

2005-2006 REPORT OF THE FACULTY HONORS COMMITTEE

The period from fall 2005 through fall 2006 was significant in several ways for the L&S Honors Program. Chief among those developments was the announcement by the College and the Facilities Planning and Management Unit that the L&S Honors Program will be the new tenant of Washburn Observatory following its historic renovation scheduled to be completed in the spring of 2009. The administrative structure of the program was slightly modified: the second position of Associate Director was changed to Assistant Director in order to clarify the line of command. The Assistant Director is responsible for the advising mission of the Honors Program and for curriculum development with L&S departments. Professor Christopher Kleinhenz (Italian) completed his first year as Director and served one additional year, 2006-07. Professor Charles Snowdon (Psychology) will assume the Directorship in late August of 2007 for a three-year term. The full-time staff within the program has stabilized with Jeffrey Shokler continuing to serve as the Program's Associate Director, Mary Czyszczak-Lyne as its Office Administrator, and Molly Todd as Assistant Director with oversight of the program's advising and curricular operations (see the attached organizational chart). For information about the various policy issues discussed and approved by the Faculty Honors Committee, please see the Executive Summary of Decisions Fall 2005-Fall 2006 at the end of this report.

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. The program consists of 14 staff totaling 6.25 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. The Honors Director and staff are in communication with Dean Gary Sandefur and Assistant Dean Chris Bruhn about these issues, and it is hoped some relief may be found prior to the move to Washburn some two years from now.

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), which was formerly funded on finite gift funds. 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 competitive at both the state and national levels.

Program Grants and Awards

The Program annually awards approximately \$150,000 to departments in support of their Honors 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 2005-06 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.

Program Initiatives and Enhancements

Political Trauma and Restoration Conference

The L&S Honors Program planned and sponsored the very successful interdisciplinary conference on the topic of “Political Trauma and Restoration,” which was held March 31 – April 1, 2006. Support was obtained for the conference through the Center for the Humanities, the Wisconsin Union Directorate Spotlight Series, and the Anonymous Fund. Twenty-two undergraduate students, graduate students, and faculty from UW-Madison, CIC institutions, and from other institutions across the country presented papers in seven different panels. The conference’s keynote address was given by Marjorie Agosin – an award winning poet, human rights activist, and the Luella LaMer Professor in Latin American Studies at Wellesley College. We hope that selected papers will appear in the *Journal of Undergraduate International Studies*.

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). Students participating in the program receive a total of six Honors credits. Two credits are earned during a preparatory seminar in the spring, and four credits are received for the four-week experience abroad in Florence.

In the summer of 2006, the third year of its existence, the Summer Honors Program in Florence concentrated on modern Italy in light of its Renaissance heritage. The two classes offered were “National Identity in Modern Italian Art: The Macchiaioli & Giorgio Morandi” taught by Prof. Barbara Buenger (Dept. of Art History, UW-Madison) and “European Integration: Economic Unity and Cultural ‘Output’” taught by Prof. William Adams (Dept. of Economics, University of Michigan). In addition, a series of lectures and site visits were designed to introduce students to the rich cultural and artistic heritage of Florence and Tuscany.

For the summer of 2007 the program will focus on Renaissance Florence, and the two courses are “The Mercantile Culture of Renaissance Florence” taught by Professor Maureen Mazzaoui (History, UW-Madison), and “The Material World: Italian Ceramics, 1400-1600” taught by Professor Susan Crowell (School of Art and Design, University of Michigan).

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 two years ago. Forensics had effectively died at the UW in 1992 but was resurrected by a core of active students three years ago. 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.

WISCI, JUIS, and Illumination

As noted above, the Program has become the sponsor for three undergraduate research journals, two of which were initiated through our Leadership Trust Awards: *The Wisconsin Undergraduate Journal of Science* (WISCI) and the *Journal of Undergraduate International Studies* (JUIS). Both of these journals were entirely honors student initiatives (WISCI by Mustafa Hyder and JUIS by David Coddon), and these have since become institutionalized and will continue beyond the initial period of support provided by the Leadership Trust Awards through generous gifts. Sufficient financial support has been obtained to ensure publication of JUIS over the next five issues; to date two issues of JUIS have appeared, and a third number is in preparation. The first volume of WISCI was distributed in March, 2006, and support for future issues, including an on-line number, has been secured. The third journal, *Illumination: The Undergraduate Journal of Humanities*, is now in its third year.

Common Book Program

We were successful in securing continuing support for the Common Book Program. Last year's program was very successful with Tim Tyson (Afro-American Studies), whose book, *Blood Done Sign My Name*, was presented and discussed. We collaborated with the Friends of the UW-Library in sponsoring this event. The 2007 event will feature the book, *The Last Day of the War*, by Judith Claire Mitchell (English).

Annual meeting of the Wisconsin Collegiate Honors Council

The Honors Program hosted the annual meeting of the Wisconsin Collegiate Honors Council (WCHC) on Friday, September 29, 2006, in the Pyle Center.

Student Retreats

On July 26, 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 16, 2006.

Collaboration with the UW Admissions Office

The Program was regularly represented at special events for prospective students sponsored by the Office of Admissions, including the very successful Wisconsin Real program.

Advising

Improvements in Student Services

During the 2006-2007 academic year, the L&S Honors Program Advising Committee 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.

The first-year orientation sessions underwent an especially major renovation. Based on student feedback from the previous two years, 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 2006 (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.

Additional improvements are already underway for SOAR 2007, as 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.

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 and every 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.

Internal Process Improvements

Assistant Director Molly Todd applied for and obtained a grant from the National Academic Advising Association (NACADA), Region V, for a pilot training effort, "Advisor Development Program." Todd developed the program during spring and summer 2006, in part with the help of colleagues at the NACADA 2006 Summer Institute, and carried out the pilot during the 2006-2007 academic year. The program successfully provided new and continuing Honors 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.

As part of the Advisor Development Program, Todd also put into practice a formal evaluation process for all advising staff. Using the Honors Program Guiding Principles and Mission Statement, advisors first prepare a self-evaluation, then meet with the Assistant Director for a performance review and broader conversation about advising in the office. This evaluation process has helped to identify the strengths and areas for improvement of individual advisors as well as the team as a whole. In part as a result of these regular reviews, individual advisors have made consistent strides in improving their skills in advising, inter-personal relations, and critical self-assessment.

Mission Statement

The Honors staff spent much of this past year developing a new mission statement and list of guiding principles for the Program. The Faculty Honors Committee reviewed, commented on, and approved these revisions at a meeting in the fall of 2006. Please see below for the updated 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.

Please also see the attached "Guiding Principles Document."

2005-2006 Faculty Honors Committee Members:

Julie Curti (Student Representative, Geography and Political Science)
Christopher Kleinhenz (Chair, Italian)
Jon Pevehouse (Political Science)
Michael Shank (History of Science)
Charles Snowdon (Psychology)
Karen Steudel (Zoology)
Karen Strier (Anthropology)
Rebecca Walkowitz (English)
James Weisshaar (Chemistry)
Eric Wilcots (Astronomy)

Ex Officio:

Mary Czyszczak-Lyne, Office Administrator
Jeffrey Shokler, Associate Director
Molly Todd, Assistant Director

Attachments (hard copy only):

L&S Honors Program Organizational Chart
UW-Madison Forensics Team
Guiding Principles – L&S Honors Program

Faculty Honors Committee Executive Summary of Decisions, Fall 2005 – Fall 2006

Undergraduate Initiative Funding proposals:

The Committee made significant changes in the UIF proposal form and accompanying documents.

Honors in the Major:

The Committee approved revised descriptions for Honors in the Major for the following areas: French, Journalism and Mass Communications, Polish, Portuguese, Russian, and Spanish.

Honors credit for study abroad in non-UW abroad programs

The Committee approved policies allowing students to receive honors credit for participation in any/all organized study abroad programs for which they are receiving degree credit – whether or not they are sponsored and run by the UW-Madison International Academic Programs. At departmental request only, an “H” may be appended to a specific study abroad course. Similarly, only at departmental request may the three honors credits/semester for study abroad be applied to a specific course.

Green Sheet policy:

Specific guidelines were established for green sheets: (1) No more than four green sheets may be submitted per student academic career; (2) No more than one green sheet can be attempted per semester; and (3) A student must complete one Honors course prior to submitting an Honors green sheet. Exceptions to these new policies are at the discretion of the L&S Honors Program Director and Advising Committee.

The Committee encourages departments that use green sheets heavily to use the % designation for a course instead of green sheet. A description of the difference between a % course and a green sheet course will be included on the Honors website.

Ten-credit rule:

Given that the College of Letters and Science is abolishing the ten-credit rule, the Honors Program has abolished the six-credit rule for the Honors in the Liberal Arts degree in keeping with College policy (effective Fall 2007).

3.3 GPA policy issue for the Honors Program:

To be eligible for any honors degree in the College of Letters and Sciences, a student must attain and maintain a minimum cumulative grade point average of 3.3.

Academic Departments and Programs may require a higher minimum *cumulative* GPA for students pursuing Honors in the Major degrees (e.g. cum 3.4 or 3.5). Departments may also require a higher minimum GPA for *courses taken in the major*. In all cases, departments must also publicize the required *cumulative* GPA (3.3 or higher) via DARS, the Undergraduate Catalogue and in other relevant print and online publications.

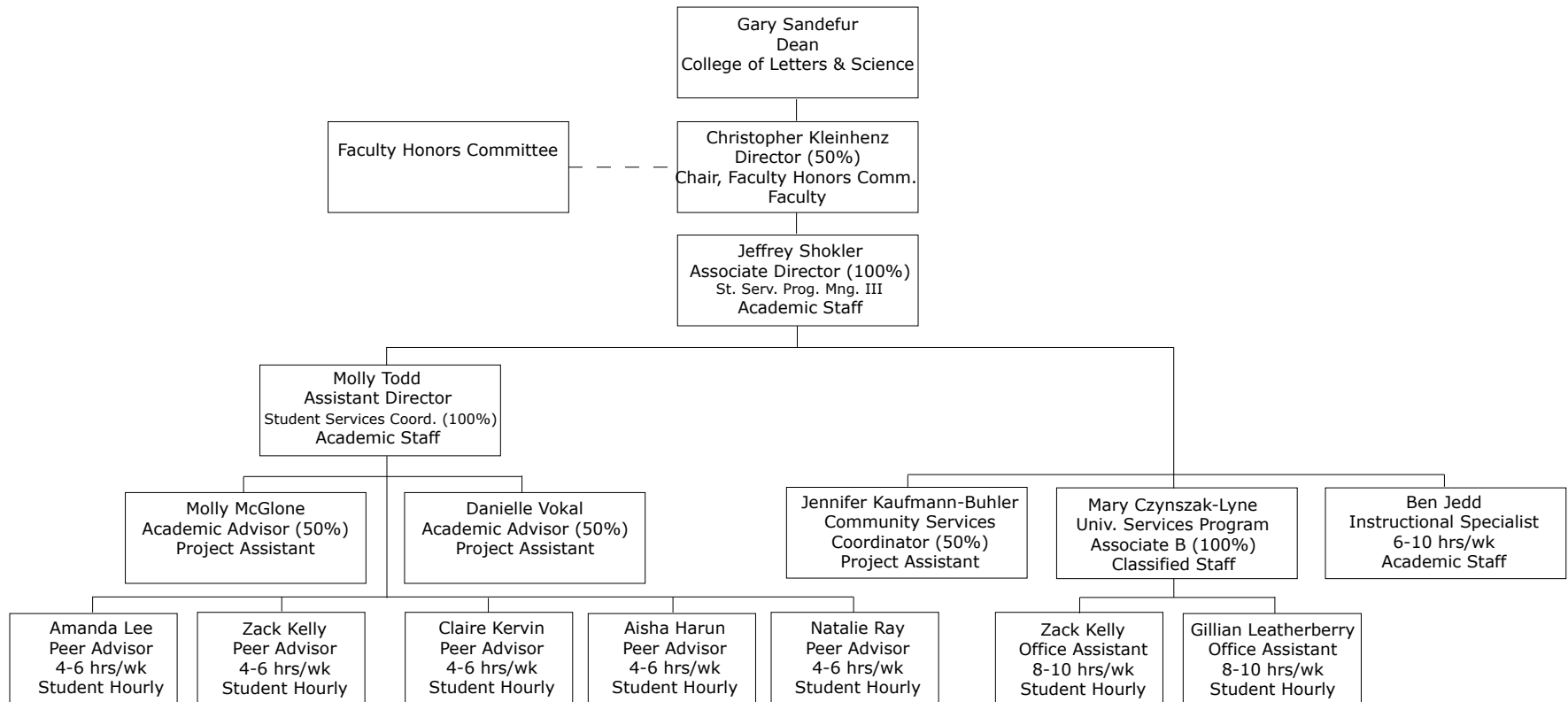
Departments may make exceptions (via DARS exception) to departmental rules requiring higher-than-3.3 GPAs (for cumulative GPA and/or GPA in courses toward the major), but in neither case may a student’s cumulative GPA be below a 3.3.

On extremely rare occasions, exceptions to the minimum 3.3 cumulative GPA may be made with the approval of the Honors Program Advising and Faculty Honors Committees. Such exceptions will be determined on a case by case basis during the student’s final semester on campus (the semester the student intends to graduate). The following procedure will apply: The major advisor and/or student will submit a formal petition to the Honors Program requesting an exception and providing relevant explanation and justification for the request. The petition must be accompanied by a minimum of two letters of support from faculty, advisors or other individuals familiar with the

student's academic and personal situations; at least one of these letters must be from a faculty member. Additional supporting documentation may also be included. The Honors Program Advising Committee, in consultation with the Program's Faculty Director, will make an initial determination. If the Committee determines that an exception is justified, it will forward the request to the Faculty Honors Committee for final consideration. The decision of the Faculty Honors Committee is final.



COLLEGE OF LETTERS & SCIENCE HONORS PROGRAM





Guiding Principles - L&S Honors Program

Showcase 2007 “Best Practice”

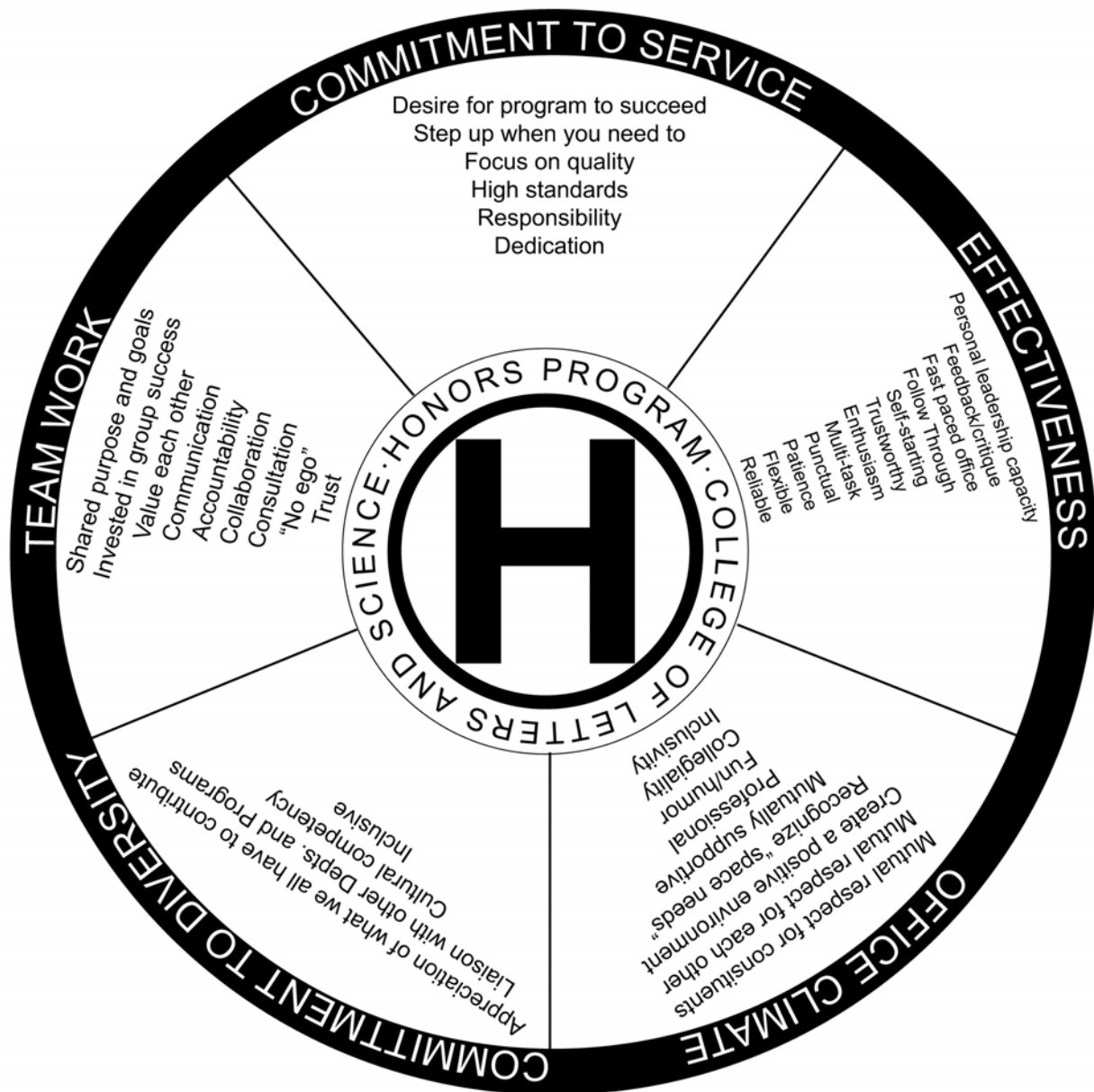
- ▶ **Process Improved:** General office functioning (and morale!) through the development of “Guiding Principles” and “Mission Statement”
- ▶ **Unit (s):** College of Letters and Science Honors Program
- ▶ **Customers of the Process and Their Needs:** L&S Honors Program office staff and students
- ▶ **Problem/Opportunity Statement:** The L&S Honors Program has gone through several transitions in recent years, including an organizational restructuring as well as various personnel changes. In addition, the Program continues to grow in terms of student and faculty involvement, as well as sponsorship of new educational and co-curricular opportunities. In light of all of the changes taking place, the staff recognized the need for a kind of “re-grouping” that would identify who we are, where we want to go, and how to get there.
- ▶ **Process:** In January 2006, we held a five-hour staff retreat, facilitated by the Office of Quality Improvement, at which we identified the strengths of our office, our areas for improvement, and began to develop our guiding principles. Following the retreat, staff members collaborated to synthesize the information and drive it through several different iterations, including list-like documents and visual representations. We held a follow-up retreat in August 2006, again facilitated by the Office of Quality Improvement. At this second retreat, we further defined what “success” means for our office, established goals for the year, and drew up a list of action items. Among those items was the creation of an office mission statement. Following this second retreat, staff members again collaborated to draft this statement, which was “finalized” by staff and the Faculty Honors Committee in January and February 2007.
- ▶ **Results:** This entire process has improved staff collaboration, collectivity and morale; and reaffirmed that horizontal working relations are possible within the hierarchical structure of the university. The more publicly visible results are the L&S Honors Program Guiding Principles and Mission Statement, as well as the integration of these materials into our interviewing and training for new staff, and evaluations of continuing staff.
- ▶ **Lessons Learned:** *The value of naming the problem:* By collectively identifying and discussing the issues and circumstances that negatively affected office functioning, we were also able to reach consensus on what we needed to do to move forward and improve. *The importance of outside facilitation:* Having an outside facilitator was crucial to our success because it allowed everyone to fully participate. *The necessity of having an individual or core group to keep the process moving along:* Without three or four individuals committed to seeing this process through, it would have fizzled long ago.
- ▶ **Next Steps:** *Keep the Guiding Principles and Mission Statement “alive” by further integrating them into the office culture and by reviewing them annually at a staff meeting/retreat in the late summer or early fall.* Students comprise the majority of our staff and, as a result, turnover is constant; each new staff member brings new qualities and perspectives to the Program; our changing nature needs to be reflected in these documents. For the documents – and, more specifically, the commitments outlined in them – to be truly alive, we need to ensure that they are present in all aspects of our operations. This entails tailoring our public personae (website, publications, etc.) to be in line with the principles and mission. *Develop a Strategic Plan for the L&S Honors Program.* This is particularly important in light of the Program’s growth and the fact that we will be moving to a new and larger space in the near future.



In this process, we will draw from our retreat experiences over the past year and utilize the Guiding Principles and Mission Statement as a foundation from which to build.

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UW MADISON FORENSICS TEAM

About Collegiate Forensics:

- **About 160 college teams from around the country**
 - Most collegiate speech 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.
 - Many teams offer students some form of scholarship.
- **Some of the top teams include:**
 - University of Texas-Austin
 - University of Nebraska Lincoln
 - University of Alabama
 - Arizona State University
 - Kansas
 - Seton Hall
 - Western Kentucky University
 - Bradley University
 - Illinois State University
 - Cal State Long Beach
 - UW-Eau Claire
 - George Mason University
- **Two National Tournaments**
 - American Forensics Association
 - National Forensics Association
- **11 different competitive events**
 - Impromptu Speaking
 - Informative Speaking
 - Prose Interpretation
 - Dramatic Duo
 - Extemporaneous Speaking
 - Persuasive Speaking
 - Program Oral Interpretation
 - After Dinner Speaking
 - Communication Analysis
 - Drama Interpretation
 - Poetry Interpretation
- **Wisconsin Forensics**
 - 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

About the UW-Madison Forensics Team

- UW-Madison has not had a speech team since the late 1980s/early 1990s. UW-Madison used to have a very competitive speech team (placed 2nd in the nation), but due to budget cuts, and lack of faculty support, the team was discontinued in 1991.
- Christopher Klundt, a high school competitor from Milwaukee WI, revived the team six years ago. He has worked with other interested students to get the team up and running. Chris found a sponsor in 2002 with the L&S Honors Department and a coach (Ben Jedd) in 2003. The team is now a registered student organization, with continued department sponsorship from the Honors Program in Letters & Science.
- The team has had a part-time coach since 2003, Ben Jedd. Ben was a competitor at Bradley University from 1996-2000, and then received his Masters from Ball State where he was the Assistant Director of Forensics. The team also receives coaching from Chris Klundt and Vishal Jain, both former collegiate competitors.
- The UW-Madison Forensics Team is a student run team in every sense of word. The coaches, coach the students on their speeches, provided 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.
- The UW Speech team has an average GPA of 3.7.

UW Madison Forensics Competitive Success

- **Wisconsin State Tournament**
 - 2002 – UW Madison finished 5th place in the state
 - 2003 – UW Madison finished 4th place in the state
 - 2004 – UW Madison finished 3rd place in the state
 - 2005 – UW Madison finished 3rd Place in the state
 - 2006 – UW Madison finished 2nd Place in the state by 68 points
 - 2 *Individual State Champions*
 - 2007 – UW Madison finished 2nd place in the state by 12 points
 - 5 *Individual State Champions*
- **National Tournaments**
 - 2005 Placed 28th at American Forensics Association National Tournament
 - Chris Klundt Quarterfinalist AFA: Dramatic Interpretation
 - 2005 Placed 8th in Presidents Division I at National Forensics Association National Tournament
 - Chris Klundt Quarterfinalist NFA: Informative Speaking
 - 2006 Placed 22nd at the American Forensics Association National Tournament
 - Dave Sargent: 6th place AFA: Dramatic Interpretation
 - Emily Barsness: 6th place AFA: Prose Interpretation
 - 2006 Placed 6th in Presidents Division I at National Forensics Association National Tournament
 - Anna-Lisa Dahlgren / Thom Rehwaldt: Quarterfinalist: NFA: Duo
 - 2007 American Forensics Tournament (University of Minnesota, Mankato)
 - 2007 National Forensics Tournament (Berry College, Athens, Georgia)