

## 2007-2008 REPORT OF THE FACULTY HONORS COMMITTEE AND HONORS PROGRAM

The Letters and Science Honors program currently enrolls approximately 1600 students. 250 students matriculated as first-year honors students in the fall of 2008-09. 247 honors degrees were awarded in 2007-08 with 90 students receiving Honors in the Liberal Arts, 90 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 2007 through the end of the fall semester 2008 was significant in several ways for the L&S Honors Program. Chief among these were the development of a new admissions philosophy and the implementation of a new admissions process for first-year student admission to the program to pursue the Honors in the Liberal Arts degree, and the development of two new courses on Diversity Dialogues- one a junior year course to prepare honors fellows as facilitators and the second a first-year course to be taught by Honors staff with Honors fellows as student facilitators. The outcomes of the first offerings of these courses have been very positive. Ten Honors Fellows completed Honors 480 and subsequently served as facilitators in small discussion sections for the 38 first-year students in Honors 180. Student feedback has been uniformly positive both from first-year students who appreciated a small intense class and from the Honors Fellows who felt they had experienced considerable personal growth. We 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 worked closely with Isthmus Architects on the design and construction of the historically restored Washburn Observatory that will become the new home of the Honors Program in May, 2009. The administrative structure of the program remains the same as last year. Professor Charles Snowdon (Psychology) continues as Director. 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*

Two problems facing the program over the past several years were the increasing number of students entering the program as first-year students and the overall increasing academic profile undergraduate students entering the college. In the current (Fall 2008) first-year class more than 60% of the students would have qualified for invitation to apply to the program to pursue Honors in the Liberal Arts based on our past, quantitative criteria for eligibility (top 10% of the high school class *or* a minimum 3.6 core GPA from high school). We became concerned that our ability to serve students well, not just serve them, would be negatively impacted by the steadily increasing numbers of honors students entering the program and by a reduction in FTEs in the program staff. At the CIC Honors Conference in May 2007, we learned that many of our peer institutions were facing similar challenges. To cope with these issues two institutions increased their minimum criterion for admission to their programs to scores of 34 or better on the ACT. Since ACT scores (and other standardized test scores) correlate strongly with family income and since we found through exit surveys that a significant proportion of our Honors students were pursuing the honors degree only as a resume builder (a motivation that often turned out not to be strong enough for students to actually graduate with an honors degree – many were withdrawing having not fulfilled the requirements by graduation), we looked for another option.

Our solution to reduce the number of students entering the program as incoming first-year students and to *increase* the likelihood that those students who did apply and were admitted were doing so for the “right” or “healthier” reasons (e.g. not credentialing), was somewhat counter-intuitive. We decided to invite *all* students admitted to the college to consider applying to pursue HLA and to no longer utilize high school academic performance criteria in either the invitation or admissions process. By doing this, we hoped to appeal to a new type of Honors student, one who would pursue an honors degree due to strong internal motivations beyond simple credentialing, one who would exemplify the spirit and be drawn to the goals of a liberal arts education as well as to the Wisconsin Idea's ideal of using one's intelligence for the betterment of society. Our new admissions philosophy emphasizes student motivation and, significantly, no longer views high academic achievement in high school as a necessary *prerequisite* for admission to pursue an honors degree; rather, it views high academic achievement as a *desired learning outcome* of pursuing an honors degree in the college.

To affect these changes we crafted a new letter of invitation that more fully explained the intent behind the program and its curricula – a letter that was also designed to make students consider what their motivations are for pursuing an honors degree. In stark contrast to past practice, this new invitation letter is now sent to *all* students admitted into the College (Appendix 2). We also crafted a new application consisting of a series of four essays (to tap personal growth, social involvement, creativity and passion, Appendix 3) and fields that allow applicants to let us know about their activities and engagement in high school. Associate Director Shokler created an on-line application for applicants which feeds directly into a database through which the entire admissions process is managed (including invitations, application review, and admission decisions). We developed a set of common criteria so that each staff member can evaluate applications. Admission decisions are now based on the essay responses and high school profile (activities, leadership, service, honors and awards, and employment). We achieved our goals with the 2008 entering class. We have fewer students but a greater range of high school GPA, class rank, and standardized test scores than in the past. Notably, we had markedly fewer of our new first-year students in academic trouble at the midterm point of their first semester and we also had a smaller proportion of students on academic probation after their first semester than in previous years. We have increased diversity and performance together. We have made some minor modifications (reducing to three questions and adding a category for students to tell us about employment) to the application and are currently evaluating the 2009-10 entering class.

### ***Evaluation***

Evaluation is critical to understanding the success of our new admissions program and in evaluating the performance of our staff, including peer advisors. We sent an on-line survey 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 collectively developed a Performance Review form which we use along with a narrative provided by the person under review to evaluate several attributes in categories relating to: job knowledge; team work, accountability and judgment; communication skills; leadership; supervisor and supervisee responsibility; and diversity and climate. We instituted the use of these forms last year with all staff members, including the Director, and have found this process to be very successful in guiding the evaluations for all of us.

### ***Evaluation of Honors in the Major***

It has been ten years since the establishment of the “new” honors curriculum that created the Honors in the Major, Honors in the Liberal Arts, and Comprehensive Honors degree options for students in the college. 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 started to review programs and develop a set of best practices drawn from the curricula and experiences of different departments. Assistant Director McGlone and Director Snowdon had meetings with several departments to find out what aspects of Honors in the Major are working and which are not and to compile a series of success stories that can be shared with all departments. The effort continued with the preparation of the new 2009-2011 Undergraduate Catalog where the L&S Honors Program contacted departments to encourage them to update their Honors in the Major programs. Out of that effort, the Faculty Honors Committee reviewed proposals to changes and updates to HM programs from departments and units including: Languages and Cultures of Asia, English, Jewish Studies, Hebrew and Semitic Studies, Economics, Communicative Disorders, and from the previous year Psychology. Other departments made minor changes in response to our suggestions, including Biology and Botany. L&S Honors Program staff continues to work with other departments on developing Honors in the Major such as Religious Studies.

### ***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 formulated two new courses designed to develop leadership and facilitation skills among upper level students and to help incoming students begin to think about issues of identity and diversity in all its forms: racial, gender, ethnic, health, class, religion, environment, class, etc. and explore these issues through the lenses of the 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 were approved by the College Curriculum Committee and the inter-divisional review committee. We (Director, Associate and Assistant Director and PA) taught Honors 480 and Ms. McGlone and Ms.

Kaufmann-Buhler along with the facilitators piloted Honors 180 in the fall of 2008. The second group of Honors Fellows is currently taking Honors 480.

#### ***Improved Communication with Other Units***

We have been working over the last two years to improve our communication with other advising and administrative units in the College. 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 begun regular meetings with the staff of L&S Student Academic Affairs to discuss common issues. We have added advising hours at LSSAA in Bascom Hall and at Chadbourne Residence Hall to our advising in South Hall. Honors have 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, the Faculty Advisory Board to LSSAA 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 the university create opportunities that would provide greater academic challenge and engagement for students. The College's response was to establish an Honors Program. The fall semester of 1960 marked the term of the first Honors course offerings at the university. These two anniversary dates span the planned opening of Washburn Observatory (see below). We have created an Honors Advisory Committee made up of petition signers, local alumni, some former Directors and current students to help the Honors Program prepare a series of celebrations and create 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 Professor Snowdon, and Associate Director Shokler. We attended numerous meetings with the architects and members of the campus planning team. The construction began in the fall of 2008 and we plan to move into the new facility in May, 2009. We are very pleased with the way in which the existing space will be reconfigured, without harming its historic appearance, to allow access to persons with disabilities.

#### **Program Administration**

We continue to develop and expand the Honors Program's website which now comprises well over 200 pages of content, active web forms, a live calendar, and searchable Honors course lists. The site has received over 3,000,000 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. We also met with alumni of the Forensics Team to establish a connection with current students and an anonymous donor has created an endowment fund to support Forensics. This will help 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.

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, Mark Mensink Honors Research Award, and the Abraham S. Burack Travel Award. In academic year 2007-08 the Program awarded 32 Sophomore Summer Research Apprenticeships and 18 grants for Senior Honors Thesis Research, for a total of ca. \$94,000.

### *National Scholarships*

The last two Truman Scholars from the University, Julie Curti and Jeffrey Wright also happen to have been honors students serving as student representatives on the Faculty Honors Committee. All UW students who received nationally competitive scholarship awards in 2007-08 were students in the L and S Honors Program.

### *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 University community and beyond. Since 2003, we have awarded funds for 10 different projects, most 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. In 2007-08 we funded two projects, one on training students in emergency medical skills with a goal of having EMS trained students at every dorm and at every major event, and the First Gear Project, designed to help first generation students become more comfortable on campus. In 2008-09 we made two awards, one for the development of a *Wiscipedia*- a student generated wiki designed to provide up to date information about how to navigate the campus. The Chief Information Officer and Director of LSSAA were both excited by this project. The other project is developing a resource data base on the problems of refugees and how agencies and individuals in Wisconsin can be more effective in helping refugees. 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 (about 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) and our first student returned from this abroad experience in December of 2008. The student reported having a very rich learning experience at Utrecht and another two students are abroad during the spring 2009 term. Another partnership has been forged with the CIC institutions for a one-semester program (spring) in Beijing, but no students have yet to participate from UW-Madison

### *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 in 2001. 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 Honors Program has also subsidized the part-time 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 sixth in the nation at national competition and 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 2008 Common Book was *Breathing Spaces: How Allergies Change our Lives and*

*Landscapes* by Greg Mitman (History of Science and Medicine) and the 2009 book will be *Human Goodness* by Yi-Fu Tuan of Geography

#### *Student Retreats*

On July 23, 2008, 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 Pyle Center on September 13, 2008.

#### *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. We hold a session known as "Honors 181" for students in the first week of the semester and another around enrollment time in October known as "Honors 182." These sessions help us to efficiently advise our first year population in small groups and to give them the assurance that they will meet with an advisor at least twice in their first semester. We have found that the first session is best given before the add/drop deadline, giving students the chance to adjust their schedules if their courses are not a good fit. Similarly, the second session occurs after the timetable is released but before the final drop deadline (where students will receive a DR on their transcripts), which allows the advising contact to include a discussion of academic progress and future planning in the same session.

#### *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.*

The L&S Honors Program website publicizes our Advising Syllabus, provides advisor profiles, answers to frequently asked questions, and provides information about the various advising options offered through our office. New this year are podcasts and webcasts (using both video and audio content) by staff members covering some of the most common advising issues. 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 continue to partner with Chadbourne to provide collaborative advising for Honors and CRC students. A new instant messaging chat advising program has been initiated that is available two hours a day (Monday through Thursday), including evening hours that has proven very popular among our students studying abroad.

#### *Advising data base*

Associate Director Jeff Shokler developed an advising database several years ago that allows advisors to review the past history of advising with each student in preparation for advising appointments and to be more efficient in using appointment time for the issues at hand. In the past few months Shokler has provided demonstrations of the database to advisors and administrators involved with advising across campus and there appears to be strong support for a campus wide database that could be shared as students move from general advising in their first-years into their major (s) or as they transfer from one college to another.

#### *Internal Process Improvements*

Assistant Director Molly McGlone has built upon our 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 enhance 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 the smallest FTE to student ratio of any of the CIC Honors Programs/Colleges. Nonetheless, by working hard and working smart, we are able to meet most of our mission. We utilize the intelligence and motivation of our students as Peer Advisors.

However, with the opening of Washburn Observatory we may 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 components of the position.

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 over merit based awards. However, many of our signature programs- Sophomore Summer Honors Research 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. With the economic crisis these funding agencies are cutting back on their support of our programs. 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 several courses, many departments cannot afford to have their faculty 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.

**2008-2009 Faculty Honors Committee Members:**

Suzanne Desan (History)  
Sabine Gross (German)  
Jia Luo (Student Member, Economics and Biochemistry)  
Alexander Nagel (Mathematics)  
Mario Ortiz-Robles (English)  
Byron Schaefer (Political Science)  
Sissel Schroeder (Anthropology)  
Charles Snowdon (Psychology, Chair)  
Karen Steudel (Zoology)  
Peter Timbie (Physics)  
Jeffrey Wright (Student Member, Political Science and International Studies, Truman Scholar)

*Ex Officio:*

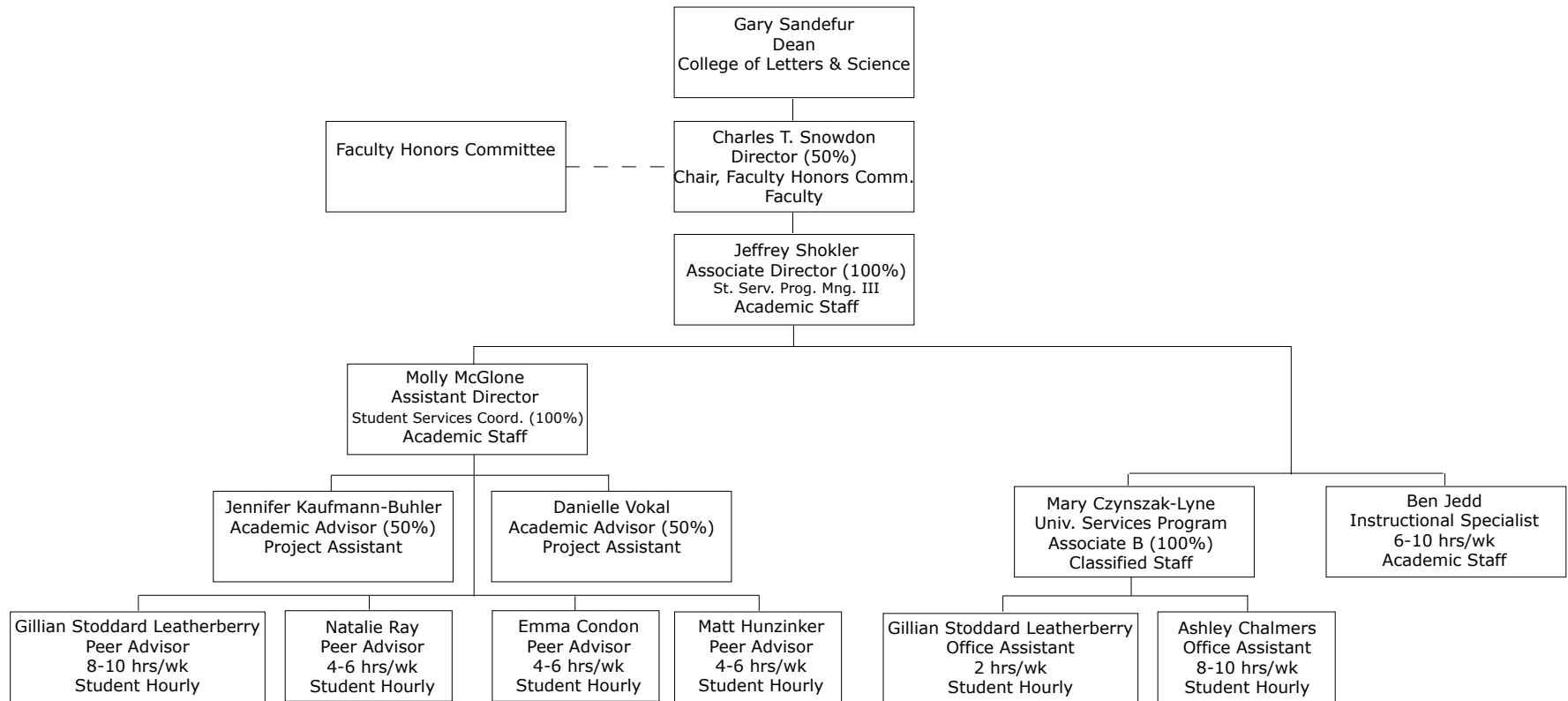
Mary Czyszczak-Lyne, Office Administrator  
Jeffrey Shokler, Associate Director  
Molly McGlone, Assistant Director

Attachments

L&S Honors Program Organizational Chart (PDF File)  
Letter of Invitation to Honors  
Honors Application



# COLLEGE OF LETTERS & SCIENCE HONORS PROGRAM





## APPENDIX 2

### Invitation Letter to All Students Accepted to College of Letters and Science

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 student might otherwise do 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 your application if you submit it by the end of the day (11:59 p.m.) on Saturday, March 14, 2009. Admission to the program is competitive, and space is limited. We regret that not everyone who applies at this first opportunity will be accepted. If you apply prior to the deadline noted above your application will still receive full consideration during review, and it is our intention to mail an admission status letter to you within about three weeks of your application should you choose to apply.

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 can 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 our website at [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.

Cordially,

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

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L&S Honors Program, University of Wisconsin-Madison 420 South Hall, 1055 Bascom Mall, Madison, WI 53704  
(608) 262-2984 [honors@honors.ls.wisc.edu](mailto:honors@honors.ls.wisc.edu) [www.honors.ls.wisc.edu](http://www.honors.ls.wisc.edu)

**APPENDIX 3**  
**Essay Questions and Description of High School Activities**

**Q1:** 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?

**Q2:** Imagine that you are editor of a magazine or journal in the fall of 2029. What would be the name of the magazine or journal? Draft the opening paragraphs of the lead article for that month.

**Q3:** Describe and discuss something (an aspect of nature, music, art, an interpersonal interaction or something from the manufactured world) that excited your passion. Why did you react strongly to this particular experience or object and how has this affected or shaped you in the long run?

Activities

Leadership

Service

Awards & Honors

Employment