
<td>346</td>
<td>3,293</td>
</tr>
<tr>
<td>2006-12</td>
<td>3.96</td>
<td>4.02</td>
<td>327</td>
<td>2,745</td>
</tr>
<tr>
<td>2007-13</td>
<td>3.90</td>
<td>4.02</td>
<td>329</td>
<td>4,088</td>
</tr>
<tr>
<td>2008-14</td>
<td>4.04</td>
<td>4.00</td>
<td>391</td>
<td>3,723</td>
</tr>
<tr>
<td>2009-15</td>
<td>3.90</td>
<td>3.99</td>
<td>264</td>
<td>3,459</td>
</tr>
<tr>
<td>2010-16</td>
<td>3.96</td>
<td>3.94</td>
<td>251</td>
<td>3,501</td>
</tr>
<tr>
<td>2011-17</td>
<td>3.85</td>
<td>3.89</td>
<td>254</td>
<td>3,533</td>
</tr>
<tr>
<td>2012-18</td>
<td>3.88</td>
<td>3.88</td>
<td>280</td>
<td>3,972</td>
</tr>
</tbody>
</table>

Table 5: Exceptions to Major Requirement Counts

Exceptions made to the Political Science Major Requirements

Table 6 APIR Persistence in Major Data

Ten Majors with the Highest Percentage of Intended Students Graduating in the Same Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Number Intended</th>
<th>Number Graduated</th>
<th>Graduated/Intended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy Science</td>
<td>45</td>
<td>33</td>
<td>73.3%</td>
</tr>
<tr>
<td>Interior Architecture</td>
<td>40</td>
<td>29</td>
<td>72.5%</td>
</tr>
<tr>
<td>Art</td>
<td>118</td>
<td>79</td>
<td>66.9%</td>
</tr>
<tr>
<td>Communication Sciences and Disorders</td>
<td>53</td>
<td>35</td>
<td>66.0%</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>258</td>
<td>164</td>
<td>63.6%</td>
</tr>
<tr>
<td>Social Work</td>
<td>52</td>
<td>32</td>
<td>61.5%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>38</td>
<td>23</td>
<td>60.5%</td>
</tr>
<tr>
<td>History</td>
<td>182</td>
<td>109</td>
<td>59.9%</td>
</tr>
<tr>
<td>Political Science</td>
<td>352</td>
<td>204</td>
<td>58.0%</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>45</td>
<td>26</td>
<td>57.8%</td>
</tr>
</tbody>
</table>

*Includes majors that had 30 or more graduates who intended the major.

Academic Planning and Institutional Research, Office of the Provost, cih, August 2017
7. PEPP Enrollment and Credentials

Spring 2020 marks the 5th semester in which students have enrolled in the PEPP Certificate. Currently, 60 students have declared for the certificate, and 4 students have earned the credential prior to the 2019-2020 academic year. (4 applied for the credential for Fall 2019, and 6 for Spring 2020). In Spring 2019, 52 students were enrolled in the PEPP program, including 30 males, 22 females and 5 students identified as targeted minorities. PEPP students came from 20 different majors (including 24 Political Science majors and 17 Economics majors).

8. Political Science Participation in High Impact Practices

The Department of Political Science is deeply involved in a variety of High Impact Practices (HIPs), as is documented in the 3 tables below. We also wish to highlight two further elements of our HIP efforts.

Wisconsin in Washington. Building on its long experience with a summer internship program in Washington, D.C., the department has partnered with the International Division and International Academic Programs to create Wisconsin in Washington (WIW). WIW sends approximately students each semester to Washington D.C. and another 25 for an eight week summer term. At least ⅔ of participants each term are political science majors or double majors. Department play a lead role in advising and preparing students for the program, and the department administers its own scholarships for the program funded by generous department alumni.

Student Organizations. In 2018, the department facilitated the creation of the Political Science Student Association, now a registered student organization with nearly 100 members. With funding from the department, PSSA conducts nonpartisan programming open to the campus community. PSSA regularly partners with other campus organizations, including College Democrats, College Republicans and the Wisconsin Student Union on programming. In addition, the department in 2019 facilitated the creation of the Political Science Debate Society and continues to support a campus chapter of Pi Sigma Alpha, the national political science honor society.

With respect to quantitative data on Political Science HIPs, Table 7 documents Political Science graduates’ participation in high impact practices, along with comparison to all L & S graduates; Table 8 documents Political Science contributions to FIGs; Table 9 documents Political Science contributions to L & S Honors. We note that Honors participations growth in 2018-2019 and 2019-2020 represents concerted effort to have all sections of large enrollment courses as HIA.

Table 7: Political Science Graduates’ Participation in HIPs and Comparison

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Graduates</td>
<td>268</td>
<td>265</td>
<td>3,294</td>
<td>7126</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>40%</td>
<td>42%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Residential Learning Community</td>
<td>17%</td>
<td>16%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>First-Year Interest Groups</td>
<td>20%</td>
<td>19%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Service Learning Course</td>
<td>12%</td>
<td>14%</td>
<td>16%</td>
<td>22%</td>
</tr>
<tr>
<td>Independent/Directed Study</td>
<td>21%</td>
<td>15%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Research Experience</td>
<td>62%</td>
<td>69%</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>Workplace Based Experience</td>
<td>31%</td>
<td>35%</td>
<td>20%</td>
<td>36%</td>
</tr>
<tr>
<td>Honors Course</td>
<td>41%</td>
<td>48%</td>
<td>42%</td>
<td>29%</td>
</tr>
<tr>
<td>Seminar Course</td>
<td>57%</td>
<td>71%</td>
<td>44%</td>
<td>40%</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>19%</td>
<td>20%</td>
<td>30%</td>
<td>56%</td>
</tr>
<tr>
<td>At least one High Impact Experience</td>
<td>92%</td>
<td>94%</td>
<td>85%</td>
<td>91%</td>
</tr>
</tbody>
</table>
Table 8: Political Science Contributions to FIGs

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>FIG Seminars</th>
<th>FIG linked sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2017-2018</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2018-2019</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2019-2020</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 9: Political Science Contributions to Honors

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>HIA sections</th>
<th>HON sections</th>
<th>HOP sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>8</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>2016-2017</td>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2017-2018</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2018-2019</td>
<td>37</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>2019-2020</td>
<td>107</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

9. Diversity within the Political Science Undergraduate Program

As indicated in Table 10, the demographics of UW Political students—in terms of both Political Science majors and enrollments in the four subfield introductory courses—are broadly similar to the demographics of the general population of UW undergraduates. Students from targeted minority groups are underrepresented among Political Science students, as they are among UW students more generally. The Political Science student body differs from the UW student body in having a lower percentage of international students and a higher percentage of women students.

Table 10: Undergraduate Students, Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Minority Students</th>
<th>Targeted Minority</th>
<th>International Students</th>
<th>Female Students</th>
<th>First Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All UW degree seeking undergraduates</td>
<td>17%</td>
<td>11%</td>
<td>10%</td>
<td>51%</td>
<td>19%</td>
</tr>
<tr>
<td>Pol Sci Majors</td>
<td>17%</td>
<td>12%</td>
<td>3%</td>
<td>54%</td>
<td>n/a</td>
</tr>
<tr>
<td>PS 104: Intro to American Politics</td>
<td>n/a</td>
<td>10%</td>
<td>n/a</td>
<td>54%</td>
<td>23%</td>
</tr>
<tr>
<td>PS 120: Politics Around the World</td>
<td>n/a</td>
<td>11%</td>
<td>n/a</td>
<td>53%</td>
<td>19%</td>
</tr>
<tr>
<td>PS 140: Intro to International Relations</td>
<td>n/a</td>
<td>11%</td>
<td>n/a</td>
<td>56%</td>
<td>19%</td>
</tr>
<tr>
<td>PS 160: Intro to Political Thought</td>
<td>n/a</td>
<td>14%</td>
<td>n/a</td>
<td>54%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Tables 11, 12 and 13 depict D-F drop-rate differentials for Targeted Minority vs. Non-Targeted Minority, Male vs. Female, and First Generation vs. Non First Generation students. Taking note of the higher D-F drop rates for targeted minority, first generation and women students, particularly in research methods courses (e.g., PS 348 and PS 274), the department’s undergraduate team has partnered with faculty to launch a peer tutoring program in PS 348 during spring 2020. We will analyze the results of this pilot and then work to expand the program to other courses in 2020-2021.

Table 11: D-F Drop Rate Differentials: Targeted Minority vs. Non-Targeted Minority (PS courses with highest differentials)

Table 12: D-F Drop Rate Differentials: Male vs. Female (PS courses with highest differentials)
Table 13: D F Drop Rate Differentials: First Generation vs. Non First Generation (PS courses with highest differentials)

10. Departmental Advising
The Department of Political Science is fortunate to have a team of four talented undergraduate program staff members: Cassie Chulick (Undergraduate Advisor); Joel Clark (Director of Professional Development); Amy Gangl (Director of Undergraduate Engagement), and Rachel Margolies (Undergraduate Coordinator). Chulick, Gangl, and Margolies engage in academic advising, while Clark engages in career-related advising. A fifth staff member, Eunsook Jung, left for a position in the college effective February 17, 2020. Our advising assignments and student-to-adviser ratios are thus in flux. In addition to their work as advisors, Clark and Gangl each offer courses. Gangl helps to oversee the department’s undergraduate organizations (Pi Sigma Alpha, Political Science Debate Society, the Political Science Student Association. She has launched and directs our Peer Mentor program, through which advanced undergraduates serve as additional advising resources for our majors, and she co-produces with three undergraduates our political science podcast, which serves as in important mode of communication with both current students and alumni.

11. Career Development in Political Science
In addition to offering its own career course and career advising, the department has increasingly partnered with SuccessWorks. This includes coordinating the department’s career course with SuccessWorks’ Taking Initiative Course and, in fall 2019, co-hosting the first ‘Political Science @ Work” event. In addition, Amy Gangl has created a new mentor matching program that pairs current students with recent department alumni for networking and career advice. This program has been developed in close collaboration with SuccessWorks and the Wisconsin Foundation and Alumni Association.

12. Political Science Undergraduate Degree Program Assessment
The Department’s assessment plan, created in 2016, is included in Appendix 5, along with the assessment report for 2018-2019. We note that due to turnover in both the Director of Undergraduate Programs and Department Administrator positions, the department did not carry out our assessment plan in 2016-2017 or 2017-2018. In 2019-2020, The Department applied for and received a grant from the Provost’s office to update and enter in AEFIS course learning outcomes for all courses numbered 699 and below.

Given the quite recent creation of the PEPP Certificate, we have not yet undertaken formal assessment. The Steering Committee actively oversees the PEPP curriculum, and has implemented a number of changes, including the addition of several courses to the course array, along with articulating the expectation that faculty strive to work with the Writing Center in teaching PS 461. The Director of the PEPP Certificate
maintains a Box folder in which copies of all research papers written for PS 461 are maintained to ensure that a sampling of anonymous student papers can be evaluated with the assessment rubric provided to L & S when the time comes for PEPP’s review.

III. Political Science Graduate program

1. Graduate Degrees and Learning Outcomes

The Political Science departments offers three graduate credentials: the MA, the PhD, and the Doctoral Minor.

The MA’s learning outcomes are:

1. Develop an appreciation of the diverse subfields of political science.
2. Learn to articulate questions of importance to the field that can be answered using the methods of political science.
3. Learn to select and utilize methods of political inquiry appropriate to particular research questions.
4. Learn to constructively critique existing work in political science.
5. Develop an understanding of political science from an historical context.
6. Recognize and apply principles of ethical and professional conduct in research, teaching, and service.

The PhD program’s learning outcomes are:

1. Master the state of existing research in two or more subfields of political science.
2. Acquire expert knowledge of methods of political inquiry.
3. Design, conduct, and complete original research of substantive value to the field of political science that makes and original contribution to knowledge.
4. Master the communication of complex concepts to a range of audiences.
5. Demonstrate and foster ethical and professional conduct in research, teaching, and service.

2. General Structure of the PhD Program. In addition to earning 51 total credits, Ph.D. students are required to:

1. Take PS 800: Political Science as a Discipline and Profession (1 credit; must be done in the first semester)
2. Take PS 817: Empirical Methods of Political Inquiry (3 credits) and an additional 3 credits of Graduate Level Statistical Methodology Coursework.
3. Meet with their advisor to discuss the faculty’s First Year Assessment of their progress in the program by the start of their third semester.
4. Take and pass two general prelims from the specified list (International Relations, American Politics, Comparative Politics, Political Theory, Political Methodology) in June following their fourth semester.
5. Present one or more possible dissertation ideas to a committee with a minimum of two faculty members no later than September 15th of the 5th semester.
6. Take PS 801: Research and Writing Seminar (3 credits)

For an overview of the structure, see Appendix 6. For a complete list of graduate courses, see Appendix 8.
7. Submit a conference level research paper for review by January 15 before start of 6th semester.
8. Complete the minor requirement. (9 credits)
9. Meet the minimum graduate credit requirement. (32 credits)
10. Fulfill any requirements specified by the student’s primary subfield, such as presenting at a workshop.
11. Maintain a minimum of B average in coursework.
12. Remove all Incompletes before defending the dissertation proposal.
13. Produce an approved dissertation proposal before the start of the seventh semester.
14. Write, defend and deposit a thesis of an acceptable standard that makes an original contribution to knowledge.

3. Graduate Advising, Graduate Guide, and Normal Progress

Graduate advising begins formally at the start of the school year in August for incoming students. The department offers a “math camp,” followed by a department orientation with the Associate Chair. Following that, the Associate Chair meets individually with each graduate student to discuss course plans as well as preferences for a faculty advisor. Based on that meeting, as well as consultations with the faculty, each first year student is assigned a faculty advisor who serves as the primary mentor for the student in his or her first three years in the program. Students may switch to a different primary advisor at any point, as their interests evolve. In addition to the faculty mentor, incoming students are also assigned peer mentors, who are more advanced students in the program. The graduate advising load is distributed relatively evenly, with faculty members serving as dissertation chairs of between 0 and 5 students, with a mean of 2.19 per faculty member.

For first year students, the department holds a “First Year Assessment” every May, in which the entire faculty meets to discuss first year students’ performance. The meeting results in individually tailored letters to each first year student detailing what has gone well and issues on which there could be improvement. Each student is then required to meet with their advisor to discuss the contents of the letter.

Beyond first-year mentoring, the department has a strong norm of hands-on faculty mentoring. In the last three years, we have formalized some aspects of this relationship by encouraging faculty to develop explicit “mentor-mentee” guidelines and requiring each student to meet with the chair of their dissertation committee every semester. Mentoring is also extensive as students enter the job market. In the spring, the department holds two sessions with students who anticipate going on the job market in the fall: one with the Associate Chair and one with professors who recently were on the job market themselves. The department also creates a placement website with sample cover letters, teaching statements, CVs, and so forth. Come August, the Associate Chair reviews each candidate’s materials and meets individually with her or him. The department then creates space for each candidate to present a practice job talk in one or more departmental colloquia, where the student receives extensive feedback. Finally, in recent years, the department has created a mock interview day, where our students engage in mock one-on-one interviews with the faculty to simulate their experience on actual interviews.

Finally, the department is increasingly promoting a “whole of committee” approach, as opposed to a “chair-centric” approach to dissertation writing and mentoring. Students are responsible for assembling their own dissertation committees and encouraged to start discussing the possibility with faculty early on in their graduate school career. Graduate students are required to have at least three faculty members on their prospectus defense committee, and 4 on the dissertation committee.

---

6 For an overview of normal progress, see Appendix 7.
The Department provides electronic copies of the Graduate Guide and with a Model of Normal Progress.

4. Funding and Support

The department has invested tremendous resources in our graduate program. We have in recent years, per an agreement with the college, reduced the size of our incoming graduate classes in order to increase TA and PA appointment levels to 50% (a standard to which others on campus have begun to move). This allowed for higher stipends, though it also decreased our number of available TAs and so our overall instructional capacity. The average annual guaranteed stipend amount for the cohort entering our program in fall 2010 was $14,434 for those receiving University Fellowships, and $11,552 for TAs or PAs. For the fall 2020 cohort, the average annual stipend guarantee for 5-years will be $24,800 for those with University Fellowships, and $23,300 for TAs or PAs. These represent an increase of 72% and 102%, respectively, over the last 10 years. Our support for graduate student stipends is higher than what they are paid by the university and require substantial “top-offs” by the department. Under the new funding levels, the department will be spending about $191,000 of endowment income on student stipends and summer funding annually (once all students are on at the new levels).

These new funding levels have enabled us to narrow the gap between our stipends and those of our public university competitors, though we remain far behind departments in private universities with whom we compete for graduate student talent. On average, our students also teach more than their peers at other institutions, further reducing their productivity during graduate school, and therefore, their placement in the job market. These funding gaps are also a significant hurdle to recruiting admitted first-generation students and those from under-represented backgrounds.

In addition to this, the department is also devoting significant resources to the professional development of our graduate students in a number of ways. First, the department provides $300 annually to each student to enable the presentation of their work at a professional conference. Second, the department holds four weekly (American Politics, Comparative Politics, International Relations, and Political Theory) and two monthly (Experimental politics, Models and Data) scholarly workshop series at which graduate students (as well as faculty and outside speakers) present their work, serve as discussants, and develop their professional networks. The department also supports the activities of the Women in Political Science group in an effort to address some of the gender imbalances in time to completion and degree rates, as well as the Graduate Student Professional Development workshop. Finally, we have grown significantly the funds available for students through the competitive summer initiative project. This project provides funds for students to pursue additional training or undertake research over the summer. Last year, the department awarded over $80,000 in summer initiative funding. All told, the department has allocated upwards of $250,000 annually of privately raised endowment income to the graduate program.

5. Admissions, Enrollment, and Diversity

Table 14 below shows total enrollment in Political Science Graduate Programs. As indicated in Table 15, percentages of students from minority and targeted minority groups are similar among Political Science graduate students and UW graduate students generally. Percentages of international students and female students are noticeably lower among Political Science graduate students than among UW graduate students more generally. Table 16 documents the % of minority applicants, admitted students, and enrolled students. Table 17 documents overall demographic data for the Political Science graduate program.

---

7 University Fellowships provide fellowships in years 1 and 4 of the program.
During the last two academic years, the department has made significant efforts to enhance diversity among its graduate students. The current and previous associate chairs have focused in particular on enhancing diversity in our applicant pool. Three efforts along these lines are noteworthy. First, starting in summer 2018, the department funded a faculty member for travel to and participate in the American Political Science Association’s Ralph Bunche Institute, a summer program designed to assist undergraduates from historically underrepresented groups as they explore options for graduate study in Political Science. Second, faculty and graduate students in the international relations subfield launched a diversity initiative that brought undergraduates from historically underrepresented groups from around the country to Madison in spring 2019 for a day of workshops, both substantive and focused on exploring graduate study. This effort is being expanded in 2020, to a department-wide visiting day funded by the department. Finally, the associate chair has initiated a regular practice of contacting students in recognized pipeline programs (McNair scholars, APSA’s Minority Student Recruitment Program) to encourage them to apply to our program. To reduce the cost of applying to our program, the department pays the application fee for these students.

Table 14: Enrollment in Political Science Graduate Programs

Table 15: Demographics of Graduate Students, Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Minority Students</th>
<th>Targeted Minority Students</th>
<th>International Students</th>
<th>Female Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All UW professional</td>
<td>15.4%</td>
<td>10%</td>
<td>23.4%</td>
<td>51.4%</td>
</tr>
<tr>
<td>and graduate students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS Graduate Students</td>
<td>15.1%</td>
<td>11%</td>
<td>31.5%</td>
<td>45.2%</td>
</tr>
</tbody>
</table>
Table 16: % Minority Student Applicants, Admitted, and Enrolled

![Graph showing the percentage of minority student applicants, admitted, and enrolled from 2007 to 2019.]

Table 17: Overall Demographic Data for Political Science Graduate Program

<table>
<thead>
<tr>
<th>Graduate program demographic data, AY 2010-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>% female applicants</td>
</tr>
<tr>
<td>% female admits</td>
</tr>
<tr>
<td>% female enrolled</td>
</tr>
<tr>
<td>% targeted minority applicants</td>
</tr>
<tr>
<td>% targeted minority admits</td>
</tr>
<tr>
<td>% targeted minority enrolled</td>
</tr>
</tbody>
</table>

6. Time to Degree, Completion Rate, Outcomes, and Placements

The median time to degree for students in our program for the 2013-2017 degree cohorts was 7.04 years. This is slightly higher than that of our AAU peer median time to degree, which was 6.47 years. Overall, our 10-year completion rate (for cohorts entering the program between the 2004-2005 and 2006-2007 academic years) is 73%. This is significantly higher than the AAU Peer 10-year completion rate for the same period, which was 55%.
Table 18: Median Time to Degree, 2010-2019

<table>
<thead>
<tr>
<th>Select Disciplinary Division</th>
<th>All</th>
<th>Female</th>
<th>Targeted minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Degree Level/Division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Graduate School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select Academic Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select Named Option</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five years or less</td>
<td>32.6%</td>
<td>38%</td>
<td>5%</td>
</tr>
<tr>
<td>5 to 6 years</td>
<td>25.2%</td>
<td>27%</td>
<td>14%</td>
</tr>
<tr>
<td>6 to 7 years</td>
<td>28%</td>
<td>30%</td>
<td>12%</td>
</tr>
<tr>
<td>7 to 8 years</td>
<td>11.6%</td>
<td>13%</td>
<td>2%</td>
</tr>
<tr>
<td>8 to 9 years</td>
<td>9%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>9 to 10 years</td>
<td>5%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>2.9%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 19: Completion Rates, 2018-2016 Cohorts

<table>
<thead>
<tr>
<th>Completion rates, 2008-2016 cohorts</th>
<th>All</th>
<th>Female</th>
<th>Targeted minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Plan</td>
<td>49%</td>
<td>47%</td>
<td>14%</td>
</tr>
<tr>
<td>Still enrolled</td>
<td>22%</td>
<td>20%</td>
<td>57%</td>
</tr>
<tr>
<td>Terminal MA</td>
<td>25%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Did not complete plan</td>
<td>5%</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

Table 20: Doctoral Career Outcomes

<table>
<thead>
<tr>
<th>Employment Status by Years Post-Degree</th>
<th>All</th>
<th>0 yrs.</th>
<th>1 yrs.</th>
<th>2 yrs.</th>
<th>3 yrs.</th>
<th>4 yrs.</th>
<th>5 yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment, not actively seeking</td>
<td>60%</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Employment, actively seeking</td>
<td>20%</td>
<td>5%</td>
<td>10%</td>
<td>25%</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Not currently employed</td>
<td>20%</td>
<td>5%</td>
<td>10%</td>
<td>25%</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment Sector by Years Post-Degree</th>
<th>All</th>
<th>0 yrs.</th>
<th>1 yrs.</th>
<th>2 yrs.</th>
<th>3 yrs.</th>
<th>4 yrs.</th>
<th>5 yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>8%</td>
<td>20%</td>
<td>10%</td>
<td>5%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Nonprofit</td>
<td>12%</td>
<td>25%</td>
<td>15%</td>
<td>10%</td>
<td>5%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Government</td>
<td>25%</td>
<td>10%</td>
<td>10%</td>
<td>5%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Academia</td>
<td>20%</td>
<td>5%</td>
<td>10%</td>
<td>5%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

8 For detailed demographic data on placement, see Appendix 9.
7. Department Graduate Diversity Efforts

As the data above shows, one area of needed improvement has been in our ability to recruit students from under-represented students to our graduate program. Historically, we have engaged in a number of practices to help ameliorate this problem. First, the department pays the full cost of attending our prospective student visit to students from under-represented backgrounds (all others get up to $400 in travel expenses reimbursed). Second, the department is usually allocated an Advanced Opportunity Fellowship in addition to our complement of University Fellowships that we can award to a student from an under-represented background. Unfortunately, our overall low level of compensation (even for those on fellowships, see below) makes us relatively uncompetitive for these highly sought-after students.

Over the last several years, the department has undertaken a number of initiatives intended to familiarize students from underrepresented background with our department and increase the proportion of students from underrepresented backgrounds in our applicant pool. Our guiding logic has been that having more qualified students in the pool will lead to more students from underrepresented backgrounds among the admitted students and, as a result, also increase our take-up rate. These initiatives include a number of outreach efforts, such as sending a faculty member to the Ralph Bunche Summer Institute, reaching out to McNair Scholars and participants in APSA’s MSRP program, participation in APSA’s diversity graduate school fair, and purposeful engagement with these students before they apply to graduate school.

A second initiative has been to launch a diversity visiting day in which we bring a cohort of first generation and under-represented students to our department. This visiting day is intended to increase the diversity of applicants to political science Ph.D. programs (including ours) by reaching out to students in under-represented groups who might not otherwise consider graduate school. Our intention is to reach out to students relatively earlier in their academic career (current juniors and perhaps seniors who have not yet applied to graduate school). During the visiting day, students participate in conversations with our faculty and graduate students about current political science research as well as about applying to graduate school, graduate school life, and post-graduate school career paths. We focus especially on how to navigate academia and the support networks available to first-generation graduate students and students from underrepresented backgrounds. The department covers all travel expenses for students to attend. This initiative began with a pilot program funded by the IR group in fall 2019. The department voted to expand the initiative to a department-wide one that will be held in April 2020.

It is too early to evaluate the overall impact of these initiatives on either the proportion of students from under-represented backgrounds in our applicant pool or on our take-up rate. However, initial indications are positive. The proportion of students from under-represented backgrounds among applicants for Fall 2020 was 11%, still low, but higher than at any time in the last decade. Perhaps because of our attention to recruitment among pilot programs aimed at high achieving students and preparing them for graduate school, the proportion of admitted students from underrepresented background this year was also especially high.

We are also turning our attention to building a climate in the graduate program where every student feels welcomed and supported. This includes a series of conversations between the associate chair and students from under-represented backgrounds intended to learn what we can do better to support them in our program, as well as revamping our Prospective Student Visit to provide explicit opportunities for students to engage with one another on these topics.
IV. Evaluation and Reflection

1. Faculty

The Department of Political Science continues to exhibit great strength, though we do face some important challenges. We have retained our place among the top 15 ranked programs, and, as noted above, our faculty remain highly productive and visible scholars. This is true despite the significant budgetary headwinds faced by the department in recent years. As indicated in Table 21, those headwinds, because they have meant sharply reduced hiring, have lead to decline in the number of faculty FTE in the department and an increasing concentration of faculty at the rank of full professor. The department has also weathered many retention cases, successfully keeping most all of our faculty (in since fall 2017, there have been 8 retention cases, all but one successful). This success, though, adds expenses to the department’s budget tally sheet, thus moving faculty hiring farther into the future.

Table 21: Political Science Faculty FTE by Rank and Gender, 2013-2018
2. Undergraduate Program

Political Science remains one of the five most popular majors on campus. A combination of external pressures (the financial crisis, the collapse of the law market) and decreased instructional resources (fewer faculty due to our not being authorized to hire and fewer teaching assistants following our reduction of the size of our graduate program in order to increase appointment levels and stipends) led to a decline in total enrollments and majors until 2017, when both began to trend upward. Declared majors are now near 1000 (up from 750 at their nadir). Particularly given enrollment expansion, we now face the challenge of providing sufficient enrollment access to meet demand. The department appreciates the College’s provision of new 101 funding in recent reallocation exercises and hopes to see similar increases in future exercises. We also appreciate the College’s encouragement of our overspending our budget for teaching assistants, allowing us to add sections to our most popular courses. We look forward to this additional spending being regularized through permanent increases to our teaching assistant budget. In the longer run, though, hiring additional faculty will be crucial to ensuring sufficient undergraduate access.

As indicated above, the department continues to make significant contributions to high impact practices, including FIGs and honors. Department faculty and staff have also embraced summer term expansion by developing high quality online courses. We can, though, do more. The majority of our honors offerings, for example, involve the addition of honors options (HIA) to existing courses. While valuable, these do not provide the full high impact experience of honors only sections or honors only courses. Our faculty are eager to offer more of the latter, but we face a trade-off between small honors sections and courses and the high demand from the general undergraduate population. This trade-off can be ameliorated through more central support for high impact practices.

We note as well that the department currently offers only one course that meets the general education ethnic studies requirement. We hope to expand our offerings in this area. As discussed in the Diversity and Climate section below, a top priority (with accompanying budgetary need) is to hire a scholar of race and ethnic politic who might develop relevant courses.

Finally, we note that the department’s undergraduate staff has in recent years done excellent work in expanding opportunities for our students. These include the creation in the last two years alone of our summer visiting international students program, our political science student association, our debate society, our student-led departmental podcast, and our peer mentor program. In 2019-2020, we have expanded a mentor matching program piloted in spring 2019, which matches current majors with recent department alumni. In spring 2020, noting achievement gaps for minority and women students in our research methods courses, we have launched a pilot peer tutoring program.

3. Graduate Program

Our graduate program continues to excel, attracting exceptional students who produce high quality dissertations and enjoy very good placement rates. In addition, we are making significant efforts and notable progress in diversifying our graduate student body. This performance is remarkable given available resources. As indicated above (and as is true for many departments at UW), standard graduate stipends are well below those offered by our peers (we compete with the best public and private research institutions). We are able to close this competitive gap significantly, though not entirely, through our development efforts and the amazing generosity of our friends and alumni; but our continued success will require greater support from campus.
4. Diversity, Equity and Climate

In each of the above areas, diversity, equity and climate are of central importance. As tables 22 and 23 indicate, our faculty and staff reflect the general lack of diversity at UW-Madison.

Table 22: Demographics of Political Science Faculty Members

<table>
<thead>
<tr>
<th></th>
<th>Minority Faculty</th>
<th>Female Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>All UW faculty</td>
<td>22%</td>
<td>36%</td>
</tr>
<tr>
<td>Political Science Faculty</td>
<td>11%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Table 23: Demographics Among Political Science Staff

<table>
<thead>
<tr>
<th></th>
<th>Minority Staff</th>
<th>Female Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>All UW Academic Staff</td>
<td>15%</td>
<td>56%</td>
</tr>
<tr>
<td>Political Science</td>
<td>0%</td>
<td>86%</td>
</tr>
<tr>
<td>Academic Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All UW University Staff</td>
<td>19%</td>
<td>50%</td>
</tr>
<tr>
<td>Political Science</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>University Staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The lack of diversity among department faculty was an central and often expressed concern in a department climate survey of faculty, staff and graduate students conducted through WISELI’s department chair climate workshop in fall 2017. A more diverse faculty will help attract, support and retain a more diverse student body at both the graduate and undergraduate levels. Ultimately, the department cannot diversify its faculty unless it can hire faculty. Given the department’s budget situation, opportunities to hire will come in non-traditional ways.

The Target of Opportunity Program is important in this regard, and the department is making significant efforts to identify potential candidates. For example, the four subfield workshops—each of which brings 2-3 outside scholars to campus each month—have worked to diversify significantly the group of scholars invited to present their work. This had begun before the revitalization of the TOP program and workshop
The department submitted TOP requests to hire in each of the last two academic years. In 2018-2019, our request was granted, but too late in our hiring cycle to be effective; our candidate was hired by the University of Chicago. Our TOP request in 2019-2020 was not granted. Meanwhile, following discussions at a department strategic planning retreat in May, 2019, a survey of faculty indicated that the top hiring priority for the department was in the field of race and ethnic politics, a field likely to produce a more diverse applicant pool than other fields. The chair is also at work on a development effort to secure private funding to support a TOP hire in the future.

The department has been able to add new faculty in the last two academic years, one through private funding and two through the cluster hire program. In all three searches, we have aimed to employ best practices for hiring for inclusive excellence. All search committee chairs participated in WISELI’s workshop on hiring for inclusive excellence, and all search committee members (and the department faculty more generally) worked to communicate through their professional networks and organizations that we welcomed a diverse applicant pool. In addition, one search committee experimented with a new application review process that involved an initial review of anonymized research statements from all candidates. In general, finalist pools for the three positions were more diverse than in the past, particularly with regard to candidate gender. In the end, these searches did add to department diversity, with the addition of one female faculty member and one international faculty member.

When, hopefully in the near future, we are able to enhance diversity through hiring, it will be essential that our department climate provides a welcoming and inclusive workplace for everyone. Our 2017 climate survey has proven helpful in this regard. In addition to highlighting concerns with lack of diversity, survey results indicated a need to improve transparency and representation in department governance. In response to this second issue, the chair initiated, and the department approved, changes to governance designed to enhance transparency and to provide opportunities for more diverse leadership. These changes included:

- The number of department standing committees was reduced, with an eye towards drawing more effectively on the diversity that exists among department faculty without overburdening faculty from underrepresented groups with multiple leadership roles.
- A chair’s advisory committee was created to consult with the chair on mid-level decisions, and committee membership was chosen with an eye towards diversity.
- The Equity and Diversity Committee was revitalized, with regular meetings and an ongoing agenda including rewriting the department’s professional workplace statement, working to create a diversity and inclusive excellence page on the department’s website, and addressing issues of equity, access and inclusivity both proactively and as they arise in the department.
- The chair stepped away from leadership roles (and, in most cases, membership) on department governance committees to allow for the development and exercise of more broad-based leadership.

These efforts to make department governance more inclusive and transparent were aimed at enhancing department climate and preparing the department better to recruit, support and retain a more diverse faculty. With our efforts to enhance the diversity of our graduate applicant pool and student body and our efforts to close achievement gaps in our undergraduate courses, we are making substantial progress. We know, however, that to enhance and support diversity in the student body, a more diverse faculty is a necessary condition.
5. **Advancement, Development and Alumni Relations**

Political Science has for many years been at the fore of development activities at the department level at UW. Working with a dedicated (and partially department funded) development director from the Wisconsin Foundation and Alumni Association, the department has created and maintained an active Board of Visitors, now with 35 members who offer strategic advice and input to the chair and fulfill a substantial yearly giving commitment. **The department has been remarkably successful in attracting gifts and now has endowed funds totaling nearly $20 million at WFAA.** This includes funding for 4 active professorships, with 5 more professorships pledged for the future. These professorships both support faculty research and relieve pressure from the department’s 101 salary budget. We note that these developments efforts do require the deployment of significant department resources, most notably the time and energy of the department chair, department development chair, department administrator, chair’s assistant, director of undergraduate engagement and director of professional development. We will not relent in these development activities. We do note the importance to development appeals, though, of continued strong commitment (including budgetary commitment) to the department on the part of the college and university.
V. Appendices

Appendix 1: Undergraduate Course Offerings, Broken Down by Subfield

1. International Relations

POLI SCI 140: Introduction to International Relations
POLI SCI 340: The European Union: Politics and Political Economy
POLI SCI 343: Theories of International Security
POLI SCI 345: Conflict Resolution
POLI SCI 346: China in World Politics
POLI SCI 347: Terrorism
POLI SCI 348: Analysis of International Relations
POLI SCI 350: International Political Economy
POLI SCI 351: Politics of the World Economy
POLI SCI 353: The Third World in the International System
POLI SCI 354: International Institutions and World Order
POLI SCI 356: Principles of International Law
POLI SCI 359: American Foreign Policy
POLI SCI/GEN&WS 429: Gender and Politics in Comparative Perspective
POLI SCI/ECON/ENVIR ST/URB R PL 449: Government and Natural Resources
POLI SCI 455: African International Relations
POLI SCI 652: The Politics of Development

2. American Government

POLI SCI 104: Introduction to American Politics and Government
POLI SCI 184: Introduction to American Politics
POLI SCI 205: Introduction to State Government
POLI SCI 206: Introduction to Political Psychology
POLI SCI/LEGAL ST 217: Law, Politics and Society
POLI SCI/CHICLA 231: Politics in Multi-Cultural Societies
POLI SCI/CHICLA 302: Mexican-American Politics
POLI SCI 303: Election Campaign Practicum
POLI SCI 304: The Political Economy of Race in the United States
POLI SCI 305: Elections and Voting Behavior
POLI SCI 308: Public Administration
POLI SCI 309: Civil Liberties in the United States
POLI SCI 311: United States Congress
POLI SCI 314: Criminal Law and Justice
POLI SCI 315: Legislative Internship
POLI SCI 402: Wisconsin in Washington Internship Course
POLI SCI 405: State Government and Public Policy
POLI SCI 408: The American Presidency
POLI SCI 409: American Parties and Politics
POLI SCI 410: Citizenship, Democracy, and Difference
POLI SCI 411: The American Constitution: Powers and Structures of Government
POLI SCI 412: The American Constitution: Rights and Civil Liberties
POLI SCI 414: The Supreme Court as a Political Institution
POLI SCI 415: The Separation of Powers and Federal Courts
POLI SCI 416: Community Power and Grass Roots Politics
POLI SCI 417: The American Judicial System
POLI SCI/PUB AFFR 419: Administrative Law
POLI SCI 490: Study Abroad Topics in Political Science: American Government
POLI SCI 510: Politics of Government Regulation
POLI SCI 511: Campaign Finance
POLI SCI 514: Interest Group Politics
POLI SCI 515: Public Opinion
POLI SCI 516: Political Communications
POLI SCI 602: Wisconsin in Washington Advanced Public Policy Course

3. Political Theory

POLI SCI 160: Introduction to Political Theory
POLI SCI 265: Development of Ancient and Medieval Western Political Thought
POLI SCI 266: The Development of Modern Western Political Thought
POLI SCI 360: History of American Political Thought
POLI SCI 361: Contemporary American Political Thought
POLI SCI 363: Literature and Politics
POLI SCI 460: Topics in Political Philosophy
POLI SCI 463: Deception and Politics
POLI SCI/GEN&WS 469: Women and Politics
POLI SCI/AFROAMER 519: African American Political Theory
POLI SCI 561: Radical Political Theory
POLI SCI 590: Study Abroad Topics in Political Science: Political Theory

4. Comparative Politics

POLI SCI 120: Politics Around the World
POLI SCI 182: Politics Around the World (Honors)
POLI SCI/CHICLA 231: Politics in Multi-Cultural Societies
POLI SCI/ASIAN/GEOG/HISTORY/SOC 244: Introduction to Southeast Asia: Vietnam to the Philippines
POLI SCI/GEOG/HISTORY/SLAVIC 253: Russia: An Interdisciplinary Survey
POLI SCI/GEOG/HISTORY/SLAVIC 254: Eastern Europe: An Interdisciplinary Survey
POLI SCI/ASIAN/E A STD/S/HISTORY 255: Introduction to East Asian Civilizations
POLI SCI/AFROAMER/ANTHRO/C&E SOC/GEOG/HISTORY/LACIS/SOC/SPANISH 260: Latin America: An Introduction
POLI SCI/AFRICAN/AFROAMER/ANTHRO/GEOG/HIST/SOC 277: Africa: An Introductory Survey
POLI SCI 321: Latin-American Politics
POLI SCI 322: Politics of Southeast Asia
POLI SCI 324: Political Power in Contemporary China
POLI SCI/INTL ST 325: Social Movements and Revolutions in Latin America
POLI SCI/ASIAN 326: Politics of South Asia
POLI SCI/INTL ST 327: Indian Politics in Comparative Perspective
POLI SCI 329: African Politics
POLI SCI 330: Political Economy of Development
POLI SCI 332: German Politics
POLI SCI 334: Russian Politics
POLI SCI 421: The Challenge of Democratization
POLI SCI/CHICLA/HISTORY 422: Latino History and Politics
POLI SCI/INTL ST 423: Social Mobilization in Latin America
POLI SCI/INTL ST  431: Contentious Politics  
POLI SCI 432: Comparative Legal Institutions  
POLI SCI/RELIG ST  433: Religion and Politics  
POLI SCI/INTL ST  434: The Politics of Human Rights  
POLI SCI/INTL ST  436: Political Inequality: Measures, Causes, Effects and Remedies  
POLI SCI 437: Nationalism and Ethnic Conflict  
POLI SCI 438: Comparative Political Culture  
POLI SCI/INTL ST  439: The Comparative Study of Genocide  
POLI SCI 529: Arab-Israeli Conflict  
POLI SCI 534: Socialism and Transitions to the Market  
POLI SCI 537: Electoral Systems and Representation  
POLI SCI 538: Politics and Policies in the European Union  
POLI SCI 635: Comparative Politics of Sport  
POLI SCI 690: Study Abroad Topics in Political Science: Comparative Politics  
Total Credits  9-12  

5. Research Methods in Political Science  
POLI SCI 270: Understanding Political Numbers  
POLI SCI 274: Political Choice and Strategy  
POLI SCI 348: Analysis of International Relations  
POLI SCI/JOURN/URB R PL  373: Introduction to Survey Research  
POLI SCI 374: Introduction to Statistical Inference for Political Research

6. Thesis and Independent Study  
POLI SCI 691: SENIOR THESIS  
POLI SCI 692: SENIOR THESIS  
POLI SCI 698: DIRECTED STUDY  
POLI SCI 699: DIRECTED STUDY
Appendix 2: PEPP Courses by Area

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 330</td>
<td>Money and Banking</td>
<td>4</td>
</tr>
<tr>
<td>ECON 435</td>
<td>The Financial System</td>
<td>3</td>
</tr>
<tr>
<td>ECON 464</td>
<td>International Trade</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 465</td>
<td>The American Economy to 1865</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON/HISTORY 466</td>
<td>The American Economy Since 1865</td>
<td>3-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHILOS/ECON 524</td>
<td>Philosophy and Economics</td>
<td>3</td>
</tr>
<tr>
<td>PHILOS 541</td>
<td>Modern Ethical Theories</td>
<td>3</td>
</tr>
<tr>
<td>PHILOS 549</td>
<td>Great Moral Philosophers</td>
<td>3</td>
</tr>
<tr>
<td>PHILOS 555</td>
<td>Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHILOS 559</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI SCI 266</td>
<td>The Development of Modern Western Political Thought</td>
<td>3-4</td>
</tr>
<tr>
<td>POLI SCI 360</td>
<td>History of American Political Thought</td>
<td>3-4</td>
</tr>
<tr>
<td>POLI SCI 361</td>
<td>Contemporary American Political Thought</td>
<td>3-4</td>
</tr>
<tr>
<td>POLI SCI 363</td>
<td>Literature and Politics</td>
<td>3-4</td>
</tr>
<tr>
<td>POLI SCI 411</td>
<td>The American Constitution : Powers and Structures of Government</td>
<td>4</td>
</tr>
<tr>
<td>POLI SCI 463</td>
<td>Deception and Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI SCI 274</td>
<td>Political Choice and Strategy</td>
<td>3-4</td>
</tr>
<tr>
<td>POLI SCI 330</td>
<td>Political Economy of Development</td>
<td>3</td>
</tr>
<tr>
<td>POLI SCI 340</td>
<td>The European Union: Politics and Political Economy</td>
<td>3-4</td>
</tr>
<tr>
<td>POLI SCI 350</td>
<td>International Political Economy</td>
<td>3-4</td>
</tr>
<tr>
<td>POLI SCI 356</td>
<td>Principles of International Law</td>
<td>3-4</td>
</tr>
</tbody>
</table>
Appendix 3: Credit Follow Instructor Reports

Table 1: Enrollment by Academic Year (Credits Follow Instructors)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>16723.7</td>
</tr>
<tr>
<td>2017-2018</td>
<td>17008.55</td>
</tr>
<tr>
<td>2016-2017</td>
<td>17301.25</td>
</tr>
<tr>
<td>2015-2016</td>
<td>17835.41</td>
</tr>
<tr>
<td>2014-2015</td>
<td>18836.96</td>
</tr>
<tr>
<td>2013-2014</td>
<td>21735.03</td>
</tr>
<tr>
<td>2012-2013</td>
<td>23908.57</td>
</tr>
<tr>
<td>2011-2012</td>
<td>24583.56</td>
</tr>
</tbody>
</table>

Table 2: Enrollment in Fall Semester (Credits Follow Instructor)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>8809.29</td>
</tr>
<tr>
<td>2018-2019</td>
<td>8587.655</td>
</tr>
<tr>
<td>2017-2018</td>
<td>9250.88</td>
</tr>
<tr>
<td>2016-2017</td>
<td>8610.828</td>
</tr>
<tr>
<td>2015-2016</td>
<td>9226.646</td>
</tr>
<tr>
<td>2014-2015</td>
<td>9675.9</td>
</tr>
<tr>
<td>2013-2014</td>
<td>11681.15</td>
</tr>
<tr>
<td>2012-2013</td>
<td>12962.57</td>
</tr>
<tr>
<td>2011-2012</td>
<td>12582.93</td>
</tr>
</tbody>
</table>

Table 3: Enrollment in Spring Semester (Credits Follow Instructor)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>CFI_CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>8136.04</td>
</tr>
<tr>
<td>2017-2018</td>
<td>7757.67</td>
</tr>
<tr>
<td>2016-2017</td>
<td>8690.423</td>
</tr>
<tr>
<td>2015-2016</td>
<td>8608.766</td>
</tr>
<tr>
<td>2014-2015</td>
<td>9161.06</td>
</tr>
<tr>
<td>2013-2014</td>
<td>10053.88</td>
</tr>
<tr>
<td>2012-2013</td>
<td>10946</td>
</tr>
<tr>
<td>2011-2012</td>
<td>12000.64</td>
</tr>
</tbody>
</table>
Appendix 4: Political Science Majors: 10 Year Trend, Fall #'s

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>908</td>
</tr>
<tr>
<td>2011</td>
<td>920</td>
</tr>
<tr>
<td>2012</td>
<td>888</td>
</tr>
<tr>
<td>2013</td>
<td>889</td>
</tr>
<tr>
<td>2014</td>
<td>786</td>
</tr>
<tr>
<td>2015</td>
<td>796</td>
</tr>
<tr>
<td>2016</td>
<td>740</td>
</tr>
<tr>
<td>2017</td>
<td>809</td>
</tr>
<tr>
<td>2019</td>
<td>877</td>
</tr>
<tr>
<td>2019</td>
<td>947</td>
</tr>
</tbody>
</table>
## Appendix 5: Faculty Credit Hours Generated per FTE

### 72 Political Science

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>total credit hours</strong></td>
<td>28,314</td>
<td>28,425</td>
<td>24,584</td>
<td>23,909</td>
<td>21,735</td>
<td>18,837</td>
<td>17,817</td>
<td>17,301</td>
<td>17,008</td>
<td>16,724</td>
</tr>
<tr>
<td>as % of L&amp;S total</td>
<td>4.70%</td>
<td>4.66%</td>
<td>4.09%</td>
<td>3.95%</td>
<td>3.65%</td>
<td>3.24%</td>
<td>3.09%</td>
<td>3.01%</td>
<td>2.92%</td>
<td>2.82%</td>
</tr>
<tr>
<td><strong>undergrad credit hours</strong></td>
<td>not avail</td>
<td>not avail</td>
<td>22,966</td>
<td>22,123</td>
<td>20,122</td>
<td>17,173</td>
<td>16,483</td>
<td>15,706</td>
<td>15,427</td>
<td>15,079</td>
</tr>
<tr>
<td>as % of L&amp;S total</td>
<td>--</td>
<td>--</td>
<td>4.30%</td>
<td>4.11%</td>
<td>3.80%</td>
<td>3.33%</td>
<td>3.21%</td>
<td>3.07%</td>
<td>2.96%</td>
<td>2.85%</td>
</tr>
<tr>
<td><strong>faculty FTE (all funds)</strong></td>
<td>30.00</td>
<td>30.47</td>
<td>28.82</td>
<td>32.09</td>
<td>33.14</td>
<td>31.05</td>
<td>28.53</td>
<td>28.71</td>
<td>26.34</td>
<td>24.91</td>
</tr>
<tr>
<td>as % of L&amp;S total</td>
<td>3.87%</td>
<td>3.86%</td>
<td>3.66%</td>
<td>3.95%</td>
<td>4.13%</td>
<td>3.90%</td>
<td>3.67%</td>
<td>3.78%</td>
<td>3.52%</td>
<td>3.36%</td>
</tr>
<tr>
<td><strong>faculty FTE (101)</strong></td>
<td>27.74</td>
<td>27.56</td>
<td>25.34</td>
<td>29.75</td>
<td>31.26</td>
<td>28.36</td>
<td>26.26</td>
<td>24.89</td>
<td>24.55</td>
<td>23.73</td>
</tr>
<tr>
<td>as % of L&amp;S total</td>
<td>3.90%</td>
<td>3.86%</td>
<td>3.57%</td>
<td>4.04%</td>
<td>4.25%</td>
<td>3.86%</td>
<td>3.64%</td>
<td>3.63%</td>
<td>3.58%</td>
<td>3.50%</td>
</tr>
<tr>
<td><strong>faculty FTE (101-2)</strong></td>
<td>27.64</td>
<td>27.46</td>
<td>23.14</td>
<td>29.03</td>
<td>29.26</td>
<td>24.86</td>
<td>24.96</td>
<td>23.65</td>
<td>21.80</td>
<td>21.48</td>
</tr>
<tr>
<td>as % of L&amp;S total</td>
<td>4.21%</td>
<td>4.13%</td>
<td>3.55%</td>
<td>4.28%</td>
<td>4.29%</td>
<td>3.73%</td>
<td>3.71%</td>
<td>3.76%</td>
<td>3.49%</td>
<td>3.50%</td>
</tr>
<tr>
<td><strong>TA FTE (101-2)</strong></td>
<td>19.61</td>
<td>19.88</td>
<td>17.61</td>
<td>16.37</td>
<td>17.73</td>
<td>17.83</td>
<td>17.85</td>
<td>16.81</td>
<td>16.75</td>
<td>17.56</td>
</tr>
<tr>
<td>as % of L&amp;S total</td>
<td>3.35%</td>
<td>3.29%</td>
<td>2.95%</td>
<td>2.68%</td>
<td>2.85%</td>
<td>2.91%</td>
<td>3.00%</td>
<td>2.84%</td>
<td>2.86%</td>
<td>2.88%</td>
</tr>
<tr>
<td><strong>instructional FTE (101-2)</strong></td>
<td>50.52</td>
<td>51.02</td>
<td>45.40</td>
<td>49.68</td>
<td>50.48</td>
<td>45.77</td>
<td>47.29</td>
<td>45.87</td>
<td>43.45</td>
<td>42.74</td>
</tr>
<tr>
<td>as % of L&amp;S total</td>
<td>3.40%</td>
<td>3.37%</td>
<td>3.04%</td>
<td>3.22%</td>
<td>3.24%</td>
<td>2.97%</td>
<td>3.12%</td>
<td>3.12%</td>
<td>2.95%</td>
<td>2.86%</td>
</tr>
<tr>
<td>as % of L&amp;S total</td>
<td>4.25%</td>
<td>4.16%</td>
<td>3.83%</td>
<td>4.33%</td>
<td>4.49%</td>
<td>4.17%</td>
<td>4.01%</td>
<td>4.04%</td>
<td>4.24%</td>
<td>4.36%</td>
</tr>
<tr>
<td>as % of L&amp;S total</td>
<td>3.92%</td>
<td>3.86%</td>
<td>3.38%</td>
<td>3.85%</td>
<td>3.81%</td>
<td>3.43%</td>
<td>3.61%</td>
<td>3.68%</td>
<td>3.57%</td>
<td>3.59%</td>
</tr>
<tr>
<td>as % of L&amp;S total</td>
<td>3.39%</td>
<td>3.35%</td>
<td>3.19%</td>
<td>3.47%</td>
<td>3.60%</td>
<td>3.38%</td>
<td>3.38%</td>
<td>3.37%</td>
<td>3.41%</td>
<td>3.40%</td>
</tr>
<tr>
<td>% credit hours per % faculty FTE (101)</td>
<td>1.20</td>
<td>1.21</td>
<td>1.14</td>
<td>0.98</td>
<td>0.86</td>
<td>0.84</td>
<td>0.85</td>
<td>0.83</td>
<td>0.81</td>
<td>0.80</td>
</tr>
<tr>
<td>% credit hours per % faculty payroll (101)</td>
<td>1.11</td>
<td>1.12</td>
<td>1.07</td>
<td>0.91</td>
<td>0.81</td>
<td>0.78</td>
<td>0.77</td>
<td>0.75</td>
<td>0.69</td>
<td>0.65</td>
</tr>
<tr>
<td>% credit hours per % instruct FTE (101-2)</td>
<td>1.38</td>
<td>1.38</td>
<td>1.34</td>
<td>1.23</td>
<td>1.13</td>
<td>1.09</td>
<td>0.99</td>
<td>0.96</td>
<td>0.99</td>
<td>0.99</td>
</tr>
<tr>
<td>% credit hours per % instruct payroll (101-2)</td>
<td>1.20</td>
<td>1.21</td>
<td>1.21</td>
<td>1.03</td>
<td>0.96</td>
<td>0.95</td>
<td>0.86</td>
<td>0.82</td>
<td>0.82</td>
<td>0.78</td>
</tr>
<tr>
<td>% credit hours per % 101 payroll</td>
<td>1.39</td>
<td>1.39</td>
<td>1.28</td>
<td>1.14</td>
<td>1.01</td>
<td>0.96</td>
<td>0.91</td>
<td>0.89</td>
<td>0.85</td>
<td>0.83</td>
</tr>
</tbody>
</table>

credit hours computed using credits-fellow-instructor (CFI) method. Credit hours summed over fall and spring semesters. Excludes credits taken by students enrolled in L&S non-pooled (131) programs.

undergraduate credit hours removes graduate and special student credit hours.

faculty FTE (all funds) includes faculty paid on all funds (e.g., gift or research funds as well as 101), and all activities.

faculty FTE (101) includes only faculty paid on fund 101 (all activities).

TA FTE (101-2) includes teaching assistants on fund 101, activity 2.

instructional FTE (101-2) includes all faculty, academic staff with instructional titles, TA's and Lecturer (5A) paid on fund 101, activity 2.

faculty payroll (101) corresponds to faculty FTE (101).

instructional payroll (101-2) corresponds to instructional FTE (101-2).

101 payroll includes all appointment types (and all activities) paid on fund 101.

5/7/2019
Appendix 6: Student Learning Assessment Plan: Undergraduate Major in Political Science

**Identifying Information:**
School/College: College of Letters and Science
Undergraduate Degree/Major Program Name: Political Science
Faculty Director Contact/Title: David Canon, Chair
Contact Information: dtcanon@wisc.edu

**Phase I of Assessment Planning – Student Learning Outcomes**

**Background:**
During the 2014-2015 academic-year, the Department of Political Science convened a faculty committee to begin improving the assessment of undergraduate learning. The ad-hoc committee proposed 5 learning outcomes for undergraduate political science majors which were adopted by the Department. Integral to the effort to formulate student-learning outcomes were two undergraduate Political Science major focus group meetings facilitated by a current Ph.D. student in the Department along with the Director of Undergraduate Studies. Student views were considered during faculty discussions and decisions about learning outcomes.

**Student Learning Goals:**
1. Articulate an understanding of and appreciation for the methods and approaches of diverse subfields in Political Science-American Politics, Comparative Politics, International Relations, and Political Theory—and their relevance to important theoretical and pragmatic questions.
2. Analyze different forms and practices of governance both democratic and non-democratic.
3. Argue effectively and defend propositions with intellectual integrity, while considering a range of alternative points of view and evidence.
4. Analyze relations among individuals, civil society, political institutions, and states.
5. Analyze the motivations and consequences of political decision-making and activities.

**Plan for Assessing Each Student Learning Goal: Method and Timetable**
1. Who is responsible for assessment?
   Director of Undergraduate Studies (currently, Ricardo Galliano Court)
2. What is the plan for review of the assessment information?
   Yearly review by the Undergraduate Program Committee (UPC)
3. What is the plan for production of an annual summary report?
   To be provided by the Director of Undergraduate Studies, in consultation with the UPC
4. How will recommendations be implemented?
   On a rolling basis, as relevant, and upon consultation with the UPC.

**Phase II of Assessment Planning – Political Science Major Curriculum Mapping**

32
**Undergraduate Degree Program Curriculum Mapping Worksheet:**

Required courses for undergraduate political science majors each meet many learning outcomes.

<table>
<thead>
<tr>
<th>Degree Program Courses</th>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
<th>Learning Outcome 3</th>
<th>Learning Outcome 4</th>
<th>Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 103 Intro. American Politics</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PS 104 Intro. Int’l. Relations</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PS 106 Intro. Comparative Politics</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PS 209 Intro. Political Theory</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PS 218 Intro. Political Numbers</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Upper-Level Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 376 Analysis of Int’l. Relations</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PS 411 Constitution Law I</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PS 427 Legislative Internship</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PS 506 Topics in Pol. Philosophy</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PS 630 Topics in Comp. Politics</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Phase III of Assessment Planning – Measuring Student Learning**

In conformity with campus expectations and mandates by the Higher Learning Commission, the Department of Political Science will assess student learning with direct and indirect measures biennially. It is
advantageous to construct the assessment out of activities that have other uses or that are elements of other initiatives, that the assessment be more a clearing-house of departmental activities than a novel initiative stressing already limited resources.

Direct measures:

1. Each of the five subfields in Political Science (American Government, International Studies, Political Theory, Comparative Politics, and Research Methodology) will choose one upper level course in that field and collect 20 final papers or essays to be analyzed according to a rubric that focuses on the Student Learning Goals. (Appendix 4)
2. A selection of Senior and honors theses will also be analyzed according to a rubric that focuses on the Student Learning Goals. (Appendix 4)

Indirect measures:

1. Student Evaluations of Teaching have been shown to have a strong correlation with student learning. Evaluations can be reconsidered and reformulated to offer a clearer view into student learning. Revising this process would create a powerful feedback loop, particularly useful for improving the quality of graduate assistant teaching (projects of the DUS, the UPC, and the Associate Chair). Evaluations are more successfully used to assess students’ perceptions of their own learning rather than relying on them to judge pedagogy, which studies have shown to be ineffective. (Appendix 1)
2. Senior Exit Surveys that ask experienced students to reflect on their learning. (Appendix 2)
3. Alumni Surveys, 3, 5, or 10 years after graduation. This outreach is particularly valuable for preexisting development and networking/internships initiatives. (Appendix 3)

Appendix 1: Student Course Evaluations

The Department of Political Science will move from asking students about their perceptions of instructor performance on course evaluations to student perceptions of their own learning in courses.

Current Evaluations for Faculty:

1. Method appropriate for size of class?
2. What portion of classes did you attend?
3. Were lectures clearly presented and organized?
4. What proportion of lectures were relevant to course?
5. How useful were the assigned readings?
6. Were objectives clearly laid out and explained early?
7. How well did lectures and readings meet defined objectives?
8. How does this course compare in terms of difficulty?
9. How willing was your professor to consult with you individually?
10. Please rank the effectiveness of these contacts:
11. Do you feel the grading was fair?
12. Did this course make you think?
13. OVERALL PERFORMANCE

Current Evaluations for Teaching Assistants:

1. What proportion of the discussion sections led by the TA have you attended so far this semester?
2. How well does the TA answer questions and clarify concepts?
3. To what extent does the TA encourage or create opportunities for students to participate in discussion?
4. How many times this semester have you met with your TA during office hours or by appointment?
5. Did you believe that your TA was accessible or difficult to reach if you needed her/his help (whether or not you sought help)?
6. How helpful did you find your TA when meeting with her/him?
7. TAs try to give useful written feedback and comments on papers and particularly, exams. To what extent were the remarks helpful?
8. Preparing for tests
9. Discussion of important ideas not covered in the lecture
10. Clarification of lectures
11. Clarification of readings
12. If you had to rate your TA as a potential or future professor, what would you say?
13. OVERALL PERFORMANCE

The UW Teaching Academy has proposed evaluations for university-wide course evaluations in addition to specific departmental evaluations; these will serve as a useful model for reevaluating course evaluations going forward. The data collected from these evaluations will become public serving as a much needed alternative to grading distributions and Rate-My-Professor.

1. At the time you enrolled, did you take this course primarily to fulfill a requirement for your major? [yes/no]
2. In general, how much did this course enhance your knowledge of the world, such as knowledge of human cultures, society, or science? [Not at all, A little, Somewhat, Quite a bit, A great deal]
3. How much did this course help you develop intellectual skills, such as critical or creative thinking, quantitative reasoning, and problem solving? [Not at all, …]
4. How much did this course help you develop potential workplace skills, such as written and oral communication, computer literacy, and working in teams? [Not at all, …]
5. How much did this course increase your sense of social responsibility, for example by increasing your knowledge of cultures or providing you with opportunities for civic or community involvement?*
6. How much did this course improve your ability to combine knowledge or skills from different fields of study? [Not at all, …]
7. How would you rate the overall educational value of this course, that is the extent to which the course improved your all-around education or prepared you for the future? [Very poor, Poor, Fair, Good, Very good].
8. How would you rate the overall quality of this course, that is the extent to which it was structured and taught in order to maximize its educational value? [Very poor, …]

Appendix 2: Senior Exit Surveys

The Department of Political Science is planning to begin administering senior exit surveys that ask experienced students to reflect on their learning. Here are the potential questions for the survey:

1. What personal interests made a major in Political Science seem right for you?
2. Were there any specific opportunities offered to you that made your decision to major in Political Science clear?
3. What were your expectations of a Political Science major. Were there aspects that exceeded your expectations? Were there aspects that did not?
4. What were the most meaningful elements of your Political Science major, in the classroom and outside of the classroom?
5. Did you have any frustrations while a Political Science major?
6. What was your particular field of interest? How confident are you in the issues, methodology, and practice in your area of interest?
7. Are you planning or have you applied to graduate or professional school?
   a. What discipline have you selected for your post-graduate studies?
b. To which universities have you applied?
c. Have you been accepted into a graduate program and if so at what university?
d. Do you feel that your academic experience has given you the skills and knowledge necessary to pursue your chosen field?
   i. If you answered yes, what aspect of the Political Science undergraduate program helped you prepare for graduate studies.
   ii. If you answered no, please tell us why you think the political science undergraduate program failed to prepare you for graduate studies.

8. Are you applying for a professional position?
9. For what jobs are you applying?
   a. Have you been hired? If so, may we ask, what is your position title and who is your employer? May we ask your beginning salary?
   b. Do you feel that your academic training has given you the knowledge and skills necessary to pursue a professional position?
      i. If so, can you tell us some specifics of the political science undergraduate program that helped you gain the skills necessary to pursue professional employment.
      ii. If no, please tell us why you think the political science undergraduate program failed to provide you the skills necessary to pursue professional employment.

10. How would you rate your overall satisfaction with the Political Science major?

Appendix 3: Alumni Surveys

The Department of Political Science is planning to begin administering alumni surveys that ask alumni to reflect on their learning 3, 5, or 10 years after graduation. This outreach is also valuable for both development and networking/internships initiatives. Here are the potential questions for the survey:

1. Name (The mail survey application should be able to insert the name and other information, e.g. date of graduation, etc.)
2. Education
   a. Did you complete another major besides Political Science?
   b. Did you complete a certificate while an undergraduate?
   c. When did you graduate?
3. Your Political Science major
   a. What personal interests made a major in Political Science seem right for you?
   b. Were there any specific opportunities offered to you that made your decision to major in Political Science clear?
   c. What were your expectations of a Political Science major. Were there aspects that exceeded your expectations? Were there aspects that did not?
   d. What were the most meaningful elements of your Political Science major, in the classroom and outside of the classroom?
   e. Did you have any frustrations while a Political Science major?
   f. What was your particular field of interest? How confident are you in the issues, methodology, and practice in your area of interest?
      i. What should a young student considering Political Science know?
      ii. What would you say to someone who was worried about the job prospects of Political Science majors?
   g. Do you still look at the world as a political scientist does?
4. Employment
   a. Where do you work?
   b. What is your job title?
      i. How long have you had this position?
      ii. What are your key duties?
c. Did your position require additional credentials beyond your undergraduate degree?
d. What is a typical day like?
e. Does your job involve travel?
f. What do you like most about your job?
g. What do you like least?
h. Did majoring in Political Science prepared you for this occupation? Did Political Science co-curricular activities prepare you?
i. What particular Political Science knowledge or skills have you brought to your job?
j. Do you feel that your academic training has given you the knowledge and skills necessary to pursue your career?
   i. If so, can you tell us some specifics of the political science undergraduate program that helped you gain the knowledge and skills necessary to pursue your career.
   ii. If no, please tell us why you think the political science undergraduate program failed to provide you the skills necessary to pursue your career.

5. Anything else you would like us to know?

Appendix 4: Rubric

1. **Research Question and Thesis Statement**: Does the student develop a clear and focused research question related to an important area or subfield of political science? Is the question(s) addressed thoroughly in the thesis or are there remaining gaps or inconsistencies in the thesis? Is the thesis statement well-developed? 10 points.
2. **Methodology**: Does the student employ an appropriate methodology to answer the research question? Does the student fully explain the rationale for using the specific method? 10 points.
3. **Command of Literature**: Does the student place the research question within the context of relevant political science literature? Does the literature review provide a fair picture of the state of knowledge on the topic and closely related topics? 20 points.
4. **Use of Sources & Citation**: Does the student use a variety of appropriate sources or too few? Specifically, does the student rely mainly on peer-reviewed sources? Does the student completely and responsibly cite references and use the proper citation style required by the department? 10 points.
5. **Analysis**: Is the analytical framework clear and appropriate? Does the work avoid mere description and instead offer analysis for the political topic under study? Does the student provide adequate evidence from secondary research sources for each line of reasoning? Does the student employ tools of original analysis (such as data analysis or analysis of primary sources) when appropriate (such as those students pursuing Honors)? 20 points.
6. **Organization**: Is the writing well-organized and focused? Is there an introduction that clearly states the research question and lays out a clear outline of the larger scope? Is the writing clearly organized in sections with headings? Is there a logical flow between the sections? Does the conclusion offer a lucid summation of the argument? 20 points.
7. **Writing Style**: Is the writing style clear, concise, and focused? Is the writing grammatically correct and largely error-free? 10 points.
## Appendix 7: Graduate Program at a Glance

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall and Spring terms</th>
<th>Summer</th>
<th>Writing</th>
<th>Outcomes for the year</th>
</tr>
</thead>
</table>
| 1st  | Enroll in 3-4 courses per semester: PS 800, PS 812, PS 813, PS 817 Field seminar or equivalent Other methods and substantive Attend field workshops Professionalization:  
  - Meet with speakers  
  - Attend brown bags  
  - Attend research working groups | Meet with advisor | Aim for at least one working paper | Training in methods  
  Training in two fields  
  Progress on dissertation ideas  
  Start research portfolio  
  Professionalization |
|      |                       | Predissertation research | Develop and discuss dissertation ideas | |
|      |                       | Start exam prep | | |
| 2nd  | Enroll in 3-4 courses per semester Present at a field workshop Attend field workshops Professionalization:  
  - Meet with speakers  
  - Attend brown bags  
  - Attend research working groups | Exams in June  
  Retake in August  
  Fieldwork and dissertation development | Complete additional research papers | Qualification in two fields  
  Training in methods and language (as appropriate)  
  Concrete steps to dissertation committee and topic  
  Develop research |
|      |                       | | Begin dissertation prospectus discussion with faculty | |
| 3rd  | Complete remaining course requirements Dissertation prospectus meeting by Sept 15 Dissertation prospectus course Complete courses for Minor Attend field workshops Professionalization:  
  - Meet with speakers  
  - Attend brown bags  
  - Attend research working groups | Fieldwork and dissertation research  
  Develop paper(s) for journal submission | Complete research paper by January 15 (start of 6th) | Dissertation prospectus developed and defended  
  At least one conference level paper and ideally more in a research portfolio  
  Courses completed  
  Minor completed |
|      |                       | | Defend prospectus by end of spring semester | |
| 4th | Enroll in PS 990 Research and Thesis Professionalization:  
• Meet with speakers  
• Attend brown bags  
• Attend research working groups  
• Attend placement meeting | Dissertation  
Research papers | Dissertation  
Research papers  
Conference presentation or submission | Research for dissertation  
Paper development  
Aim for conference presentation  
Start thinking about job market |
|---|---|---|---|
| 5th + 6th | Enroll in PS 990 Research and Thesis Professionalization:  
• Meet with speakers  
• Attend brown bags  
• Attend research working groups | Dissertation  
Research paper | Complete Dissertation  
Submit papers to journals  
Conference presentation | Prepare for and compete on job market  
PhD in hand! |
Appendix 7: Graduate Student Schedule of Normal Progress

**Ph.D. in Political Science: Ideal Schedule**

<p>| First Year: Methods Training; Develop Knowledge in Two Fields; Deepen Research Interests; Professionalization |  |</p>
<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses: PS 800, PS 812, PS 817 (if offered)</td>
<td>Courses: PS 813</td>
<td>Pre-dissertation research</td>
</tr>
<tr>
<td>Courses: Field Seminar or equivalent</td>
<td>Courses: Mix of substantive and methods</td>
<td>Additional methods training</td>
</tr>
<tr>
<td>Professionalization: Attend workshops, meet speakers, read journals and books</td>
<td>Professionalization: Workshop/Speakers, Journals/books</td>
<td>Work on papers</td>
</tr>
<tr>
<td>Meet with advisors and faculty</td>
<td>Meet with advisors and faculty</td>
<td>Read journals and books</td>
</tr>
</tbody>
</table>

<p>| Second Year: Prepare for Exams; Develop Dissertation Topics and Research Papers; Methods Training; Professionalization |  |</p>
<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods and substantive courses</td>
<td>Methods and substantive courses</td>
<td>Sit for qualifying exams</td>
</tr>
<tr>
<td>Language training (if applicable)</td>
<td>Language training (if applicable)</td>
<td>Pre-dissertation research</td>
</tr>
<tr>
<td>Continue with Workshop/Speaker/reading</td>
<td>Continue with Workshop/Speakers/reading</td>
<td>Develop dissertation ideas</td>
</tr>
<tr>
<td>Start preparing for exams</td>
<td>Identify draft prospectus committee</td>
<td>Develop research paper</td>
</tr>
<tr>
<td>Continue to meet with faculty and discuss dissertation topics</td>
<td>Continue to meet with faculty</td>
<td>Read journals and books</td>
</tr>
<tr>
<td>Attend MPSA</td>
<td>Develop plans for a minor</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Third Year: Develop and Defend Dissertation Proposal; Develop Research Portfolio; Professionalization |  |</p>
<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with at least two faculty to discuss dissertation ideas (by 9/15)</td>
<td>Finish courses</td>
<td>Dissertation Research</td>
</tr>
<tr>
<td>PS 801 (Proposal Writing Class)</td>
<td>Defend prospectus</td>
<td>Work on papers for publication</td>
</tr>
<tr>
<td>Methods / Substantive / Language courses</td>
<td>Continue professionalization</td>
<td></td>
</tr>
<tr>
<td>As before: workshops, speakers, reading, and meet with faculty regularly</td>
<td>Attend placement meeting</td>
<td></td>
</tr>
<tr>
<td>Submit research paper by January 15</td>
<td>Discuss with faculty plans to present paper at conference and attend conference</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Fourth Year: Dissertation and research; develop plan to present at conferences |  |</p>
<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Research</td>
<td>Dissertation Research and publications</td>
<td>Dissertation Research</td>
</tr>
<tr>
<td>Develop publications</td>
<td>Placement Meeting</td>
<td>Conference prep</td>
</tr>
<tr>
<td>Attend Scholarly Conference and workshops</td>
<td>Attend Scholarly Conference and workshops</td>
<td>Develop papers</td>
</tr>
</tbody>
</table>

<p>| Fifth Year: Dissertation and research; prepare for job market |  |</p>
<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Research and Publications</td>
<td>Dissertation Research and Publications</td>
<td>Dissertation Research and Pubs</td>
</tr>
<tr>
<td>Conferences and workshops</td>
<td>Conferences and workshops</td>
<td>Conferences</td>
</tr>
<tr>
<td>Placement meeting</td>
<td></td>
<td>Prepare job market materials</td>
</tr>
</tbody>
</table>

| Fifth or Sixth Year: Finish dissertation, get job, graduate |  |
Appendix 8: Graduate Courses

POLI SCI 700 — INTRODUCTION TO INTERNATIONAL POLITICS

POLI SCI 701 — AMERICAN FOREIGN POLICY

POLI SCI 702 — INTERNATIONAL POLITICAL ECONOMY

POLI SCI 703 — INTERNATIONAL ORGANIZATIONS AND LAW

POLI SCI 704 — INTERNATIONAL SECURITY

POLI SCI/HISTORY/PUB AFFR 724 — THE POLITICS OF PERSUASION: SOFT POWER IN EUROPE AND THE U.S.

POLI SCI 799 — DIRECTED STUDY

POLI SCI 800 — POLITICAL SCIENCE AS A DISCIPLINE AND PROFESSION

POLI SCI 801 — RESEARCH AND WRITING SEMINAR

POLI SCI/FRENCH/GERMAN/HISTORY/SOC 804 — INTERDISCIPLINARY WESTERN EUROPEAN AREA STUDIES SEMINAR

POLI SCI 811 — INTRODUCTION TO STATISTICAL COMPUTING IN POLITICAL SCIENCE

POLI SCI 812 — INTRODUCTION TO STATISTICAL METHODS IN POLITICAL SCIENCE

POLI SCI 813 — MULTIVARIABLE STATISTICAL INFERENCE FOR POLITICAL RESEARCH

POLI SCI 814 — SOCIAL IDENTITIES: DEFINITION AND MEASUREMENT

POLI SCI 817 — EMPIRICAL METHODS OF POLITICAL INQUIRY

POLI SCI 818 — MAXIMUM LIKELIHOOD ESTIMATION

POLI SCI 821 — MASS POLITICAL BEHAVIOR

POLI SCI 823 — POLITICAL PSYCHOLOGY

POLI SCI 825 — RACE AND POLITICS IN THE UNITED STATES

POLI SCI 826 — THE LEGISLATIVE PROCESS

POLI SCI 827 — INTEREST GROUPS IN AMERICAN POLITICS

POLI SCI 828 — THE CONTEMPORARY PRESIDENCY: ISSUES AND APPROACHES

POLI SCI/JOURN 829 — POLITICAL COMMUNICATION

POLI SCI 831 — CONCEPTS IN POLITICAL THEORY

POLI SCI 833 — TOPICS IN ANCIENT POLITICAL THOUGHT

POLI SCI/CLASSICS 834 — ROMAN POLITICAL THOUGHT

POLI SCI/A A E 835 — GAME THEORY AND POLITICAL ANALYSIS

POLI SCI 836 — FORMAL MODELS OF DOMESTIC POLITICS

POLI SCI 837 — FORMAL MODELS OF INTERNATIONAL RELATIONS

POLI SCI 839 — METHODS OF POLITICAL THEORY
POLI SCI 840 — COMPARATIVE POLITICAL ECONOMY
POLI SCI 843 — THE POLITICAL ECONOMY OF DEVELOPMENT
POLI SCI 844 — DEMOCRATIC IMPERFECTIONS
POLI SCI 845 — COMPARATIVE POLITICAL INSTITUTIONS
POLI SCI 846 — NATIONALISM AND ETHNIC CONFLICT
POLI SCI 847 — POLITICS AND CULTURE IN COMPARATIVE PERSPECTIVE
POLI SCI 848 — FIELD SEMINAR IN COMPARATIVE POLITICS
POLI SCI 849 — INTERNATIONAL RELATIONS THEORIES
POLI SCI 850 — STATE AND SOCIETY IN COMPARATIVE PERSPECTIVE
POLI SCI 851 — THE JUDICIAL PROCESS
POLI SCI 852 — INTERNATIONAL POLITICAL ECONOMY
POLI SCI 855 — THE SUPREME COURT AND THE CONSTITUTION IN AMERICAN POLITICS
POLI SCI/ENVIR ST/PUB AFFR 866 — GLOBAL ENVIRONMENTAL GOVERNANCE
POLI SCI/PUB AFFR 871 — PUBLIC PROGRAM EVALUATION
POLI SCI 873 — AMERICAN POLITICAL PARTIES
POLI SCI/PUB AFFR/URB R PL 874 — POLICY-MAKING PROCESS
POLI SCI/PUB AFFR 875 — PUBLIC PERSONNEL ADMINISTRATION
POLI SCI/PUB AFFR/URB R PL 878 — PUBLIC MANAGEMENT
POLI SCI 881 — AMERICAN POLITICAL DEVELOPMENT
POLI SCI/PUB AFFR 885 — ADVANCED PUBLIC MANAGEMENT: CRAFT, CONSTRAINTS AND ACCOUNTABILITY
POLI SCI/PUB AFFR/URB R PL 890 — FEDERAL BUDGET AND TAX POLICY AND ADMINISTRATION
POLI SCI 900 — TOPICS IN POLITICAL SCIENCE
POLI SCI 904 — SEMINAR-AMERICAN POLITICS
POLI SCI 917 — TIME SERIES ANALYSIS
POLI SCI 919 — SEMINAR-ADVANCED METHODOLOGY
POLI SCI 931 — SEMINAR-POLITICAL THEORY
POLI SCI/GEN&WS 933 — FEMINIST POLITICAL THEORY
POLI SCI 940 — DOMESTIC POLITICS OF INTERNATIONAL RELATIONS
POLI SCI 945 — SEMINAR-NATIONAL SECURITY AFFAIRS
POLI SCI 948 — SEMINAR: TOPICS IN COMPARATIVE POLITICS
POLI SCI 949 — SEMINAR-POST COMMUNIST POLITICS
POLI SCI 959 — SEMINAR-INTERNATIONAL ORGANIZATION
POLI SCI 960 — SEMINAR-INTERNATIONAL RELATIONS
POLI SCI 962 — SEMINAR: LATIN-AMERICAN POLITICS
POLI SCI/URB R PL 969 — SEMINAR-TRENDS AND ISSUES IN PUBLIC PLANNING
POLI SCI/AFRICAN/ANTHRO/ECON/GEOG/HISTORY/LACIS/PORTUG/SOC/SPANISH 982 — INTERDEPARTMENTAL SEMINAR IN THE LATIN-AMERICAN AREA
POLI SCI/AFRICAN/ANTHRO/ECON/GEOG/HISTORY 983 — INTERDEPARTMENTAL SEMINAR-AFRICAN STUDIES
POLI SCI 986 — POLITICAL THEORY WORKSHOP
POLI SCI 987 — COMPARATIVE POLITICS COLLOQUIUM
POLI SCI 988 — INTERNATIONAL RELATIONS WORKSHOP
POLI SCI 989 — AMERICAN POLITICS WORKSHOP
POLI SCI 990 — RESEARCH AND THESIS
POLI SCI 999 — INDEPENDENT WORK
## Appendix 9: Graduate Placements

<table>
<thead>
<tr>
<th>Placement</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Market*</td>
<td>15</td>
<td>12</td>
<td>15</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>On Market First Time</td>
<td>8</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>12</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>One or Two-Year</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Postdoc</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>6**</td>
<td>5**</td>
<td>4**</td>
</tr>
<tr>
<td>Non-Academic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University Administration</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Unplaced</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>% Tenure Track**</td>
<td>47%</td>
<td>50%</td>
<td>53%</td>
<td>43%</td>
<td>50%</td>
<td>40%</td>
<td>33%</td>
<td>27%</td>
<td>43%</td>
<td>38%</td>
</tr>
<tr>
<td>% One or Two Year</td>
<td>20%</td>
<td>17%</td>
<td>13%</td>
<td>14%</td>
<td>12%</td>
<td>7%</td>
<td>13%</td>
<td>13%</td>
<td>8%</td>
<td>0</td>
</tr>
<tr>
<td>% Postdoc</td>
<td>20%</td>
<td>17%</td>
<td>0</td>
<td>14%</td>
<td>7%</td>
<td>33%</td>
<td>33%</td>
<td>40%</td>
<td>36%</td>
<td>31%</td>
</tr>
<tr>
<td>% Non-Academic</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>13%</td>
<td>8%</td>
<td>0</td>
</tr>
<tr>
<td>Univ. Admin.</td>
<td>0</td>
<td>8%</td>
<td>7%</td>
<td>0</td>
<td>7%</td>
<td>0</td>
<td>7%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% Unplaced</td>
<td>13%</td>
<td>8%</td>
<td>27%</td>
<td>21%</td>
<td>19%</td>
<td>40%</td>
<td>27%</td>
<td>20%</td>
<td>14%</td>
<td>38%</td>
</tr>
</tbody>
</table>

*For recent years the term “on market” refers specifically to students who used the department’s placement service.

**Includes those who have tenure-track positions following postdocs.
Sorry about that -- the email sent itself when I did a "cntl-v" to paste Nadav's comments.
Anyway, here they are:

"On balance, I didn’t find any major errors, though I would have interpreted some things differently:

- On the desire for more required statistical methods training: 1) Political science is a very diverse field so it doesn’t make sense to require everyone to take many more methods courses; 2) there is a huge variety of methods out there, as well as a tradeoff between methods courses, substantive ones, and time to degree.
- While under-represented, and especially first generation students, may enter with less knowledge about “how things work”, one way we have attempted to address these issues is in PS800 which serves as a place to discuss “how things work” so that everybody is brought up to speed regardless of their background.
- We just implemented the mandatory advisor/advisee meetings a couple of years ago, so it’s a little hard to assess its effectiveness yet, though I think doing so would be a good thing."

Also, on the undergrad report I wanted to note their unusual concern with the "exceptions" to the major that were noted in one figure in our self-study. They spent a huge amount of time on this in our meeting and it really isn't that big an issue (given that it is related to the PEPP certificate program). Also, I think the overall tone of the reports doesn't really capture how seriously we take teaching at both the undergraduate and graduate level in our department and overall, what a great job our professors do in the classroom. The overriding focus of the reports was on measuring learning outcomes, which is of course, very difficult to do in a broad field like political science.

Let me know if you have any questions of if you need anything else from me.

sincerely,

David

David Canon
Professor and Chair
Leon Epstein Faculty Fellow
Department of Political Science
110 North Hall
1050 Bascom Mall
University of Wisconsin
Madison, WI 53706
(608) 263-2283
Dear Elaine,

Nadav Shelef (Associate Chair), Amy Gangl (Undergrad Program Director), Rachel Margolies (Undergrad Program Adviser), and I reviewed the Review Committee Reports. We didn't make any corrections, but Nadav provided this feedback:

David Canon
Professor and Chair
Leon Epstein Faculty Fellow
Department of Political Science
110 North Hall
1050 Bascom Mall
University of Wisconsin
Madison, WI 53706
(608) 263-2283
polisci.wisc.edu
Facebook.com/uwpolisci
twitter.com/uwpolisci

---

Hello, David!

The committee conducting the review of academic programs in Political Science have submitted their reports of the Graduate and Undergraduate Programs. I've attached them for your review and to give you an opportunity to correct any factual errors. (They also shared a number of materials they gathered in the course of the review, to which I assume you are privy because the department provided them.)

Do you think there's any chance you could provide a departmental response by November 13? If that were possible, the L&S APC discussion could be held on the 18th, and we could keep this work moving along.

I hope this finds you well,
Elaine

Elaine M. Klein, Ph.D.
Associate Dean for Academic Planning, College of Letters & Science
Director, University General Education

e-mail: elaine.klein@wisc.edu / google voice: (608) 620-5222

Pronouns: she/her
March 3, 2021

TO: Scott Straus, Professor and Chair
FROM: Eric M. Wilcots, Dean

RE: Review of Political Science Academic Programs, including:
- BA/BS Major
- MA-Political Science
- Ph.D., Political Science

CC: Jenna Alsteen, Assistant Dean, Grad School
    Greg Downey, Associate Dean for Social Science, L&S
    Elaine M. Klein, Associate Dean for Academic Planning, L&S
    Jocelyn Milner, Vice Provost and Director, Academic Planning and Institutional Research
    Parmesh Ramanathan, Associate Dean, Graduate School

Attachments: 2020 Review of Academic Programs in Political Science (Review Committee Report, Undergraduate and Graduate Programs, department response to reports)

On December 15, 2020, the L&S Academic Planning Council discussed the materials submitted for the review of academic programs in Political Science, as enumerated above. Associate Dean Greg Downey led the council’s discussion, and as expected, we learned that like many L&S programs, the programs in Political Science appear to be performing well and students are satisfied.

One topic, common to the challenges many departments face, also warrants serious consideration. As noted by the review committee, efforts to further diversify the student body and faculty continue to require your attention, and we assume the department will not only continue that conversation, but also take action to address the reported disparity in perceptions about the department’s climate, and heed the review committee’s advice about regularly and systematically soliciting feedback on climate issues from graduate students, staff, and faculty, as well as seeking broad campus expertise and assistance on diversity, equity, and inclusion issues to help you analyze and act on this feedback. Council members (and L&S Administration) understand that this is hard work, and that it takes time and attention: we trust that the Department of Political Science can and will continue to make headway.

The council agreed, on the whole, with the review committee’s conclusion that the department is functioning well and managing its programs appropriately, with one caveat concerning the work to assess student learning. The Academic Planning Council agreed with the review committee’s recommendations encouraging the department to review its assessment plans and practice, and
to ensure not only that this work aligns with the learning goals of Political Science’s programs, but that assessment plans are implemented. To that end, the APC expects that the department will seek out the expertise of the Provost’s Office of Student Learning Assessment to immediately implement undergraduate and graduate program assessment plans, to bring these aspects of academic program administration into alignment with campus policy and practice.

I am happy to report that the L&S APC unanimously approved a motion to consider the L&S portion of this review complete. The next phase of review will involve discussion by the Graduate Faculty Executive Committee, which may offer advice from its perspective.

We wish you, your colleagues, and students continued success.