October 28, 2009

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Julie Underwood, Dean, School of Education
Robin Douthitt, Dean, School of Human Ecology

From: Jon McKenzie (English), Coordinator, Digital Humanities Initiative
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Re: **Madison Initiative for Undergraduates Proposal for Digital Studies Initiative**

Summary: We request funding for a transformative, cross-disciplinary **Digital Studies Initiative** (DSI) situated in the arts and humanities and focused on four foundational digital literacies:

media literacy • visual literacy • information literacy • technology literacy

Because UW offers its undergraduates no comprehensive program of study in new media/IT, a sweet spot exists between casual computer use and computer science that the arts and humanities can best fulfill. We propose: **new faculty** and **support staff** to connect the cultures of technology-enhanced learning across Colleges, Departments, the Libraries, and DoIT through new courses, advising, and academic services; **TA lines** and **undergrad hourly staff** to support, respectively, these courses and services; and **technologies** and **physical spaces** in which to study and practice these digital skills. This proposal addresses MIU goals 2 and 3 in that it 1) provides new faculty and services to support students' intellectual interests across a range of fields, allowing deeper engagement with the arts and humanities' central questions; and 2) proposes innovative, media-rich educational experiences that entail close collaboration, the public presentation of projects, and "Undergrad R&D," all of which will enrich their studies and their future careers and community life. We offer **three different program/funding scenarios**. At the lowest level, our initiative would allow UW to approach peer institutions already offering digital humanities programs; at the highest level, it promises to make UW a leader in 21st-century education.

Background: Digital Literacies, Peer Institutions, and the Learning Experience at UW

National Recognition of Need: The need to educate students in digital literacies has been recognized by several national studies. As far back as 1999, the Being Fluent with Information Technology Report, sponsored by the National Resource Council, found that "the ability to apply information technology in complex and sustained situations, encapsulate higher-level thinking in the context of information technology" is critical to education and employment readiness in the United States. More recently, the 2009 Horizon report, sponsored by Educause and the New Media Consortium, noted "a growing need for formal instruction in key new skills, including information literacy, visual literacy, and technological literacy." It warns that "increasingly, those who use technology in ways that expand their global connections are more likely to advance, while those who do not will find themselves on the sidelines."

Social Equity: Access to technologies and critical reflection on them are key to a more equitable education among the diversity of UW students. The 2000 AAUW Report "Tech-Savvy" stressed the need to make technologies more relevant to women, in particular. It defines technological fluency in these terms: "The new standard of 'fluency' assumes an ability to use abstract reasoning; to apply information technology in sophisticated, innovative ways to solve problems across disciplines and subject areas." Given the humanities' broad appeal among women and students of color, we plan to promote DSI in pre-existing diversity programs, such as PEOPLE and CAP to attract students before they arrive at UW; the Multicultural Student Center and satellite; TRIO and AAP to recruit students and support them in DSI courses; and FIGs to build community around DSI courses and literacies. Offering increased opportunities for technology-enhanced learning may help UW close that digital literacy gap amongst its undergrads.

Peer Institutions: The need for undergraduates to formally study digital literacies has also been recognized by UW's peer institutions. Michigan State offers a 15-credit Specialization in Digital Humanities to undergraduates that offers courses in Theater, Philosophy, History and other departments along with internships, advising, and specialized introductory and capstone courses. The Institute for Multimedia Literacy at the University of Southern California offers three undergraduate minors to that focus on combined production and scholarly engagement with visual, audio and interactive texts. The Armstrong Institute for Interactive Media Studies at Miami University (Ohio) offers a full, 36-credit major in Interactive Media Studies that combines courses from Art, Communications, Computer Science, English, and Music.

The Wisconsin Experience and UW's Strategic Framework: The June 2009 document "Wisconsin Experience at UW-Madison" stresses the goals of "substantial research experiences that generate knowledge and analytical skills" and "global and cultural competences and engagement," while the "Essential Learning Outcomes for UW-Madison Students" document highlights "information and technology literacy," "critical and creative thinking," and "teamwork and problem solving." Similarly, one goal of L&S's Strategic Framework is to "encourage experimentation and innovation in teaching," while the IT Strategic Plan highlights the need to "integrate technology into the delivery of course content and create the physical space and technology infrastructure to support enhanced teaching and learning" and states that a "successful technology literacy initiative will engage students in developing, practicing and extending their abilities at various levels, in different types of classes, and across departments."

UW Faculty Development Seminar White Paper: The priorities identified by the Wisconsin Experience and UW's Strategic Framework resonate with the recent White Paper produced by the Spring 2009 Faculty Development Seminar (FDS) in Digital Humanities, which reported on the status of digital humanities at UW-Madison and offered specific recommendations for making UW a world leader in this important, emerging area. The White Paper reported that while UW has many faculty working in digital humanities and also many related staff and resources, these faculty, staff, and resources are currently dispersed across campus. Moreover, because UW has yet to address the impact of IT and new media on the arts and humanities—an impact we believe will help define 21st-century arts and humanities—the university lacks the organization, faculty, and resources to become a leader in this area. With broad cross-campus support, the White Paper was finalized in July 2009 and sent to Chancellor Martin and numerous Deans and Directors. Among its recommendations were the creation of an undergraduate certificate program, the hiring of additional faculty, funding for graduate student fellows, more general education smart classrooms, and increasing support and resources for the Libraries and DoIT. Our DSI seeks to transform students' learning experience precisely along these lines.

The Challenge: Dispersed and Obstructed Learning Opportunities in New Media/IT

While the FDS White Paper was written from faculty and staff perspectives, the current proposal addresses the teaching of new media and IT from the viewpoint of undergraduate students.

Academics: Currently, undergraduates interested in studying digital media and culture cannot do so in any comprehensive way because there is no integrated interdisciplinary structure and service network to support them. Students must seek out courses offered in widely dispersed departments, many of which are offered sporadically or, in the case of production courses, are often only open to majors in a particular department. Needless to say, there is no one person who can advise students about new media courses across campus. And even within departments offering such courses, there are currently no degree or certificate programs specializing in both the analysis and production of digital media.

Some departments, including those supporting this proposal, have been able to both hire new faculty with expertise in Digital Studies and encourage existing faculty to develop digital oriented course material. However, current teaching demands often require these faculty to teach more general courses at the expense of specialized digital courses. Because departments cannot deploy the full range of expertise that our diverse and talented faculty represent, the number of courses that engage the digital is not nearly as high as it could be with our current faculty.

Support Services: In terms of support services, undergraduates currently learn some information literacy skills in Comm A and B courses through workshops run by the Libraries. However, students remain largely unaware of many other new media/IT-related resources and services the Libraries offers, including research specialists, digital collections, media equipment, and special workshops on copyright/fair use and research methods for non-textual resources. In many cases, this is due to faculty not knowing of these support services. As the Libraries staff stressed in the FDS White Paper, they themselves would like to be more involved in student projects, from curriculum design to research workshops to supporting videos, podcasts, and exhibitions.

With respect to DoIT, some enterprising undergraduates do seek out technical training on their own through such programs as Software Training for Students (STS) and Student Technical Training (STT). While some faculty regularly use STS and also the Digital Media Center (DMC) as part of the courses they teach, the vast majority do not—indeed, anecdotal evidence suggests that many faculty do not even know of STS, STT, DMC, and other relevant resources, despite DoIT's many efforts to publicize their services. The result is that students often learn software and other IT isolated from the types of interpretative methods and assignments that form the heart of our humanities courses.

Infrastructure: Another obstacle facing students interested in studying and using new media and IT concerns infrastructure, in particular, the scarcity of smart classrooms and up-to-date multimedia lecture halls on the eastside of campus. Many General Education classrooms have only chalkboards; others have digital technologies tacked on in ad hoc fashion. Similarly, departments and faculty that actively seek to incorporate IT and new media into their undergraduate courses face frustrating and often embarrassing technical challenges. Faculty must sometimes push antiquated media carts across campus, and departments trying to support multimedia presentations often lack the venues and equipment to do so. Students working on group assignments—and many new media projects require intense collaboration—often lack flexible, studio-like classrooms that facilitate teamwork. Further, the lack of easily accessed, user-friendly teaching spaces inhibits those faculty interested in developing media-rich courses from doing so, which means students do not even realize what they are missing.

Similarly, students miss out on media-rich courses when there is too little time or incentive for faculty to develop them. The vast majority of our humanities faculty were trained in graduate programs structured by one information infrastructure—text—regardless of the subject matter: textual, visual, oral, musical, or performative. Thus, the assignments now given to our students rely almost exclusively on alphabetic writing. While writing is and will remain crucial to undergraduate education, we feel that students should also be able to extend their academic work into digital modes of communication and expression and do so in a sustained and comprehensive manner. By learning to study, research, and compose with the emerging digital information infrastructure, students will have a richer learning experience while at UW and be much better prepared to live and work in a society that does not rely solely on textual communication.

Our Challenge: In her 2009 Focus on the Humanities Lecture, Chancellor Martin challenged the humanities to meet students "where they are," including their "preferred technologies and media," in order *to insure critical reflection upon these technologies and media* and, further, *to capture the innovation that students themselves have to offer*. Kindle, YouTube, Gizmodo, Google—these and other oddly named entities now supplement the books, paintings, museums, and libraries which helped establish the modern university. The unfolding digital revolution entails experiential learning, interdisciplinary collaboration, multimodal composition, user-generated content, and the use of both sophisticated data systems and easy-to-use social media and multimedia software. *Currently, however, UW offers its students **no** formal arts- and humanities-related new media/IT curriculum.* For us, the question is not whether UW will respond to this situation, but rather *when* and *how* it will do so—now or at some later date, holistically or in piecemeal fashion—and accordingly, whether this university will be a leader or a follower in 21st-century education. We offer this comprehensive and timely proposal because we want UW to be a leader.

The Solution: Digital Studies

The Sweet Spot: Between casual computer use and computer science a sweet spot exists on campus to develop digitally literate students who can create and communicate with the textual, visual, auditory, and interactive means that comprise new media and, as importantly, who also understand both the social contexts where IT is used and the cultural assumptions embedded into its codes, interfaces, and networks. The arts and humanities can best fill this sweet spot. We thus seek funding to transform students' learning experience by enabling them to *critically analyze* and *creatively compose* with new media and IT, the cultural and technical forms now shaping our social institutions and our everyday lives.

DSI and the Four Digital Literacies: Rather than continuing to teach UW undergraduates new media and IT in a dispersed, obstructed, and ad hoc fashion, we propose connecting faculty and courses from specific departments with staff and services from the Libraries and DoIT to create a **Digital Studies Initiative (DSI)** that enables students to learn skills in four foundational areas:

- **media literacy** – the ability to critically analyze and creatively compose with social media and digital multimedia, which includes text, image, sound, and interactivity

- **visual literacy** – the ability to interpret and create visual representations of complex information and functions, e.g., images, graphs, tables, GUIs (graphical user interfaces)

- **information literacy** – the ability to analyze and generate information in ways informed by traditionally qualitative methods and emerging quantitative methodologies

- **technology literacy** – the ability to critique and work with existing and emerging digital technologies, from PCs, iPhones, and Kindles to the networks that connect them

Building on a Broad Base: DSI's four digital literacies extend traditional undergraduate training in written and oral communication, supplementing these skills with the ability to work productively with social media and multimedia applications, visual information and visualization techniques, sophisticated databases and search engines, and emerging information technologies. Because no one department can teach the skills associated with media, visual, technology, and information literacies, the Digital Studies Initiative gathers existing faculty, staff, and resources from the following broad base of departments, schools, centers, and service units:

- Art
- Communication Arts
- Design Studies
- English
- Holtz Center for Science and
    Technology Studies
- Journalism and Mass Communication
- Learning Support Services
- Library and Information Studies
- Visual Culture Center
- General Libraries System
- Division of Information Technology

However, to this broad base, DSI strategically adds **new courses and infrastructure; additional faculty, TAs**, **undergrad hourly support,** and **advising and liaison staff**; as well as **a faculty director** in order to build a program of innovative courses and other learning experiences that we foresee eventually becoming an undergraduate certificate program. Together, these additions will give our students the conceptual and practical skills needed to succeed in the 21st century.

<u>UW 2.0 and Innovative Learning Experiences:</u> The digital revolution currently goes by such names as Web 2.0, Humanities 2.0, Learning 2.0, and Libraries 2.0—all of which suggests that we need a **UW 2.0** to meet the needs of 21st-century undergraduates. By connecting existing resources and faculty and by adding infrastructural investments and targeted new hires to enhance students' skills in media literacy, visual literacy, information literacy, and technology literacy, the proposed program could jumpstart this much-needed transformation. *But what specific innovations in learning experiences does DSI propose?* A mix of new and old.

DSI Courses – At the core of DSI is the creation of an array of new courses; some would address a specific digital literacy, others a combination of literacies. These courses would be taught by the new faculty hires, assisted by TAs and supported by an advisor and a curriculum development team composed of a special DoIT liaison and staff from the Libraries and LSS.

ART 2XX Introduction to Digital
    Forms
ART 6XX Art & Technology
ART 4XX Web Studio
ART 5XX Flash Studio
ART/VCC 3XX Digital Imaging Studio
ART/VCC 6XX Digital Project Studio

CA 2XX Introduction to Digital Media
CA 2XX Cybermedia Identities
CA 3XX Introduction to Digital Media
    Production for Websites
CA 3XX Advanced Digital Media
    Production for Websites
CA 2XX Visual Rhetoric
CA 5XX Digital Media Industries
CA 2XX Participatory Media
CA 5XX Qualitative Methods for Online
    Research

DS 2XX Aesthetics in the Virtual World
DS 3XX Designed Digital Objects Studio

ENG 2XX Digital Rhetoric and Composition

ENG 2XX Digital Poetics and Literature
ENG 5XX Visualizing the Literary Field
ENG 6XX Genre and Digital Inquiry

JOURN 1XX Video Games and Mass
    Communication
JOURN 1XX Online Communication and
    Community

LIS 1XX Infrastructures Underlying Digital
    Life
LIS 1XX Global Challenges of Information
    and Media Literacies
LIS 1XX Digital Productivity Tools and
    Debates
LIS 3XX Digital and Print Culture: Past,
    Present, Future
LIS 3XX Digital Publishing Standards and
    Tools
LIS 5XX Information and Cultural Expression
    Ethics and Policy in a Global Society

STS 2XX Where Science Meets Society
STS 3XX Interrogating Technological Literacy

Digital FIGs – If funding permits, each new DSI faculty member would be asked to teach a "Digital FIG" in their first year. Such First-year Interest Groups would match two large lecture courses in relevant topics with a small "seminarlab" that integrates discussion of readings and other materials, library and online research, as well as multimedia production of texts combining word and images, podcasts, videos, and/or multimedia presentations. In addition to giving students digital literacy skills, Digital FIGs would increase student awareness of the certificate program, encourage new faculty to develop courses, and contribute to the overall FIG program.

LectureLabs – Alongside small, intimate classes, some DSI courses would be large, multimedia "lecturelabs" courses with special breakout discussion sections. Unlike traditional lectures courses, these sections would be run by media-savvy TAs to oversee discussion and the creation of undergraduate multimedia projects. In short, under faculty and TA direction, these sections would also function as seminarlabs, combining seminar and computer lab learning experiences and integrating specially designed workshops developed by the Libraries and DoIT.

Multimedia presentation of group projects in College Library's Media Studio.

Media Studios – To facilitate collaborative learning, DSI entails the creation of spaces modeled on the new Media Studio in College Library, designed specifically for arts- and humanities-related new media courses and digitally equipped by DoIT. Like this space, additional Media Studios would combine high-powered computer stations, multiple LCD projectors, white boards, and the flexibility of furniture arrangement that greatly enhance collaborative learning. A team of Libraries and DoIT staff will assist faculty in developing courses that make full use of the studios, as well as UW's research support and IT services.

Undergrad R&D – One of the most innovative and potentially transformative dimensions of DSI is what we call "Undergrad R&D." Extending the Learning 2.0 movement's stress on learning as well as teaching, we seek to engage undergraduates not only in researching new media and IT, but also to channel their learning experiences back up to participating faculty and Libraries and DoIT staff so that our advisory board can use students' research and suggestions when reviewing and revising our courses and services. Answering the Chancellor's call to capture the innovation of students themselves, the goal here is organizational learning. In short, through its courses, DSI seeks to provide Undergrad R&D for its students, faculty, staff, and the entire campus.

Digital Exhibition – To showcase DSI student projects, we plan an annual exhibition of their graphic essays, websites, interactive installations, kiosks, podcasts, videos, and multimedia presentations. We foresee holding it in an appropriate public space, such as College Library, with support and input from the Libraries and DoIT. Along with the Digital FIGs, LectureLabs, and Media Studios, the exhibition would encourage students to approach the library as a knowledge database, production platform, and public presentation venue, thus helping to invent UW 2.0.

ePortfolios – DSI students will also have a more permanent way to showcase their projects. Working with the Libraries and DoIT, we hope to develop an efficient and effective way for students to create personal ePortfolios of their work, suitable for sharing with faculty, TAs and advisors for educational purposes, as well as with friends, family, and future employers. Long-term, we believe ePortfolios could also enhance alumni relations.

Digital Studies Certificate – Looking ahead, we envision an undergraduate certificate in Digital Studies growing out of our initiative. This program would likely require each student take a total of 15 units, with at least one elective in each of the four literacies: media, visual, technology, and information. The certificate program would likely be organized into three levels: a base of all affiliated faculty and staff; a smaller advisory board composed of one representative from each participating unit; and a faculty director with support staff. Rob Howard, Associate Professor of Communication Arts, has volunteered to direct the certificate program, and we believe that with appropriate support the Department of Communication Arts is very well suited to host it.

Capstone Senior Seminar – In addition to the four electives, the fifth certificate course would be a capstone Digital Studies Seminar. This special topics course would rotate among faculty and departments. If funded at a level sufficient enough to sustain all certificate program students, Digital Studies would offer ten 20-student capstone senior seminars. Because a specific capstone requirement for 200 students would require significant faculty resources, this important aspect of the program would require at least 10 new hires. As the program gained popularity in its first years, the hiring program would fill out faculty to accommodate the additional students. Depending on the number of faculty available, this capstone course might be optional during the first years of the program and later made required once enough hires had been completed.

Benefits to Undergraduates: Students will reap many practical and intellectual benefits from this Digital Studies Initiative, both during their undergraduate years at UW and beyond. In the short term, the digital skills that DSI enables will unleash the power of digital archives and research tools for students, improving their ability to communicate not only in writing and speech but also interactive multimedia, and allowing them to network more effectively with their peers as well as those around the world who share their interests and passions. For students already savvy with digital methods of composition and communication, DSI provides an opportunity to reflect critically on new media/IT and integrate them fully into their studies. For all students, the certificate program will officially document their digital studies so that after graduation, they can demonstrate their technological and communicative sophistication to employers and pursue careers in both traditional and emerging fields of work. The analytic skills learned from our courses will inform the decisions they make as e-citizens of local, statewide, national, and global communities, and the creative skills will enrich their daily interactions with family and friends.

Faculty Recruitment Process: At the heart of our initiative are new faculty hires to enhance UW undergrad education. Individual faculty will be identified by their scholarly work and reputation, and all hiring will occur through national searches conducted by appropriate academic units, with input from relevant DSI faculty. Recruitment will proceed through professional organizations and follow UW policies to ensure as diverse a candidate pool as possible. Similar to faculty hired in the successful Cluster Hiring Initiative, our hired faculty will be required to teach 2 courses a year in Digital Studies, with the other 2 courses determined by their home units.

<u>Program and Budget Scenarios:</u> DSI is a visionary, transformative program that connects our students to dispersed faculty and resources across campus. Yet we recognize the limits imposed by the current economic situation and thus offer *three different program and funding scenarios.* While we understand that an incremental approach may be attractive, we also feel strongly that the third scenario is necessary to fully achieve the transformational potential of our proposal.

Scenario 1

		1-Time Unit Cost	Yearly Unit Cost	Total Est. Cost
People	4 faculty: Art 1, Comm Arts 1, Engl 1, LIS 1		$103,875 (75,000 + 38.5% (28,875) fringe)	$415,500
	5 teaching assistants		$17,086 (13,401 + 27.5% (3685.28) fringe)	$85,430
	50% visiting asst. prof.		$27,700 (20,000 + 38.5% (7,700) fringe)	$27,700
	Student hourly (IMC)		$15,204 (1,276hr @ $12/hr)	$15,204
Technology & Infrastructure	1 media studio	$100,000	$8,333 (upgrade*)	$108,333
	2 media carts	$935	$312 (replace⁺)	$2,494
			Scenario 1 Total Est. Costs	**$654,661**

Scenario 2

		1-Time Unit Cost	Yearly Unit Cost	Total Est. Cost
People	8 faculty: Art 1, Comm Arts 2, Engl 1, JMC 1, LIS 2, VCC/Art 1		$103,875 (75,000 + 38.5% (28,875) fringe)	$831,000
	10 teaching assistants		$17,086 (13,401 + 27.5% (3685.28) fringe)	$170,860
	50% visiting asst. prof.		$27,700 (20,000 + 38.5% (7,700) fringe)	$27,700
	1 DoIT curriculum liaison		$55,440 (40,000 + 38.5% (15,440) fringe)	$55,440
	Student hourly (IMC & DoIT)		$25,204 (2,100 hr @ $12/hr)	$25,204
Technology & Infrastructure	2 media classrooms	$49,470	$11,000 (upgrade†)	$120,940
	2 media studios	$100,000	$8,333 (upgrade*)	$216,666
	3 media carts	$935	$312 (replace⁺)	$3,741
	1 smartboard	$1,500	$500 (replaceᴬ)	$2,000
	1 podium with audio	$3,000	$1,000 (replace°)	$4,000
			Scenario 2 Total Est. Costs	**$1,457,551**

Scenario 3

		1-Time Unit Cost	Yearly Unit Cost	Total Est. Cost
People	16 faculty: Art 2, Comm Arts 4, Engl 2, Design Studies 1, JMC 2, LIS 3, STS/LIS 1, VCC/Art 1		$103,875 (75,000 + 38.5% (28,875) fringe)	$1,662,000
	15 teaching assistants		$17,086 (13,401 + 27.5% (3685.28) fringe)	$256,290
	50% visiting asst. prof.		$27,700 (20,000 + 38.5% (7,700) fringe)	$27,700
	1.5 DoIT curriculum liaison		$83,100 (60,000 + 38.5% (23,100) fringe)	$83,100
	1 academic staff advisor		$55,440 (40,000 + 38.5% (15,440) fringe)	$55,440
	Student hourly (IMC & DoIT)		$35,316 (2,943 hrs @ $12/hr)	$35,316
Technology & Infrastructure	3 media classrooms	$49,470	$11,000 (upgrade†)	$181,410
	3 media studios	$100,000	$8,333 (upgrade*)	$324,999
	6 media carts	$935	$312 (replace⁺)	$7,482
	2 smartboards	$1,500	$500 (replaceᴬ)	$4,000
	2 podiums with audio	$3,000	$1,000 (replace°)	$8,000
			Scenario 3 Total Est. Costs	**$2,645,737**

†upgrade 20 iMacs @ $1,400/machine + 1 LCD projector @ $5,000 every 3 years=$28,000+$5,000=$33,000/3=$11,000/yr per media classroom
*upgrade 7 MacPros & 3 LCD projectors @ $2,500/machine every 3 years=$25,000/3=$8,333/yr per media studio
⁺replace media carts @ $935/cart every 3 years=$935/3=$312/yr per media cart
ᴬreplace smartboards @ $1,500/smartboard every 3 years=$1,500/3=$500/yr per smartboard
°replace podium @ $3,000/podium every 3 years=$3,000/3=$1,000/yr per per podium

Justification for our Program and Budget Scenarios: We believe that, given the embrace of new media by youth culture, plus the number and in some cases the size of participating units, our program could attract hundreds of students in a very short time—thus the need for numerous faculty, TAs, studios, etc. We also realize that even our most modest scenario may generate sticker shock, but we have taken very seriously the MIU Guidelines' stress on *transformation, innovation,* and *"out of the box"* educational experiences. One cannot transform students' learning experience at a truly foundational level with one or two faculty hires, a lab, and a few TAs. To ensure that UW is a leader in 21st-century education, the university must commit significant resources in people, technology, and infrastructure. The arts and humanities have lagged far behind the sciences and professions in embracing new media and IT for education and research. UW will eventually commit these resources: the question, again, is *when* and *how*? Individual academic units in the arts and humanities will plan—and indeed are already planning—to hire in technology-related areas, setting up the potential for both redundancy and over-specialization, not to mention battles for students, staff, and resources. Our proposal offers a timely, holistic solution to a complex challenge currently facing this university, and we think DSI could "trickle up and out," helping to transform grad students, faculty, and UW at large.

Schedule: We have a multi-year implementation plan for making our hires and developing courses, services, and the certificate program. The table below depicts the Scenario 3 timeline.

Timeline	Administrative Goals	Hiring Goals	Facilities Goals
Year One	1. build website 2. build connections with student programs 3. develop Digital FIGs 4. submit certificate proposal	4 new faculty 2 staff	1 media classroom 1 media studio develop exhibition space
Year Two	1. develop new courses 2. develop electronic portfolio systems 3. develop Undergrad R&D program	4 new faculty	1 media classroom 1 media studio
Year Three	1. submit program proposal 2. develop capstone course requirement 3. revise and reiterate via Undergrad R&D	4 new faculty	1 media classroom 1 media studio
Year Four	1. revise and reiterate via Undergrad R&D	4 new faculty	

Assessment: We will assess our initiative's success in attracting, retaining, and engaging a diverse body of students, and several years into the program, we will begin assessing student learning in selected courses. Using quantitative and qualitative data, we will annually evaluate enrollments and demographic information pertaining to issues of social equity and technology vis-à-vis gender, ethnicity, first-generation college attendees, socio-economically disadvantaged students, and differently-abled students. As part of our Undergrad R&D process, we will also assess levels of student satisfaction with courses, faculty, and support services; the specific benefits students feel they have gained from Digital Studies; and student, faculty, and staff feedback for improving the program. Once DSI courses have been established for several years, we will seek funding from the University Assessment Council to design an assessment of student-learning outcomes in selected DSI courses and use the findings from that assessment to strengthen our curriculum and pedagogy. Finally, we will periodically survey graduates from our projected certificate program to seek their advice about the curriculum and to assess how well our courses prepared them for their careers, community citizenship, and life in the 21st century.

October 23, 2009

To: MIU Proposal Review Committee

From: Ron Kraemer, Vice Provost for Information Technology and CIO

Subject: Support for the "Madison Initiative for Undergraduates Proposal
            for the Digital Studies Initiative

I write to offer my support for the "Madison Initiative for Undergraduates Proposal for the Digital Studies Initiative".

At no time in our history has it been more important to embrace forward-looking interdisciplinary study in our universities and this proposal embraces several practices that will help us get there. First, we must innovate in how we produce and deliver educational materials. Second, we must apply technology and new media in new ways to assist us with the application of those innovations and technologies. And third, we must work to help our students learn how the combination of education, research, and collaboration using these technologies can help them achieve excellence in their work in the emerging global economy.

This proposal brings those elements together in ways that build a bridge between our historical approaches and our opportunities. This work will help our faculty gain new skills that can be applied in the classroom and on the network. It helps us build and deliver educational materials on media that our students understand. It emphasizes collaboration, interdisciplinary work and rigor in the arts and humanities in new ways that hold much promise for our future.

Undertaking this work opens up new possibilities for our students as they work to achieve their degrees. Just this past week, I was meeting with executives from major international corporations. One of the primary areas of conversation was the importance of collaboration and technology and how the students of today are expert in the use of these social technologies, but have little awareness of the discipline or business acumen that is needed in their future work life as they continue to apply these technologies. The executives that our students will work for clearly understand that a key role of universities will be to help students apply these technologies in more informed and disciplined manners if they are to maximize their contributions after college. This program will help meet that need.

The Office of the CIO and the Division of Information Technology look forward to working with this team as we pursue ever-increasing levels of excellence at the University of Wisconsin.

THE UNIVERSITY
of
WISCONSIN
MADISON

10/29/09

Madison Initiative for Undergraduates Oversight Committee

Dear Committee,

On behalf of the Art Department I am writing in support of the Digital Studies Initiative proposal to the Madison Initiative for Undergraduates. There is no question that in the future a certain level of digital skills will be required of all students, whatever their field; various forms of digital media are rapidly becoming central to pedagogy (both teaching and learning), scholarship and career development. For this reason I believe that this proposal is both timely and important, as our University adapts to a new information based environment we must equip our undergraduates to do the same.

The Art Department looks forward to taking a central role in this program by providing a number of the classes that deal with visual digital media, both existing classes and classes that are under development as part of our internal initiative to establish a broad offering of digital media classes. If approved, this proposal will provide a badly needed opportunity for us to hire specialized faculty in this field.

Sincerely,

Thomas Loeser
Chair

25 October 2009

Members of the MIU Oversight Committee:

As Chair of the Design Studies Department, I enthusiastically endorse this Digital Studies Undergraduate Initiative, which will enable Madison students to become active participants in the 21st Century digital environment. Faculty from at least seven academic departments and three schools participated in the development of this collaborative, cross-disciplinary initiative. The inclusion of the library system, DoIt and the Holz Center for Science and Technology Studies testifies to the breadth of this effort. It will have the potential to provide the technology infrastructure to support truly innovative teaching and learning.

Our department, which trains students to develop projects and visualize results in virtual environments, would welcome the opportunity to serve students across campus if we had the resources to do so. The ability to make "if-then" judgments efficiently in simulated environments develops analytic skills and enhances creative problem solving. These abilities will enable Madison students in the humanities, sciences and engineering to better visualize and communicate ideas through the utilization and analysis of 21st Century technologies, The need for interdisciplinary collaborative efforts to more effectively understand, analyze, visualize and disseminate images and image data sets is as critical in the sciences as it is in the arts and humanities.

We in Design Studies welcome the opportunity to collaborate more closely with our colleagues in the Arts and Humanities to develop courses, programs and forums concentrating on digital studies. The ability to hire distinguished faculty in the areas of media literacy, visual literacy, information literacy and technology literacy and embed them in a number of different departments would engage students and faculty across campus, and transform the teaching and learning environment. We fully support this initiative.

Sincerely,

Diane Sheehan
Chair, Design Studies Department

October 26, 2009

Gary Sandefur, Dean
College of Letters & Science
105 South Hall
CAMPUS

Dear Dean Sandefur,

I am writing to express the support of Department of English for the Digital Studies Initiative proposal for the Madison Undergraduate Initiative. Our Executive Committee met and discussed the proposal on October 21, and the faculty found the initiative both innovative and substantive. Further, with its stress on literacy, technology, and learning, we believe it complements our department's own MIU proposals.

Our faculty is engaged in the area of Digital Humanities on many fronts across both the college and campus, and several members have participated in this Digital Studies Initiative. Professor Jon McKenzie has led the interdisciplinary group behind the initiative, and Professors Michael Bernard-Donals, Robin Valenza, Michael Witmore, and Morris Young have contributed to it, as has Brad Hughes, Director of the Writing Center. We all believe that our undergraduates will benefit greatly from training in digital literacies that build on their traditional writing skills, and we feel strongly that English can contribute much to the curricular innovations described in the proposal.

Sincerely,

Thomas Schaub
Chair

October 28, 2009

To: Jon McKenzie, English
            Head, Digital Humanities Initiative

From: Greg Downey, Professor and Director
            School of Journalism & Mass Communication (SJMC)

Re: Digital Humanities Initiative MIU proposal for "Digital Studies"

At our October 28, 2009 departmental meeting, the faculty and staff of the School of Journalism & Mass Communication enthusiastically endorsed the Madison Initiative for Undergraduates proposal of the Digital Humanities Initiative working group to create a "Digital Studies" undergraduate course sequence and certificate.

We look forward to the opportunities that this collaborative project would offer to our own undergraduate majors, and we would be delighted to have appropriate course offerings in our School listed as electives within this certificate program.

Cheers,

Greg Downey
School of Journalism & Mass Communication (Professor and Director)
School of Library & Information Studies (Professor)
Department of Geography (affiliate)
Department of History of Science (affiliate)
University of Wisconsin-Madison
gdowney@wisc.edu
608/695-4310

Dean Gary D. Sandefur
College of Letters and Science
South Hall, Room 105
1055 Bascom Mall
Madison, Wisconsin 53706

October 23, 2009

Dear Dean Sandefur,
I am delighted to express support by the School of Library and Information Studies
(SLIS) of the Digital Studies Initiative proposed by Professor Jon McKenzie and an
interdisciplinary team of colleagues that includes several members from SLIS. SLIS sees
the Digital Studies proposal as complementary to, and as a broader framework for, its
own MIU Proposal in Information Studies.

SLIS has been an active partner in shaping the contours of the Digital Studies proposal to
include Information and Information Technology literacy components that we feel are
currently missing from the undergraduate curriculum at UW. We appreciate the
opportunity to provide these badly needed courses to the undergraduate population via
the Digital Studies proposal; we believe that the additional coursework in digital
humanities provided by the proposal would provide a valuable pathway for
undergraduates to obtain enhanced digital literacy skills.

Sincerely

Christine Pawley
Professor and Director
School of Library and Information Studies

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October 25, 2009

Jon McKenzie
Department of English
University of Wisconsin
Madison, WI 53711

Dear Jon:

I am writing to indicate my support for the Digital Studies proposal you have taken the lead in developing for consideration for support as part of the Madison Initiative for Undergraduates. The proposal envisions an innovative interdisciplinary program that will minimally allow the UW to catch up with its peer institutions in offering a serious and integrated digital humanities program. Beyond this, substantively, the program will give our students the technical and critical skills to participate successfully in an economy, a polity and a culture fully infused with digital media. Students who take the program's courses will emerge with the capacity to move across digital technologies with ease, but will also develop the analytical skills that will lead them to be not blind technophiles but informed consumers and producers.

Good luck with the proposal.

Sincerely,

Daniel Kleinman
Director

Department of Art History

University of Wisconsin–Madison
Conrad A. Elvehjem Building
800 University Avenue
Madison, Wisconsin 53706
(608) 263-2340
Fax 265-6425

October 28, 2009

Jon McKenzie
Head, Digital Humanities Initiative
Department of English
University of Wisconsin-Madison

Dear Jon:

I am writing on behalf of the Center for Visual Cultures to express our enthusiastic endorsement of the Madison Initiative for Undergraduates Proposal by the Digital Humanities Initiative Working Group to establish a "Digital Studies" undergraduate certificate with the course development and faculty lines to support it. Studies in new media analysis and practice and digital literacy and creativity are a core aspect of the research center's mission, the course offerings of our affiliates, the Ph.D. program in Visual Studies we are in the process of founding, and our programming, including, for example, our 2009-2010 year-long public conference on Visualities Beyond Ocularcentrism: Sense Perception and Experience Before and in the Wake of the Digital. The Center's offices moved just this year to a large office in Memorial Library shared with the library's digital project as a way of cementing the Center's collaboration with the library to build a digital database for the study of visual cultures and start an online journal which will not just be Internet accessible but provide an experimental arena for the exploration of new formats for scholarships that take advantage of the particular properties of the digital.
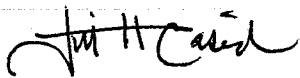
The task of preparing our students to critically navigate the ways in which the digital interface has altered everyday life and the Internet and new media technologies have transformed the marketplace is the cornerstone argument for the relevance and need for Visual Studies as well as one of the key animating principles in the design of courses in Visual Studies. This is not an idle claim. To give a particular example, an undergraduate honors student who took my AH430: Topics in Visual Studies course dedicated to word and image (the last unit of which focused on digital hypertext and other forms of new media text-image relations) wrote to me last year to say: "I just began a new job where I am working in new media and I would like you to know that I am pretty positive I was hired because I sent them the essays I wrote for your class about facebook. So - I am officially proof that word and image is, indeed, a very significant issue, not just in academia, but in the "real world" as well, considering your class was ultimately the one class that had any direct influence on my post graduate employment. So, THANK YOU."

In addition to my own topics courses in Visual Studies that always include units on new media and visual digital literacy and practice, I regularly teach AH355, a large

undergraduate lecture course on the history and theory of photography that revolves centrally around the question of the changes brought about by the move from the darkroom to digital photography. Beyond my own courses, our faculty affiliates routinely teach courses that, if not focused solely on new media, include substantial consideration of digital imaging and new media images. We are also developing a large undergraduate lecture course, "Introduction to Global Visual Studies," a required, core seminar, "Historiography, Theory, and Methods in Visual Studies," and a seminar, "Topics in Visual Studies," all of which, of necessity, will be framed by serious attention to the changes wrought by the digital and the now substantial body of scholarship in Visual Studies grappling with the implications of those changes. We anticipate that these courses will fulfill the double function of serving the needs of undergraduates interested more generally in visual culture and those pursuing the certificate in Digital Studies. We look forward to collaborating in the development and teaching of these courses so that they also serve the needs of the Digital Studies certificate.

A foundational tenet of the transdisciplinary field of Visual Studies is that we cannot ignore the fact that the abilities to critically analyze the digital and creatively produce with it are now a vital necessity. Both a dedicated undergraduate program in "Digital Studies" and the enhancement of teaching and research in digital images and imaging within Visual Studies are vital not just to the goals of the Center for Visual Cultures but more broadly to the 21st-century university. We urge your support of this crucial undergraduate initiative.

Yours,

Jill H. Casid
Director, The Center for Visual Cultures
Associate Professor of Visual Culture Studies, Department of Art History