

## 2006-2007 REPORT OF THE FACULTY HONORS COMMITTEE

The Letters and Science Honors program currently enrolls approximately 1700 students. 560 students were admitted as first year students for 2007-08. 250 Honors degrees were awarded in 2006-07 with 94 students receiving Honors in the Liberal Arts, 89 receiving Honors in the Major and 67 receiving Comprehensive Honors (completing requirements for both Honors in the Liberal Arts and Honors in the Major).

The period from fall 2006 through the end of the fall semester 2007 was significant in several ways for the L&S Honors Program. Chief among those was the development of a new admissions system to increase diversity of incoming students, the development of two new courses on Diversity Dialogues- one a junior year course to prepare honors fellows as facilitators and the second a new first year course to be taught by Honors faculty and staff with Honors fellows as student facilitators, and finally with the reduction in funding by the College of a 50% community services coordinator position we have been working to develop leadership skills among our students to maintain our community service programs. We have used the creativity of our peer advisers to develop a series of meetings to inform incoming students about how to decide on majors, find internships and make connections with faculty for research opportunities.

We have worked closely with Isthmus architects on the design of the historically restored Washburn Observatory that will become the new home of the Honors Program in 2009. The administrative structure of the program remains the same as last year, with a position of Assistant Director being responsible for the advising mission of the Honors Program and for curriculum development with L&S departments. Professor Christopher Kleinhenz (Italian) completed his two-year term as Director and Professor Charles Snowdon (Psychology) assumed the Directorship in late August of 2007 for a three-year term. The full-time staff consists of Jeffrey Shokler continuing to serve as the Program's Associate Director, Mary Czyszczak-Lyne as its Office Administrator, and Molly McGlone as Assistant Director with oversight of the program's advising and curricular operations (see the attached organizational chart- Appendix 1).

### **Innovations**

#### *Admissions*

One problem facing our honors program is the increasing number of Honors students and the overall quality of our undergraduate students. In the current class more than 60% of the students would qualify for Honors admission based on previous criteria. We also found that our ability to serve students well has been impacted by increasing numbers of honors students and reduced FTE's in the Honors Program. At the CIC Honors Conference in May 2007, we learned that many of our peer institutions were facing similar concerns. To cope with this Ohio State, for example, has increased their minimum criterion to a score of 34 or better on the ACT. Since ACT scores (and other standardized test scores) correlate strongly with family income and since we were seeing many Honors students who wanted Honors only as a resume builder, we began looking for another option. In planning sessions over the summer, we developed a vision of a new type of Honors student who would characterize the goals of a liberal arts education and the Wisconsin Idea of using one's intelligence for the betterment of society rather than to build one's resume. Our solution was to craft a letter of invitation that is being sent to ALL applicants who are accepted into the College (Appendix 2). We developed a series of four essays (to tap personal growth, social involvement, creativity and passion, Appendix 3) and by mid-October Associate Director Jeffrey Shokler had created an on-line application and review system. We developed a set of common criteria so that each staff member can evaluate applicants. We make our decisions based SOLELY on essays and high school activities and service with no reference to test scores or high school GPA. We do not yet know our entering 2008 class, but it seems likely that we will have a smaller entering class that will better meet the quality of service goals of our program while maintaining broad diversity among our students.

#### *Evaluation*

Evaluation is critical to understanding the success of our new admissions program and in evaluating the performance of our staff, including peer advisors. One of our PA's, Danielle Vokal, has developed an on-line survey which will be sent to all current Honors in the Liberal Arts students so that we have a baseline against which to evaluate the attributes and experiences of students admitted under the new system.

We have also collectively developed a Performance Review form which we use along with a narrative provided by the person under review to evaluate several attributes under: Job Knowledge; Team Work, Accountability and Judgment; Communication Skills; Leadership; Supervisor and Supervisee Responsibility; and Diversity and Climate. We have instituted the use of these forms this year with all staff members, including the Director and find that they are very successful in guiding evaluations for all of us.

### *Evaluation of Honors in the Major*

It has been ten years since the establishment of Honors in the Major as an addition to Honors in the Liberal Arts. We have noticed considerable variation among departments in what is required for Honors in the Major. While we recognize the value of diversity across different disciplines, we think it is time to review programs and develop a set of best practices drawn from the experience of different department. Assistant Director Molly McGlone and Director Snowdon have initiated a series of meetings with different departments to find out what aspects of honors in the major are working and which are not and to collate a series of success stories that can be shared with all departments.

### *Honors 480 and 180 Diversity Dialogues*

As a part of our reconceptualization of Honors in the Liberal Arts Assistant Director McGlone and PA Jennifer Kaufmann-Buhler have formulated two new courses that are designed to develop leadership and facilitation skills among upper level students and to help incoming students begin to think about diversity in all its forms: racial, gender, ethnic, health, class, religion, environment and explore these issues through the lenses of Humanities, Social Sciences and Natural Sciences. The broad goal is to show first year students how each of the broad disciplines can be used interactively to examine major issues and also as they begin their experience at Madison to think seriously and compassionately about the diversity they represent and the diversity they will encounter here. The courses have been approved by the College Curriculum Committee and the Inter-divisional Review Committee. We (Director, Associate and Assistant Director and PA) are currently teaching Honors 480 and the same team with the facilitators trained this semester will pilot Honors 180 in the fall of 2008.

### *Improved Communication with Other Units*

We have been working over the last year to improve our communication with other advising and administrative units in the College. Assistant Director for Curriculum an Advising, Molly McGlone has become a member of the L and S Advisor Consortium, and is an ex-officio member of the College Curriculum Committee and the Council on Academic Advising. We have a liaison Assistant Dean as a major point of contact between our advising activities and those of SAA. We have added advising hours at the L and S Advising Service in Bascom Hall and at Chadbourne Residence Hall as well as our advising in South Hall. Honors has begun to closely collaborate with both Cross-College Advising and L&S Assistant Deans with the hiring and training of SOAR student advisors. Director Snowdon is a member of the FIGS Advisory Committee and the University Bookstore Awards Committee.

### **50<sup>th</sup> Anniversary:**

In May 1958 a group of 172 students presented the Dean of Letters and Science with a petition requesting that an Honors Program be established for the College. Fall semester of 1960 marks the date of the first Honors classes. These two anniversary dates span the planned opening of Washburn Observatory (see below) and the Honors Program is preparing a series of celebrations and is formulating a development program to coincide with these celebrations.

### **Physical Space – Washburn Observatory**

The Honors Program has been represented on the planning team for the renovation of Washburn Observatory by Professors Kleinhenz and Snowdon, and Associate Director Shokler, who have attended numerous meetings with the architects and members of the campus planning team. We are very pleased with the way in which the existing space will be reconfigured and with the new addition, which will allow handicap access to the building without harming its historic appearance.

Although the Program's current space continues to be problematic, immediate relief is unlikely until Washburn is completed. The program consists of 12 staff (including 4 peer advisors and a student office assistant) totaling 5.75 FTE. Eight workstations are available in the four spaces comprising the current Honors office suite (Room 420 South Hall). The very cramped work environment, a fourth-floor setting lacking handicap access, inadequate reception/waiting space particularly during peak advising periods, and lack of confidential space for student advising and personnel meetings make the conditions very challenging for program operations. With the completion of Washburn Observatory we will finally have adequate, fully accessible program space.

### **Program Administration**

We continue to develop and expand the Honors Program's website which now comprises almost 200 pages of content, active web forms, a live calendar, and searchable Honors course lists. The site has received over 2,000,000 requests since it went live in November of 2004. It currently averages between 4,000 – 5,000 requests per day. The Program also continues to sponsor the UW Forensics Team and three peer-reviewed undergraduate research journals: the *Wisconsin Undergraduate Journal of Science (WISCI)*, the *Journal of Undergraduate International Studies (JUIS)*, and *Illumination: The Undergraduate Journal of Humanities*.

One of the remaining challenges from the past year was securing on-going funding for the part-time (ca. 20%) Forensics Team Coach (Instructional Specialist). Thanks to generous support from the College, the Forensics Team Coach position is now funded and will likely remain so for the foreseeable future. This will ensure the long-term viability and success of the UW Forensics Team – a team that remains highly competitive at both the state and national levels (See appendix 4).

We have initiated annual strategic planning sessions with the assistance of the Office of Quality Improvement, involving all staff- undergraduates through director- to develop ideas for improving our services and programs.

### **Program Grants and Awards**

The Program annually awards approximately \$150,000 to departments in support of their Honors courses (either small stand-alone honors courses or faculty taught sections of larger courses) and Honors curriculum development. In addition, the Program provides grants and awards to students in several categories: Sophomore Summer Research Apprenticeships, Senior Honors Thesis Research, Leadership Trust Awards, F. Chandler Young Distinguished Senior Honors Student Award, F. Chandler Young Travel Award, Mark Mensink Honors Research Award, Ann J. Haney Infinite Boundaries Scholarship, Tricia Nordby Hamrin Award, and the Abraham S. Burack Travel Award. In academic year 2006-07 the Program awarded 34 Sophomore Summer Research Apprenticeships and 32 grants for Senior Honors Thesis Research, for a total of ca. \$104,000.

The Program has designed and struck special medals to be awarded to the students who graduate with Comprehensive Honors. About 50 students per year graduate with the Comprehensive Honors degree.

#### *Truman Scholars*

The last two Truman Scholars from the University, Julie Curti and Jeffrey Wright also happen to be honors students serving as student representatives on the Faculty Honors Committee.

#### *Leadership Trust Awards*

We have received a generous grant from a donor who wishes to remain anonymous to pay two semesters of tuition and a \$3,000 supply allowance for student initiated programs that provide services and benefits to the broad University community and beyond. Since 2003, we have awarded funds for 8 different projects, all of which are still being continued by subsequent generations of students. In 2003-04 awards went to fund the Journal of Undergraduate International Studies and the UW Natural Areas Restoration Project that brings Madison children from low income and highly diverse schools to campus to learn about ecology and restoration. In 2004-05 the award was for an Action Dialogues project to engage students in increasing awareness, empathy, and understanding among members of the University community of issues pertaining to diversity, privilege, and inequality both on campus, and in the broader American culture and society. This program has been incorporated by the Housing office

for use in all dorms. In 2005-06 awards were given to initiate a Wisconsin Journal of Science for undergraduates and for a project on EnviroActivism: Inspiring Youth through Film and Experience. In 2006-07 for a project on Physical fitness, accessibility, and opportunity for persons with disabilities: The open gym project that provides supervised training on newly purchased equipment for people with disabilities. We have two current projects one on training students in emergency medical skills with a goal of having students trained in EMS at every dorm and at every major event, and the First Gear Project, designed to help first generation students become more comfortable on campus. These awards have stimulated some outstanding ideas among our students and have allowed the recipient to develop important leadership and service skills.

## **Program Enhancements**

### *Honors Programs Abroad*

In conjunction with the University of Michigan Honors Program and the UW's International Academic Programs, the Program offers an honors study-abroad opportunity in Florence, Italy, for thirty Honors students (fifteen from each institution). The Honors Program is collaborating with the Office of International Academic Programs on an honors program at University College Utrecht in the Netherlands (one or two semesters). Another partnership has been forged with the CIC institutions for a one-semester program (spring) in Beijing.

### *UW Forensics Team*

The L&S Honors Program assumed sponsorship of the UW Forensics Team about five years ago. Forensics had effectively died at the UW in 1992 but was resurrected by a core of active students. These students, on their own initiative, began training and competing in local and regional forensics meets and, shortly thereafter, began seeking official sponsorship at the university. The Honors Program agreed to sponsor the Forensics Team and has obtained grant funding through the Pathways to Excellence Project to support their attendance at enough meets to allow qualification for competitions at the state and national levels. The program has also subsidized the salary of a coach for the team, Ben Jedd, who has been able to make great strides in making the team competitive at all levels. Last year the team placed eighth in the nation at national competition and this year they took second in state competition. Nationals will take place next month and the team is expected, once again, to be quite competitive.

### *Common Book Program*

We were successful in securing continuing support for the Common Book Program for First Year Students. Friends of the UW-Library has agreed to provide funding for the Common Books and help in sponsoring the dinner and meeting with the author. The 2007 event featured *The Last Day of the War*, by Judith Claire Mitchell (English), and the 2008 Common Book will be *Breathing Spaces: How Allergies Change our Lives and Landscapes* by Greg Mitman (History of Science and Medicine).

### *Student Retreats*

On July 25, 2006, the Program sponsored the annual summer retreat at Hilltop Farm in Spring Green for those students working on the Sophomore Research Apprenticeships and for their faculty mentors. The annual fall retreat for our first-year Honors students was held at the Friedrich Center on September 8, 2006.

### *Collaboration with the UW Admissions Office*

The Program is a regular participant at special events for prospective students sponsored by the Office of Admissions, including the very successful Wisconsin Real program.

## **Advising**

During the 2006-2007 academic year, the L&S Honors Program continued to expand its proactive advising efforts.

### *Advising for first-year students.*

Honors advisors thoroughly revised our processes for both Summer Orientation, Advising and Registration (SOAR) and first-year orientation sessions. The two are now much better integrated and shape, in essence, two parts of a whole.

Based on student feedback from the 2003-05, we restructured the sessions for a more engaging and creative environment, and revised the content to more accurately address new students' concerns. The changes made to

these orientation sessions, now known as “Honors 181”, have prompted more students to attend: more than 450 students attended in fall 2007 (compared to just 229 in fall 2004). Moreover, Honors 181 has been much more positively received by students, as is clear from student satisfaction surveys: whereas only 79% of attendees in fall 2004 would have recommended the session to other new honors students, by fall 2006 86% would do so.

#### *Advising for continuing students.*

Honors advisors have formalized procedures for the regular review each semester of Honors candidates’ progress toward the degree in terms of cumulative grade point average as well as course sequencing and completion of honors degree requirements. As part of each semester’s review, advisors contact each student who does not meet the minimum required grade point average. Advisors offer recommendations based on the severity of each student’s situation, and usually recommend or require that they meet with an advisor.

#### *Advising for all students.*

In fall 2006, Honors advisors activated the advising pages on the L&S Honors Program website. These pages publicize our new Advising Syllabus, advisor profiles, answers to frequently asked questions, and provide information about the various advising options offered through our office. Beginning in spring 2007, advisors began to link their advising profiles to the walk-in hours posted on the Web Calendar. This has facilitated meetings between students and their advisors of choice – particularly those with special strengths in the students’ areas of interest or concern. We have expanded access and availability of advising by having advisors at L & S Advising Service in Bascom and at Chadbourne. A new instant messaging chat advising program has been initiated that is available two hours a day (Monday through Thursday)

#### *Internal Process Improvements*

Assistant Director Molly McGlone has built upon our pilot Advisor Development Program to successfully provide new and continuing Honors advisors (both professional and peer advisors) an overview of the advising field, with particular emphasis on conceptual and relational issues of advising. Readings, group activities, role plays and discussions were used to explore the definitions and values of advising, to examine the commonalities and diversities of our target population of high-achieving students, and to build and enhance advising-related skills. The advising team meets weekly to upgrade their skills and discuss any particularly difficult issues that have arisen. As part of the evaluation process McGlone sits in on an advising appointment with each advisor to provide feedback.

#### **Challenges:**

Like all units of the College our main challenges concern resources. We have a staff of 2 full-time academic staff, a full time classified staff member, a half time director and two half time Project Assistants plus 5 students hired as student hourly. This is a reduction of 0.5 FTE from 2006-07 (our Community Services Coordinator position). This is the smallest staff of any of the CIC Honors Programs. Nonetheless, by working hard and working smart, we are able to meet most of our mission. We have also started to utilize the intelligence and motivation of our students as Peer Advisors and have had to let all community service and Honors community building events be initiated and carried out by students.

However, with the opening of Washburn Observatory, we will need more resources to simply maintain access to the facility for student meetings and to allow students to have a common meeting place. The Assistant Director position to supervise Curriculum and Advising has become so involved with curricular and administrative issues that it is hard to meet the advising component.

Some of our peer Honors programs have large endowments (\$45 million at Penn State) mostly dedicated to providing merit based scholarships to improve their campus academic profiles. At Wisconsin, we do not have to worry about the academic profile of our undergraduates and philosophically, we in honors, prefer need based scholarships to merit based awards. However, many of our signature programs- Sophomore Summer Honors apprenticeships, support of Forensics, support of community service activities, etc. are based on annual proposals to a variety of funding sources that are also in demand to fund other programs as well. We are in need of long term continuous support (endowments or bequests) to support our most successful programs. We hope to use the occasions of the Washburn renovation and the 50<sup>th</sup> anniversary to develop a successful fund raising program so that we can provide firm financial support for our future.

Finally, with cut-backs all across the College, we are finding that it is increasingly difficult for departments to be able to collaborate with us in offering honors level courses. Although we can provide lecturer replacement funds for some courses, many departments cannot afford to have their faculty be diverted from their regular teaching needs to teach honors courses. Some wonderful faculty are actually doing overloads in order to be able to teach an honors class, but we should not count on faculty volunteering to have an overload in order to sustain an honors program.

**With our new vision of Honors that is consistent with intellectual curiosity and the goals of the Wisconsin Idea, we hope to maintain an exciting and vibrant program with diverse students who will be the future of our state, our nation and our world.**

### **Mission Statement**

The Faculty Honors Committee reviewed, commented on, and approved this mission statement.

In addition to supporting the missions of the College of Letters and Science and the University of Wisconsin-Madison of creating, integrating, transferring and applying knowledge, the Letters and Science Honors Program:

- enhances and enriches the undergraduate experience and provides students with opportunities to engage in professional level research and scholarship;
- encourages collaboration among highly motivated students, staff and faculty;
- strives to provide opportunities for students, staff and faculty to achieve both personal and academic excellence;
- promotes leadership, service, and citizenship through Liberal Arts education;
- provides students with high quality academic advising and opportunities for cross-cultural, interdisciplinary, and study abroad experiences;
- encourages and enables students, staff and faculty to pursue professional development opportunities; and
- fosters safe and respectful communities.

### **2007-2008 Faculty Honors Committee Members:**

Alda Blanco (Spanish)

Jia Luo (Student Member, Economics and Biochemistry)

Alexander Nagel (Mathematics)

Mario Ortiz-Robles (English)

Byron Schaefer (Political Science)

Michael Shank (History of Science)

Charles T. Snowden (Psychology, Director)

Karen Strier (Anthropology)

Eric Wilcots (Astronomy)

Jeffrey Wright (Student Member, Political Science and International Studies, Truman Scholar)

### *Ex Officio:*

Mary Czyszczak-Lyne, Office Administrator

Jeffrey Shokler, Associate Director

Molly McGlone, Assistant Director

### Attachments

L&S Honors Program Organizational Chart

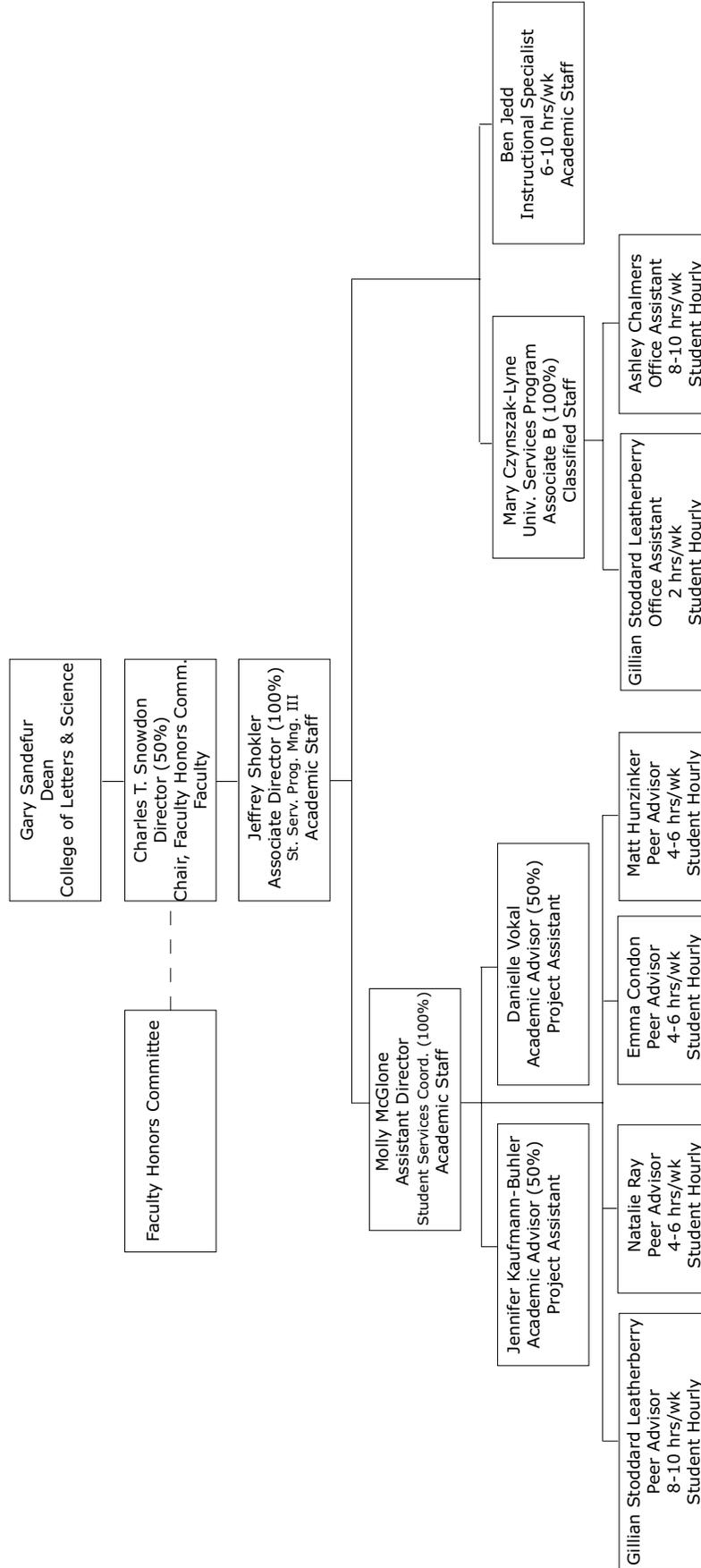
Letter of Invitation to Honors

Honors Application

UW-Madison Forensics Team



# COLLEGE OF LETTERS & SCIENCE HONORS PROGRAM



Dear [First\_Name],

Do you love learning? Are you eager to get the most from your undergraduate career at the UW? Are you willing to go beyond minimum requirements and to confront new challenges in your effort to learn and to grow both academically and as a person? Do you seek to help build a better society by further developing, improving and applying your knowledge and leadership capacities? If so, I encourage you to think about applying to the L&S Honors Program to be considered for admission to pursue Honors in the Liberal Arts.

The Honors Program seeks students who desire to be active learners and who also want to expand their leadership and service capacities beyond the classroom. Honors at the university level is not about “being” an honors student or adding to your resume. Rather, honors is about going beyond what a “typical” student does by challenging yourself to obtain the best possible education you can during your undergraduate career – one centered on the goals of a liberal arts education. Explicitly stated, these goals include:

- developing knowledge of human behavior, human cultures, and of the physical and natural world we live in through study in sciences and mathematics, social sciences, and humanities;
- building a robust set of intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving;
- increasing personal and social responsibility by expanding civic knowledge and engagement, developing greater intercultural knowledge and competence, and expanding capacity for ethical reasoning and action;
- achieving a high level of integrative learning – a synthesis of knowledge and understanding across areas of both generalized and specialized study that can be applied in new ways to address real-world problems and issues.

The Honors in the Liberal Arts degree requires taking honors courses in a wide variety of disciplines. By doing so, you will become familiar with the diverse ways disciplines in the humanities, the social sciences, and the natural sciences explore the frontiers of knowledge. While all students who pursue an honors degree in the College of Letters and Science are strong academically, many are also engaged in a wide array of service and volunteer activities. They seek out co-curricular opportunities, and they take on leadership roles both at the university and in the broader community. Thus, in addition to our curriculum, we offer professional advising services; grants, scholarships, and awards, particularly for introductory and Senior Honors Thesis research; study abroad opportunities, and numerous academic, social, and service opportunities through the Honors Student Organization.

If you would like to be considered for admission to the Honors Program to pursue the Honors in the Liberal Arts degree, you can apply via our on-line application form on our website at [honorsfyapp.honors.ls.wisc.edu](http://honorsfyapp.honors.ls.wisc.edu). If you do not have internet access, please contact our office by phone at (608) 262-2984 to request a hard copy application. *Full consideration will be given to applications received by March 15, 2008.* Admission to the program is competitive, and space is limited. We regret that not everyone who applies at this first opportunity will be accepted.

Please note, this is not your only opportunity to apply for admission to the Honors Program – it is just the first such opportunity. We offer rolling admissions for continuing students in the college who have a minimum cumulative grade point average (GPA) of 3.3. You could also consider pursuing Honors in the Major at a later date. If you decide that you are not ready or do not wish to apply now, please remember that you will have the opportunity to pursue an honors degree throughout your undergraduate career in the college.

About 10% of the undergraduate students in the College of Letters and Science pursue honors degrees – Honors in the Liberal Arts, Honors in the Major, or Comprehensive Honors. To learn more about the curricula for each of these honors degrees please visit [www.honors.ls.wisc.edu](http://www.honors.ls.wisc.edu). To remain in good standing an honors student needs to maintain a minimum cumulative GPA of 3.3 and make satisfactory progress toward their honors degree. Each year about 300 students graduate from the College of Letters and Science with honors degrees.

If the idea of joining the Honors program seems intriguing to you, then I encourage you to follow through with your on-line application. We will be reviewing applications for admission to the Honors Program throughout the year until March 2008.

Cordially,

Chuck Snowdon  
Director, L&S Honors Program  
Hilldale Professor of Psychology and Zoology



# First-Year Student Application

College of Letters and Science Honors Program  
University of Wisconsin-Madison

420 South Hall, 1055 Bascom Mall, Madison, WI 53706-1394

This application is for entering first-year students who have been admitted to the University of Wisconsin-Madison and who will enroll in the College of Letters and Science. Completing and submitting this application makes you eligible for admission to the Honors in the Liberal Arts degree track in the L&S Honors Program. *For full consideration please return your completed application as soon as possible, but no later than Friday, February 29, 2008.* L&S Honors Program, 420 South Hall, 1055 Bascom Mall, Madison, WI 53706-1394.

Name: \_\_\_\_\_ Campus ID: \_\_\_\_\_  
Last First M.I. - -

Home Address: \_\_\_\_\_  
Street Address City State Zip

Home/Cell Phone: ( ) - E-mail: \_\_\_\_\_

**SHORT-ANSWER ESSAY QUESTIONS: Using additional sheets as needed, please answer the following questions.**

**Select and answer *one* of the following two questions. Please limit your response to 250 words or less.**

**1A)** What is the role of conflict and diversity of ideas in shaping one's conclusions? How can one remain intellectually open to opposing ideas while still retaining one's own identity and/or beliefs?

OR

**1B)** Many decades ago anthropologist Margaret Mead wrote: "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." Do you think this is relevant today? If so, why? If you think this statement is no longer relevant, what has changed?

**Answer *each* of the following three questions. Please limit your responses to each question to 250 words or less.**

**2)** Think ahead to the day when you will graduate from UW-Madison. How will that person be different from who you are now? As you answer this question, please also include how participation in the L&S Honors Program fits in to your vision of your future self.

**3)** Imagine that you are editor of a magazine or journal in September, 2025. What would be the name of the journal or magazine? Write the opening to the lead article for that month.

**4)** Describe something (an aspect of nature, music, art, an interpersonal interaction or something from the manufactured world) that has excited your passion. Why did you react so strongly to this experience or object and how has this affected you in the long run?

### FOR OFFICE USE ONLY

Record entered into Admit. Dbase: _____	Date: _____	Entered by: _____
Reviewed (1st): _____	Date: _____	Reviewed by: _____
Reviewed (2nd): _____	Date: _____	Reviewed by: _____

**HIGH SCHOOL PROFILE: Using the space provided or additional sheets as needed, please list (and briefly describe if necessary) your high school activities, service, leadership roles, and any awards and honors you received.**

**ACTIVITIES:**

**Examples:**

- 1) Drama Club (10-12)
- 2) Varsity Cross Country Team (9-12)
- 3) Forensics/Debate Team (10-12)
- 4) High School Newspaper, the *Hurricane* (9-12)

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**SERVICE:**

**Examples:**

- 1) Habitat for Humanity (10, 11)
- 2) Volunteer for Salvation Army
- 3) Special Olympics (event volunteer)

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**LEADERSHIP:**

**Examples:**

- 1) Drama Club, Vice President (10, 11), President (12)
- 2) National Honor Society, Treasurer (12)
- 3) Varsity Cross Country Team, Captain (12)
- 4) Forensics/Debate Team, Co-Captain (12)

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**AWARDS AND HONORS:**

**Examples:**

- 1) National Honor Society (11, 12)
- 2) State One-Act Play Contest, First Place (cast member, *Man of La Mancha*)
- 3) Forensics/Debate: State Gold Medal Prose (11, 12), State Silver Medal Dramatic Interpretation (12)

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# FORENSICS TEAM

For more info, please contact Thom Rehwaldt  
rehwaldt@wisc.edu  
(651) 261.4122

## Team History

The University of Wisconsin has boasted a very strong forensics program over the school's history. In 1989 and 1990, the UW forensics team finished first (Division I) in the country at the prestigious National Forensics Association (NFA) National Tournament. These first-ever national titles were accompanied by five individual event national champions and an overall pentathlon champion (Stephanie Kaplan, 1990). Despite these successes, budget cuts forced the team to be discontinued in 1991.

Recognizing the importance of a forensics program, incoming freshman students Christopher Klundt, Lindsay Barone and Brian Schaefer reinstated the program in 2001. Over the past 5 years, the team has grown in size, strength and success. The team is now sponsored by the Letters and Science Honors Program, has an adequate travel budget, and has one paid part-time coach and two volunteer coaches.

The team's part-time coach, Ben Jedd was a competitor at Bradley University from 1996-2000, where he had numerous individual national finals as well as numerous team national championships. He received his Masters from Ball State where he was the Assistant Director of Forensics and helped organize the NFA National Tournament.

## Where We Are Now

In 2007, the team had its best finish to date, placing 3rd (Div I) at the NFA National Tournament and 23rd at the AFA-NIET. Along with these two team finishes, the UW-Madison Forensics Team had its third National Finals appearance in just two years, the Duo team of senior Emily Barsness and sophomore Thom Rehwaldt. In just a few short years, the team has accumulated a record of top finishes and is now a model for student-run forensics teams across the country.

Our team looks forward to more successes and continued growth. We are looking for students who are both enthusiastic about forensics, as well as willing to take an active role in our team. The awards, trophies, and recognition across the country are only one part of the experience that UW Forensics can give students. Our program encourages individuals to succeed in all areas of their lives.

The UW-Madison Forensics Team is a student run team in every sense of word. The coaches work with students on their speeches, provide competitive feedback, and help to produce the UW Badger Memorial Tournament (the UW-hosted speech tournament). The students book tournaments, maintain the budget, book hotels and the transportation. Furthermore, the students work to hone their speaking, writing, research, critical thinking, critical listening and presentation skills.

## This Document

The next several pages should give you an idea what the UW-Madison Forensics Team is and why we do what we do. It will also explain the fundamentals of Forensics competition.

## ABOUT COLLEGIATE FORENSICS

### There are about 160 college teams from around the country

- Most collegiate teams in the country have at least one full time coach (Director of Forensics) coaching their speech team.
- Many teams have a Director and Assistant Director of the team. Some schools have Graduate Assistants coaching as well.

### Some of the top teams include:

- University of Texas-Austin
- University of Nebraska-Lincoln
- University of Alabama
- Arizona State University
- Kansas State University
- Seton Hall
- Western Kentucky University
- Bradley University
- Illinois State University
- Cal State Long Beach
- UW-Eau Claire
- George Mason University

### Two National Tournaments

- American Forensic Association
- National Forensic Association

### 11 Different Competitive Events

- 4 Public Address events
- 2 Limited Preparation events
- 5 Interpretation of Literature events

### Forensics in Wisconsin

- UW-Eau Claire has the largest team in the state.
  - They provide scholarships
  - Have two full time coaches
  - Typically place in the top ten at the national tournaments
  - Perennial State Champions
- Other Teams in the state include:
  - UW-Stout
  - UW-Platteville
  - UW-Whitewater
  - UW-River Falls
  - Ripon
  - MATC

## THE EVENTS

Forensics is a multi-faceted activity with a variety of ways to participate. Each event is designed to test certain skills of the speaker, and although some of them may seem similar at first, they each require unique techniques. Still, any speaker can succeed in any event. At the college level we encourage competitors to compete in multiple events especially those in different areas. The events are divided up into 3 main genres.

### Public Address Events

The first genre is Public Address. Public Address (PA) events are designed to either persuade or inform an audience on a topic of interest. They are original speeches, prepared before the tournament, memorized, and are 10 minutes in length. There are **four** PA events: Persuasion, Informative, Communication Analysis, and After Dinner Speaking.

**Persuasion:** An original speech by the student designed to inspire, reinforce, or change the beliefs, attitudes, values, or actions of the audience. Audio-visual aids and/or handouts may or may not be used to supplement/reinforce the message. Multiple sources should be used and cited in the development of the speech.

**Informative:** An original, factual speech by the student on a realistic subject to fulfill the general aim to inform the audience. Audio-visual aids and/or handouts may or may not be used to supplement/reinforce the message. Multiple sources should be used and cited in the development of the speech.

**Communication Analysis or Rhetorical Criticism:** An original speech by the student designed to offer an explanation and/or evaluation of a communication event such as a speech, speaker, movement, poem, poster, film, campaign, etc. through the use of rhetorical principles. Audio-visual aids and/or handouts may or may not be used to supplement/reinforce the message.

**After-Dinner Speaking:** An original humorous speech by the student designed to persuade, inform, or analyze. The speech should not resemble a night club act, an impersonation, or comic dialogue. Audio-visual aids and/or handouts may or may not be used to supplement/reinforce the message.

### Limited Preparation Events

Limited Prep events are designed to evaluate a speaker's ability to construct a speech in a limited amount of time. They are prepared on the day of the tournament, with prep time determined by event. There are **two** Limited Prep events: Impromptu and Extemporaneous Speaking.

**Impromptu Speaking:** An impromptu speech, serious in nature with topic selections varied by round, section by section. Topics will be of proverb nature. Speakers will have a total of 7 minutes for both preparation and speaking. Timing commences with the acceptance of the topic sheet. Limited notes are permitted. Each speaker in a section will choose to speak from one of the same two topics offered.

**Extemporaneous Speaking:** Speakers will be given a choice between several questions in the general area of current events, choose one, and have 30 minutes to prepare a speech that is the original work of the student. Speech must be supported with evidence from news publications and magazines. Maximum time limit for the speech is 7 minutes. Limited notes are permitted. Posting of topics will be staggered.

## Interpretation Events

Interpretation (Interp) events are intended to present a piece of literature in an entertaining and moving manner. A piece should explore the entire range of emotions associated with any literature. Events are prepared before the tournament and memorized, but the speaker must hold script in the form of a "black book." They are 10 minutes in length and vary in content by event. There are **five** Interp events: Prose, Poetry, Dramatic Interp (DI), Program Oral Interp (POI), and Duo.

**Prose:** A selection of prose material of literary merit, which may be drawn from more than one source. Play cuttings are prohibited. The focus of this category should be the development of a story.

**Poetry:** A selection or selections of poetry of literary merit, which may be drawn from more than one source. Play cuttings are prohibited.

**Dramatic Interpretation (DI):** A cutting which represents one or more characters from a play or plays of literary merit. This material may be drawn from stage, screen, or radio. The focus of this category should be the development of a character.

**Program Oral Interpretation (POI):** A program of thematically-linked selections of literary merit, chosen from a variety of sources. The focus of this category should be the development of a specific theme.

**Duo:** A cutting from a play or a thematically-linked program, humorous or serious, involving the portrayal of two or more characters presented by two individuals. The material may be drawn from stage, screen, radio, or any other written media. Focus should be off-stage and not to each other.

## **Some Recent Team Accomplishments and Activities**

(Taken from the Forensics Team Website: <http://forensics.rso.wisc.edu/>)

### **Summer Courses through the PEOPLE Program — June 10, 2007**

In the months of June and July, the UW Forensics Team will be teaching public speaking courses for the UW PEOPLE Program. These classes will focus on researching, writing, and performing speeches. At the end of the 3 week program, the class will be presenting a group speech to their peers at the Fine Arts Presentation Night.

The PEOPLE Program focuses on helping students realize their dreams and provide for their higher education. Students who remain in good standing with the program and are accepted to the University of Wisconsin-Madison on their own merits are guaranteed a full 5-year scholarship. The UW Forensics Team is proud to be a part of this great opportunity.

The students will experiment in a number of areas including Impromptu speaking, Informative, and Persuasive. Many of the students have expressed interest in joining the UW team upon finishing high school.

### **Team Places 3rd (Div. I) at 2007 NFA Nationals — April 10, 2007**

Victory was in the air this past week, as the UW-Madison Forensics Team brought home more than just fond memories of the NFA National Tournament. Madison ranked 3rd in Division I and had two National finalists, the Duo team of Emily Barsness and Thom Rehwaldt, who placed 5th in the Nation.

Other accomplishments include Junior Anna-Lisa Dahlgren taking both Rhetorical Criticism and Persuasion to Quarterfinals and Thom Rehwaldt breaking to quarters in Prose. This marks the most successful season since the team was re-created in 2001.

Next year looks bright for the team, as many strong competitors are returning and recruitment efforts have been increased. The squad should return to the circuit stronger than ever.

### **Team Places 23rd at 2007 AFA-NIET — March 15, 2007**

If people are wondering whether the recent stream of wins for UW-Madison is a fluke, then this should end the rumors. The UW Forensics Team returned home from up north (Minnesota State University - Mankato) with a 23rd place finish. This from a field of over 160 teams ranging from New York to Texas.

In addition to these team finishes, Madison racked up a number of individual accomplishments. Senior Emily Barsness broke to quarterfinals in Drama, while Sophomore Thom Rehwaldt did the same in Impromptu Speaking. Junior Anna-Lisa Dahlgren had an unbelievable week, as she took Persuasion to quarters and was the next speaker out of Final round in Communication Analysis.

## UW-Madison Forensics Competitive Success

### Wisconsin State Tournament

- **2002** – UW Madison finished 5<sup>th</sup> place in the state
- **2003** – UW Madison finished 4<sup>th</sup> place in the state
- **2004** – UW Madison finished 3<sup>rd</sup> place in the state
- **2005** – UW Madison finished 3<sup>rd</sup> Place in the state
- **2006** – UW Madison finished 2<sup>nd</sup> Place in the state by 68 points
  - *2 Individual State Champions*
- **2007** – UW Madison finished 2<sup>nd</sup> place in the state by 12 points
  - *5 Individual State Champions*

### National Tournaments

- **2005 Placed 28<sup>th</sup> at American Forensics Association National Tournament**
  - *Chris Klundt Quarterfinalist: Dramatic Interpretation*
- **2005 Placed 8<sup>th</sup> in Presidents Division I at National Forensics Association National Tournament**
  - *Chris Klundt Quarterfinalist: Informative Speaking*
- **2006 Placed 22<sup>nd</sup> at the American Forensics Association National Tournament**
  - *Dave Sargent: 6<sup>th</sup> place Dramatic Interpretation*
  - *Emily Barsness: 6<sup>th</sup> place Prose Interpretation*
- **2006 Placed 6<sup>th</sup> in Presidents Division I at National Forensics Association National Tournament**
  - *Anna-Lisa Dahlgren / Thom Rehwaldt: Quarterfinalist: NFA: Duo*
- **2007 Placed 23<sup>rd</sup> at American Forensics Association National Tournament**
  - *Anna-Lisa Dahlgren: Semifinalist: Communication Analysis; Quarterfinalist: Persuasive Speaking*
  - *Emily Barsness: Quarterfinalist: Prose Interpretation*
  - *Thom Rehwaldt: Quarterfinalist: Impromptu Speaking*
- **2007 Placed 3<sup>rd</sup> in Presidents Division I; 12<sup>th</sup> place overall at National Forensics Association National Tournament**
  - *Thom Rehwaldt / Emily Barsness: 5<sup>th</sup> place Duo Interpretation*
  - *Anna-Lisa Dahlgren: Quarterfinalist: Persuasive Speaking and Rhetorical Criticism*
  - *Thom Rehwaldt: Quarterfinalist: Prose Interpretation*

## UW FORENSICS TEAM 2007-2008 TOURNAMENT SCHEDULE

### ***Fall Semester***

#### **September**

29-30 • MAFL 1&2 : Wartburg College - Waverly, IA & UNI - Cedar Falls, IA (NOVICE Events Offered)

#### **October**

6-7 • 74 Swing : ISU – Normal, IL & Bradley University – Peoria, IL

13-14 • MAFL 3&4 : UW-Stout – Menominee, WI & UW-Eau Claire – Eau Claire, WI

16 • TCFL 1 : Normandale Community College – Bloomington, MN

20-21 • MN River Swing : MSU-Mankato – Mankato, MN & Gustavus Adolphus College – St. Peter, MN

27-28 • Royal Invitational : Bethel University – Arden Hills, MN

#### **November**

3-4 • L.E. Norton : Bradley University – Peoria, IL

10 • Edna Sorber Invitational : UW-Whitewater – Whitewater, WI

**11 • Badger Memorial Invitational : UW-Madison – Madison, WI**

13 • TCFL 2 : Normandale Community College – Bloomington, MN

30-1 • UW-Stout – Menominee, WI

#### **December**

4 • TCFL 3

### ***Spring Semester***

#### **January**

12-13 • Midwest Mixer : Northwest Missouri State – Maryville, MO & Doane College – Maryville, MO  
or

12-13 • Hell Froze Over : UT-Austin & Bradley University – Austin, TX

19-20 • Iowa Swing : UNI – Cedar Falls, IA & Wartburg – Waverly, IA

26-27 • MAFL 5&6 : Northern Illinois University – Dekalb, IL

29 • TCFL 4

#### **February**

1-2 • Icebox Classic : St. Cloud State University – St. Cloud, MN

9-10 • LoveFest : UW-Eau Claire & Ripon College – Eau Claire, WI

12 • TCFL 5

**15-16 • Wisconsin State Tournament : UW-Whitewater – Whitewater, WI**

23-24 • MAFL 7&8 : Bradley University – Peoria, IL & ISU – Normal, IL

#### **March**

4 • TCFL 6

7-8 • AFA District 4 Qualifier : University Nebraska–Lincoln – Lincoln, NE

14-16 • Novice Nationals : University of West Florida – Pensacola, FL

#### **April**

5-7 • AFA-NIET : UT-Austin – Austin, TX

17-21 • NFA Nationals : Tennessee State University – Nashville, TN

25-26 • Interstate Oratorical Contest – Madison, WI

*This schedule represents tournament options. Competitors may pick and choose which they attend. We will attend most, but not all, of these.*

## TEAM CONTACT INFORMATION

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