

**University of Wisconsin-Madison
College of Letters and Science
Office of the Dean
105 South Hall**

**LETTERS AND SCIENCE
FACULTY SENATE AGENDA MATERIALS
14 April 2008**

These materials are also available online, at:
<http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-4materials.htm>

COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

**3:30 p.m., Monday, 14 April 2008
2241 Chamberlin Hall**

AGENDA

	<u>Doc. No.</u>
1. Announcements and Questions	
2. Approval of minutes of the L&S Faculty Senate meeting held 12 November 2007	
3. Annual Report of the Faculty Honors Committee, 2005-2006	274
4. Annual Report of the Academic Planning Council, 2007-2008	275
5. Annual Report of the Curriculum Committee, 2007-2008	276
6. Discussion: Issues and Recommendations Related to the Role of Directed Study in the Undergraduate Curriculum	

This agenda and supporting materials are also available online at:
www.ls.wisc.edu/handbook/ChapterOne/chapter1-4materials.htm

Questions: Elaine M. Klein (klein@ls.admin.wisc.edu) or 265-8484

COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

3:30 p.m., Monday, 12 November 2007

165 Bascom Hall

1. Announcements and Questions.

Dean Sandefur called the meeting to order at 3:35p.m. He shared his perspective on the State Budget, calling it the best budget in a few biennia because no cuts were taken; however, reductions from previous years must still be addressed, and L&S must continue to budget carefully.

The dean noted that April 2005 revisions to the L&S baccalaureate degree requirements went into effect for students admitted after May 21, 2007. The L&S Curriculum Committee, charged with overseeing implementation of “BABS07” changes, will submit a report at the next Senate meeting. In the meantime, L&S Student Academic Affairs reports that the implementation has gone smoothly and no emergency modifications have been called for. Furthermore, a “reasonable” number of continuing students have opted into the new requirements, which suggests that students for whom the change is advantageous are responding to the invitation and using a new degree-level DARS “what if” feature to make their decisions. SAA staff report that “faculty and departments are doing a great job getting the word out”. There were no questions in response to this announcement.

Dean Sandefur announced the report by the L&S Equity and Diversity Committee chaired by Steve Stern had been issued and was being discussed in a number of venues. It will be discussed by the chairs and can be found on the L&S website (www.ls.wisc.edu) under “News and Reports”. If the Senate wishes, this report may be the focus of a future L&S Senate discussion.

Dean Sandefur thanked members who are participating in the UW-Madison Reaccreditation Project. He reported that teams have been convened to focus on six key questions, and they will be working over the next several months to develop a set of strategic priorities in these areas for the university. He noted that this work is very important to the college, and L&S faculty should have a strong voice in guiding the future of the university.

No other items were brought before the Senate for discussion.

2. A motion to approve the minutes of the L&S Senate meeting held 23 April 2007 was approved.
3. Report of the College of Letters and Science Graduate Student Stipend Committee (March 1, 2007).

Professor John Wright (Chemistry) and Dean Martin Cadwallader (Graduate School) presented the committee’s report for discussion. The report found that in

a survey of peers, UW-Madison is no longer competitive with peer institutions in relation to graduate student stipends. The committee mandate was to propose solutions to this problem. The report cited several reasons for the imbalance, including a state budget model that accounts for graduate students' tuition as income, but which, due to tuition remission, creates a budget shortfall; disparities in investments made in graduate student stipends; increases in other research costs (retention and startup packages, changes in federal funding formulas); and fewer fellowships available, and low TA salaries, which make it difficult to offer attractive funding packages to attract the very best students.

The committee proposes that the college, WARF, the state, the Alumni, and the Foundation might work together to solve this problem. However, getting participation from these groups may be difficult and may require presenting the problem in terms that convey its importance and suggest ways to get involved. L&S cannot solve the problem alone; it involves the entire university and not just one entity. The committee made several recommendations:

- a. Short-term: Create an initiative for graduate fellowships, and create structures that make support for these fellowships attractive to donors and financially viable (e.g., waive – not remit – tuition). Ensure that Chancellor and the UW-Foundation recognize the importance of fellowships and graduate student stipends because it makes the institution competitive.
- b. Long-term: Raise all stipends to market value. Strengthen the commitment of the UW and state to deepen support for graduate students. Communicate better with the public about the contribution of graduate students to the university's mission, and emphasize that the university is competing for the best students and must pay for them to come here.

Dean Cadwallader provided an update on actions resulting from the work of the committee. The report has been used to explain the importance of graduate students to the WARF board, and to communicate with the Regents and board. These groups understand the relationship between graduate students with respect to research and to undergraduate education. Various activities are planned, including:

- Talking with the UW Foundation to make fellowships part of their development effort, and working with schools and colleges to find and utilize the wide range of donor opportunities.
- Developing Wisconsin Distinguished Graduate Fellowships
- Deploy fellowships strategically, to meet varying needs across divisions, to develop multi-year packages, etc.

Several other questions arise, such as whether some divisions need more assistance than others in garnering graduate student support, whether some faculty recruitment funds should be redirected to enhance graduate student support (since the quality of graduate students may affect whether potential faculty find the

program attractive), adjusting non-resident tuition or streamlining progress into “resident” status, and efforts to reduce time-to-degree without diluting program rigor.

Discussion: the summary below attempts to categorize comments made in discussion of the Graduate Student Stipend Committee report without oversimplifying them.

- “Tuition is a revenue, not a cost.” Budget has to be balanced and if tuition isn’t charged, the costs that have to be paid are salaries, buildings, health insurance, etc. The tuition number is used to bring the budget in line with the costs but budget assumes that the money will be collected. The university must develop a budget strategy that doesn’t count revenue money it doesn’t have and does not intend to collect. Unfunded students are a revenue source and on other campuses, departments get a certain number of tuition waivers as a part of the whole department budget.
- “Tuition is both a cost (expense to department) and a revenue (expense supposed to be paid by student).” This is hard to explain to the Regents, System, and legislature, and it raises considerations of whether or not undergraduates “subsidize” graduate tuition.
- Although some stakeholders fear that undergraduates subsidize graduate tuition, it may be more likely that low undergraduate tuition correlates with low salaries. It is not generally known how graduate students relate to the undergraduate experience, or that the most common “small course experience” for undergraduates is in language courses taught by graduate students. In addition, the large course lecture experience is a good experience for graduate students who need to obtain experience teaching. People may complain that focus on graduate students and on research distracts from undergraduate education, in fact, graduate students enhance undergraduate education (here and as they move into faculty positions elsewhere). L&S has been working to develop a statement that explains why support for graduate students is important to use when talking to donors in raising grad student support.
- “We need to tell a better story about the university.” The University could be viewed as an entrepreneurial institution which has various branches, each of which works together. A chemistry professor can be seen as selling ideas to funding agencies – but what “idea” do we sell with respect to graduate education?
- Can fellowships and guarantees be distributed more equitably? Longer fellowships might be created, but there would be fewer of them; departments can try to put together longer support packages offered as guarantees (but doing so calls for careful planning). Across L&S, departments vary a great deal between those that offer guarantees; the TA budget is based on need and there are limits

to how many TAs can be regularly supported. As a result, small departments make shorter guarantees, but this is a challenge. L&S is looking to the Grad School to see if there are ways to maximize risk across the college; however, it is very difficult to reallocate TA's given the specialized areas in which they must teach.

- Fellowship offers are attached to the candidate and not to the department, so if top scholars decline, a department may receive no fellowships. This would be different if the fellowships committee were to reallocate awards to "one of four best." The possibility of ranked list was also suggested with a line drawn which they cannot go below.
- The Physical Sciences Division may have (or may assert) more flexibility in making awards; similar flexibility may benefit the other divisions. However, it was noted that these differences have persisted for ten years, and that other differences exist (e.g., the Biological sciences have used "fellowship" money for recruitment). All divisions need not use the same model, but should be free to experiment to find the best model for the area.
- Senators discussed the "hit rate" for fellowships (currently 65% across campus with variation between divisions), and debated the merits of only accepting students who merit funding. Members noted that unfunded students may wish to test or prove themselves, and so may be justified in paying their own way.
- Members concluded that the discussion was useful, since it allowed them to compare notes, share examples of the various categories of this problem, and highlight the challenge of developing a range of packages in contexts that reflect the whole of the university. If L&S were to come up with a plan it would be a model for the rest of the campus, thus leadership is critical and it needs to be a grass roots effort.

The meeting adjourned at 4:55 p.m.

Submitted by:

Elaine M. Klein, Ph.D.

Assistant Dean for Academic Planning, Program Review and Assessment
Secretary, L&S Faculty Senate

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 years 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. Washburn Observatory. 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 departments. Assistant Director Molly McGlone and Director Snowden 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 and 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 SAA 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 Snowden is a member of the FIGS Advisory Committee and the University Bookstore Awards Committee.

50th 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 developing 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 Snowden, 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 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.

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 SAA 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 50th 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 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)

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

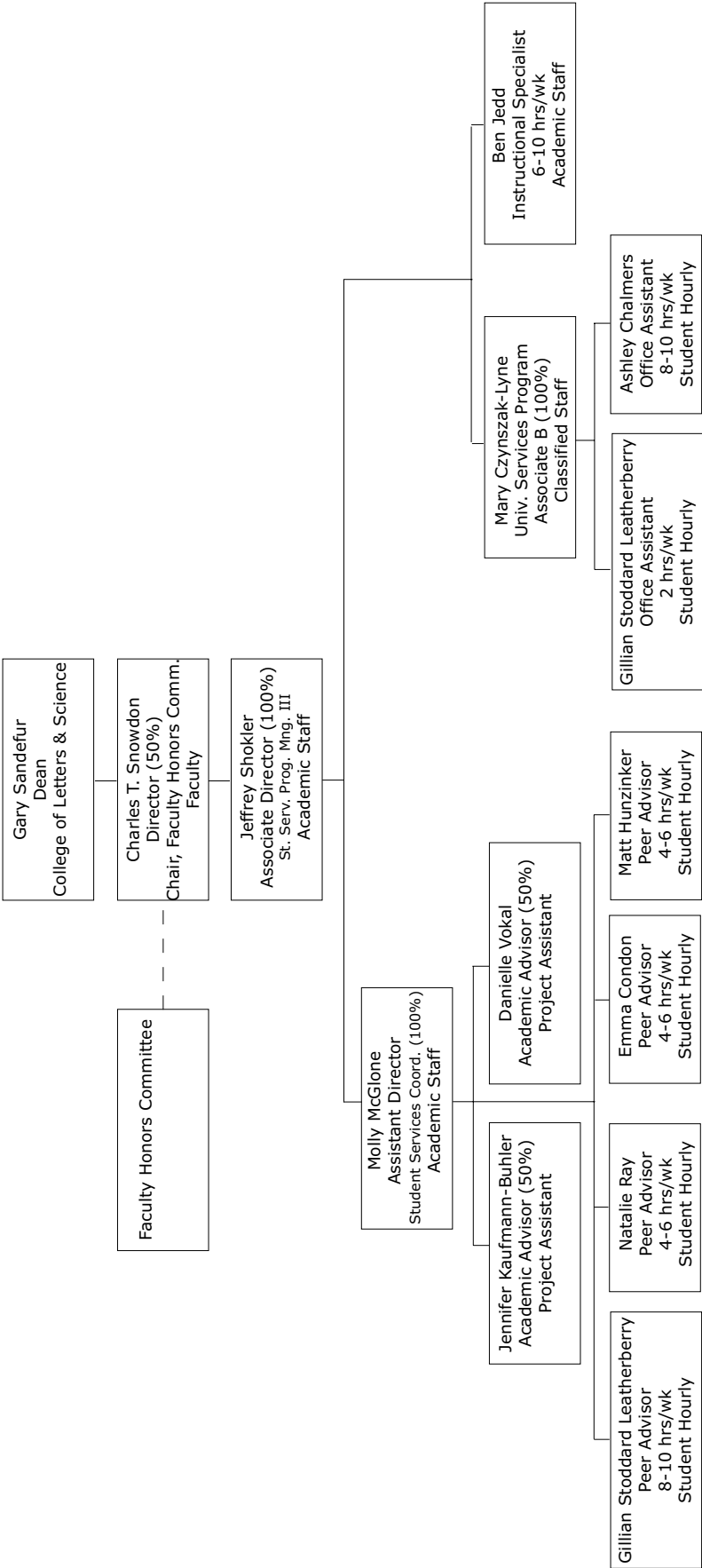
Letter of Invitation to Honors

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. 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.

- continued -

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. 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: _____

- Continued

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)

SERVICE:

Examples:

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

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)

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)



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

Team Email: forensics@rso.wisc.edu

Team Website: <http://forensics.rso.wisc.edu>

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Emily Barsness
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**College of Letters and Science Academic Planning Council
Annual Report to L&S Faculty Senate, AY 2007-2008**

Chair

Gary Sandefur, Dean

Elected Council Members

Maria Cancian, (Social Work and LaFollette)	Anthony (Tony) Ives (Zoology)
David Canon (Political Science)	Michael Redmond (Statistics)
Barbara Clayton (Theatre and Drama)	Robert Skloot (Theatre and Drama, and Jewish Studies)
Heather Dubrow (English)	John Wright (Chemistry)

***Ex-Officio* Members**

Debby Bush  y (L&S Student Academic Affairs; Classified Staff Issues Committee)
Diana Frantzen (Spanish and Portuguese; Chair, L&S Curriculum Committee)

***Ex-Officio* Observers**

Susan Ellis-Weismer (Communicative Disorders; Associate Dean for Research Services)
Ann Groves-Lloyd (Associate Dean for L&S Student Academic Affairs)
Charles N. Halaby (Sociology; Associate Dean for the Social Sciences)
Magdalena Hauner (African Languages and Literature; Associate Dean for the Humanities)
Elaine M. Klein (Assistant Dean, Academic Planning, Program Review, and Assessment)
Lucy Mathiak (Director, Communications and College Relations)
Guido Podest   (Associate Dean, International Studies)
Judi Roller (Associate Dean for Diversity and Cross-College Initiatives)
Maggie Roth (Associate Dean for Budget and Finance)
Herb Wang (Geology and Geophysics; Associate Dean for the Natural Sciences)
Nancy Westphal-Johnson (Associate Dean for Undergraduate Education and Academic Administration)

Overview

The L&S Academic Planning Council advises the dean on program, curricular and fiscal matters. Academic initiatives considered by the council include program review, expansion, reorganization, and deletion. The council's formal operating procedures appear online in the *L&S Handbook*, at:

(<http://www.ls.wisc.edu/handbook/ChapterOne/APC%20Governance%20Rules.pdf>).

In addition to the Council's discussions of academic programs, during this period, Dean Sandefur frequently consulted the committee on issues related to larger college and university concerns. He conferred with them regarding development of university procedures for reviewing development of off campus program activity, faculty retention issues, faculty

workload and campus level analyses of instructional activity (see http://www.apa.wisc.edu/DataDigest/DATA_DIGEST_08.pdf, p.42), reports of various committees and projects. He also consulted the committee regarding the strategic direction of the college and how best to support new (or provide a higher profile for existing) program areas. An annotated list of matters considered by the council since the Council's last report to the L&S Senate is attached to this report.

As was reported last year, program expansion in L&S has been modest, confined by limited resources and increased pressure on faculty and staff time. Nonetheless, some areas of the college are generating considerable excitement, such as the spread, campus-wide, of increased interest in liberal education, as promoted by the Association of American Colleges and Universities' project, *Liberal Education and America's Promise*. L&S is at the heart of such activities, and the Council has heard and participated in several reports regarding efforts to articulate learning essential to a "UW-Madison Experience", to which L&S contributes greatly.

Academic Program Review

Academic program review activity has been slower than the expected pace of about seven reviews conducted annually. One factor that may be slowing the pace of review has been constraints on faculty time to devote to this activity, and in particular, in departments hit hard by faculty retention issues. Nonetheless, L&S completed reviews of two departments, one professional school, and one non-departmental interdisciplinary program. These units are responsible for degree programs offered at the undergraduate and/or graduate levels.

- **Mathematics** – includes BA/BS, MA, PhD, as well as contributions to the Bachelor of Science Education and the BS in Applied Math, Science, and Engineering.
- **Robert M. LaFollette School of Public Affairs**– Master of International Public Affairs, Master of Public Affairs
- **Anthropology** – BA/BS, MA/MS, Ph.D., and the Certificate in Archaeology
- **Biological Aspects of Conservation** – BA/BS

A number of other reviews are in progress. These include program reviews of the departments of **Economics, Geology and Geophysics, Languages and Cultures of Asia, and Linguistics**; and of the Majors in **Asian Studies** (including East Asian Studies and Southeast Asian Studies options within that major) and **Medical Sciences**. The **Wisconsin Emerging Scholars Program** is undergoing a review. Finally, two college-level UW System/UW-Madison joint reviews are expected to be completed later this year. These reviews are mandated as the final stage of program approval for new majors. The council recommended continuation of the **BA/BS in Religious Studies** and of the **BA/BS in Jewish Studies**. Recommendations to continue these programs will be sent to the Provost and University Academic Planning Council.

Other Academic Decisions

APC activities are enumerated below. A few of these items warrant additional discussion here.

At the end of Spring semester, 2007, the APC considered a request tendered by the Women's Studies Program to become an academic department. Consistent with UAPC guidelines for establishing new departments, APC approval of this request initiated a formal planning process to articulate details regarding the restructuring of the program, elucidation of departmental governance procedures, and other administrative details. The council approved a plan to restructure the program in September 2007; at the same time, the council approved a request to name the department "the Department of Gender and Women's Studies". We can now report that the new Department has received all campus-level approvals, and will begin operation formally on July 1, 2008.

Following up on conversations begun in Fall 2006, the council held a series of discussions at the request of the Comparative Literature regarding graduate admissions to the program. The faculty sought to have the moratorium on graduate program admissions rescinded; in a series of discussions attended by the program faculty and representatives of the Graduate School, Council members solicited more detailed information about program and administrative changes that would support this action. After several discussions in which council members considered signs of programmatic change (i.e., the addition of new faculty affiliates and joint governance faculty) and clarified expectations with respect to fostering greater programmatic changes (i.e., affording these new members of the faculty greater opportunities to contribute to program redesign, if needed), the Council agreed to allow a limited suspension of the moratorium, with the goal of enrolling 2-3 students in Fall 2008. The Council also requested a report to be submitted to L&S and the Graduate School at the end of the 07-08 academic year, with further consideration of lifting the moratorium contingent on the response to that report.

The Department of Art History, in collaboration with several other UW-Madison departments, has developed a new interdisciplinary option within its Ph.D. program that allows students to pursue advanced studies in Architectural History. This program is being pursued as a companion program with the UW-Milwaukee School of Architecture and Urban Planning, in which students enrolled at each institution will be able to take courses at the other, using the CIC Traveling Scholars program. The L&S APC approved this proposal; we are awaiting a response from UWM before forwarding the request to the Graduate School.

New Program Development

New L&S Programs

- Permission to Plan a New Undergraduate Major in American Indian Studies. The Council was inclined to support this request, but asked the program to answer several questions before approval could be granted.
- Request to create new named options:
 - "Evolutionary Biology" (Biology Major), approved
 - "Biostatistics" (Statistics, MS and Ph.D.), approved (transmittal to Grad School pending)
 - "Architectural History" (Art History), approved (transmittal to Grad School pending)
- Ph.D. Minor in Chican@ and Latin@ Studies, approved

- New Certificate Programs:
 - Physics (Undergraduate), approved
 - Mathematics (Undergraduate), approved (pending consideration by UAPC)
- Request to rename academic programs: Rename BA/BS, MA, PhD in History of Science (code 517) to "History of Science, Medicine and Technology"; also, rename BA/BS in History and History of Science (code 504) to "History and History of Science, Medicine and Technology"
- New *Timetable* subject listing created for: Latin American, Caribbean, and Iberian Studies

Requests for Comment on Non-L&S Programs:

- UW-Madison:
 - The Gaylord Nelson Institute for Environmental Studies
 - Proposal to change the name of the Land Resources Program (supported; advice offered by L&S units forwarded per APC request).
 - Certificate in Culture, History, and the Environment - supported
 - College of Agricultural and Life Sciences
 - Permission to Plan a New Major in Environmental Science (consultation with L&S departments in process; consideration by APC pending outcome)
- The following proposals submitted by other UW System institutions were considered in consultation with L&S departments and were supported :
 - UW-Eau Claire: Bachelor Liberal Studies
 - UW-Eau Claire: BS/BA Materials Science
 - UW-Milwaukee BA in Latin American, Caribbean and U.S. Latino Studies
 - UW-O, UW-W BA Japanese Studies
 - UW-Oshkosh: BA/BS Womens Studies
 - UW-Platteville: BA/BS Forensic Investigation
 - UW-River Falls: MA TESOL
 - UW-Stevens Point: BS/BA Geoscience
 - UW-Stout: MFA Art and Design
 - UW-Stout: MS Informatics

Other Activity

A list of other matters presented to or discussed by the council is appended to this report. Questions about this report or the Council's activities may be submitted to Dean Sandefur, to the Associate Dean responsible for the department or program involved, or to Assistant Dean Elaine M. Klein (kleine@ls.admin.wisc.edu).

Submitted by Elaine M. Klein, Ph.D.
 Assistant Dean and Director
 L&S Academic Planning, Program Review and Assessment

Supplement to Annual Report to the Letters and Science Senate Academic Planning Council Activity, 2007-2008

Annual Report of the L&S APC to the Faculty Senate 2007-2008

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.41</i>
Dean Sandefur	3/26/2008	approved		

Annual Report to Provost - Academic Program Review

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.09</i>
Dean Sandefur	9/19/2007	approved	Also approved: request to revise guidelines for Academic Program Review to include better integration of assessment information into review process.	

Annual Report to Provost - Assessment of Student Learning

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.10</i>
Dean Sandefur	9/19/2007	approved	Also approved: schedule for submission of assessment reports. Available online at: http://www.ls.wisc.edu/assess/Reports/default.htm	

Consultations of the Dean: Approval of Off Campus Instr. Activities

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.35</i>
Dean Sandefur	3/5/2008	discussion	Institutional accreditation rules require insitutional monitoring of off-campus instructional activities in credit-bearing courses that lead to an academic credential. UAPC has developed an approval process involving consultation with APCs.	

Consultations of the Dean: Comparative Literature Graduate Admissions

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-07.05</i>
Dean Sandefur	10/10/2007	No action	Department requested suspension of moratorium on Grad Admissions; council did not act to remove moratorium, requested more information.	
	10/17/2007	update on GFEC discussion	L&S to work with Grad School to draft memo.	
	11/7/2007	approved with recommendations	Discussion of department efforts to rebuild faculty via affiliates; APC approved temporary suspension of moratorium on grad admission, with goal of enrolling 2-3 students in Fall 08 and required progress report.	
	11/14/2007	discussion of recommendations	APC will request report on efforts to restructure academic program	

Consultations of the Dean: Directed Study

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.40</i>
L&S Curriculum Committee	3/26/2008	discussion	Members reiterated that directed study is to be used in relation to internships/service learning ONLY for academic components, not merely to provide credit.	

Consultations of the Dean: Faculty Retention

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.28</i>
Dean Sandefur	12/5/2007	discussion		

Consultations of the Dean: Faculty Workloads & Instr Activity

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.36</i>
Dean Sandefur	3/5/2008	discussion	Annual report shows average number of group instruction sections taught per L&S faculty FTE (Fall Terms) had increased but is still below mandated workload; members discussed how to more accurately record faculty instructional effort.	

Consultations of the Dean: Report of the Graduate Stipends Committee

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.17</i>
Dean Sandefur	10/24/2007	discussion	L&S Senate discussed this report in November 2007.	

Consultations of the Dean: Review of Associate Deans

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.20</i>
Dean Sandefur	10/24/2007	discussion	Revisions to the proposed process were made.	

Consultations of the Dean: Should L&S Have a Distinct Strategic Plan

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.27</i>
Dean Sandefur	11/28/2007	discussion		
	12/5/2007	discussion		

Consultations of the Dean: Support for Hmong Studies

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.19</i>
Dean Sandefur	10/24/2007	discussion	Recommendations made for incremental development of interdisciplinary center of study, building on existing activity, strengthening relationships between departments that work in this area.	

Consultations of the Dean: The Course Guide Project

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.38</i>
Registrar's Office	3/26/2008	discussion	This project intends to provide more robust information to students about courses, textbooks, etc. to help registration and advising.	

Consultations of the Dean: Update on Development PhD

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.18</i>
Dean Sandefur	10/24/2007	discussion	Program has stabilized.	

Consultations of the Dean: UW-Madison Reaccreditation Project

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-07.23</i>
Dean Sandefur	5/2/2007	Discussion	Guest: Nancy Mathews, Chair, UW-Madison Reaccreditation Project. NM led discussion of three questions that will lead to development of special emphasis questions for self-study.	

Report of the Equity and Diversity Committee

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.28</i>
Dean Sandefur	12/5/2007	discussion		

Request to Create a New Center

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-07.32</i>
Visual Cultures (Art History)	5/9/2007	action deferred		
	9/19/2007	approved	Final approval by UAPC	

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.32</i>
Graduate School & Physics (Ice Cube)	2/13/2008	approved		

Request to Create a New Department

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-07.31</i>
Women's Studies	5/9/2007	approved	Request to create Department of Gender and Women's Studies	

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.06</i>
Women's Studies (Gender and Women's Studies)	9/19/2007	approved	Restructuring plan approved by L&S; UAPC approval obtained; final approval by Faculty Senate, February 2008	

Request to Name a Space

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.12</i>
Geology and Geophysics	9/26/2007	Discussion	Halliburton Geoscience Visualization Center; discussion of naming policy; procedures for withdrawal of such honors	
	10/3/2007	Discussion		
	11/28/2007	consultation complete; matter referred to Dean	Naming approved by Dean Sandefur	

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.13</i>
Communication Arts	9/26/2007	approved	Hamel Family Digital Media Lab	

Technical Correction

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-07.29</i>
Women's Studies Program	4/11/2007	approved	"Undergrad" certificate awarded to both UG and Grad students; resolve by creating new Graduate certificate. Received GFEC and UAPC approval; implementation requires memo clarifying advising issues	

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.23</i>
African Studies Program	11/7/2007	approved	Originally established as "concentration" when "Certificate" was intended	

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.24</i>
English	11/7/2007	withdrawn	Formally establish "English Language and Linguistics" option in BA/BS English; may have been approved ca. 1974, but further consultation with English and Linguistics required	

<i>Concerning or Requested by:</i>	<i>Date</i>	<i>Action</i>	<i>Notes</i>	<i>Reference Number: APC-08.25</i>
URPL/LaFollette	11/7/2007	approved	Dual degree program already offered; formally approved	

**College of Letters and Science Curriculum Committee
Report to L&S Faculty Senate
Concerning Academic Years 2007-2008 (to date)**

Curriculum Committee Members and Chair

Rob Asen (Communication Arts)	Michael Morgan (Atmospheric & Oceanic Sciences)
Robert Bleiweiss (Zoology)	Teju Olaniyan (African Lang & Lit)
Greg Downey (School of Journalism & Mass Communication, School of Library & Information Studies)	Ned Sibert (Chemistry)
Diana Frantzen (Spanish & Portuguese), Chair	Jeremi Suri (History)
Ellen Jacobson (Sociology)	<i>Students:</i> Maria Carone Rachel Strykowski

Ex Officio members:

Elaine M. Klein (Assistant Dean, Academic Planning, Program Review & Assessment)
Christopher F. Lee (Assistant Dean, L&S Student Academic Affairs)
Molly McGlone (Assistant Director for Curriculum, L&S Honors Program)
Michael J. Pflieger (Assistant Dean, L&S Student Academic Affairs)
Tori Richardson (Assistant Dean, L&S Student Academic Affairs)
Nancy Westphal-Johnson (Associate Dean for Undergraduate Education & Academic Administration)

Proposals to Add, Change or Delete Courses

The L&S Curriculum Committee (LSCC) is responsible for college-level review of proposals to add, change, or delete courses listed within *Timetable* or *Catalog* subject listings managed by L&S departments and programs. All proposals are approved by the department faculty prior to submission to the LSCC. L&S Administration staff conduct a technical review to ensure that proposals conform to college- and campus-level expectations articulated in the Divisional Executive Committee guidelines for course proposals (<http://www.secfac.wisc.edu/divcomm/courses/CourseProposals.htm>). The committee chair reviews all proposals and determines when they are ready for committee consideration. Approved proposals are forwarded to the Divisional Executive Committee. Since the committee's last report to the L&S Senate (April 10, 2007), the LSCC has approved proposals to create 65 new courses, change 39 existing courses, and delete 109 courses.

Proposals to Change Requirements for Academic Programs

Several years ago, the LSCC established guidelines for departments considering changing requirements the academic programs they oversee (<http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-3ccpol.htm>). Intended to help the faculty consider a variety of issues related to curricular change, as well as to formally incorporate use of information arising from the assessment of student learning into this process, the Guidelines also formalize communication with University Publications, L&S Student Academic Affairs, other departments and units within the College, and with the School of Education, which oversees programs

frequently affected by adjustments to L&S programs and course offerings.

In 2006-2007, only a few departments and programs sought permission to change their academic programs. This decline may be related to the fact that this is an “off-year” for publication of the *Undergraduate Catalog*. (Deadlines for the next edition, dated 2009-2011 fall in Semester I of the 2008-2009 academic year.) Also, when the implementation of the BABS 07 curriculum went into effect in May 2007, departments and programs were cautioned that we may need to allow a period of adjustment to the new requirements.

- The Department of Languages and Cultures of Asia sought approval to revise the track structure of the undergraduate major in LCA, creating greater distinctions between the “languages” and “humanities” track. The proposed changes to the latter create a pathway for students who wish to pursue a systematic course of study in Asian Humanities, as organized by region or by field (religion, literature, culture). After its initial review, the committee submitted several questions to the department and is awaiting a response.
- The Department of English received approval to eliminate the creative writing track within the MA in English; this program predated development of the M.F.A. in English, and has been superseded by that program. Doctoral students wishing to pursue advanced studies in creative writing will continue to be served by the PhD minor in creative writing.
- The Department of Theatre and Drama received approval to eliminate additional requirements in Voice and Movement in the Acting Specialist track of the undergraduate major. This change reduces the number of credits required for the major.
- The Department of Bacteriology, which oversees the L&S/CALS major in Microbiology, received approval to adjust the list of required courses in order to align requirements with the courses available to students. This change not only “updates” the program, but eliminates the need to grant course exceptions to help students complete requirements.
- The Department of Linguistics received approval to delete the requirement that Linguistics majors take a particular introductory course that replicated material taught elsewhere in the required program.

Implementing Revisions to the L&S Baccalaureate Degree Requirements

Although the committee anticipated spending considerable time on questions that might arise regarding implementation of changes to the L&S baccalaureate degree requirements, there was relatively little activity in this area. One question arose, related to the calculation used to determine student eligibility to be placed on the “Dean’s List”, an honor granted to students who achieve a high level of academic achievement as indicated by GPA earned in graded courses. The revised formula aligns with revisions to the L&S degree requirements that now count for degree credit courses taken outside of L&S.

The committee reviewed 21 requests to allow courses offered by departments other than L&S count as “Liberal Arts and Science” (LAS) credit for L&S students. Following its practice of allowing courses to be counted as LAS in cases where L&S majors require or accept such courses for credit in the major, or cases where non-L&S courses are cross-listed with L&S departments, nine courses offered outside the college met LAS criteria.

In the coming months, we anticipate that committee members and representatives of L&S Student Academic Affairs will again work to revise the *Undergraduate Catalog* discussion of the L&S degree requirements.

Other Curricular Issues

The committee continued to provide oversight for the Disabilities Curricular Accommodations Committee, which continues to serve as the body authorized to provide accommodation for students with certain disabilities who seek substitutions to fulfill the L&S foreign language requirement. That committee has submitted a list of courses that satisfy the substitution package's requirement for a course in "language in general". This information has been shared with L&S Student Academic Affairs.

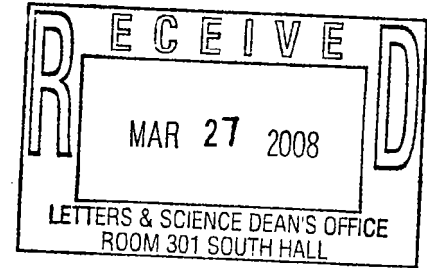
Finally, the committee spent considerable time discussing Dean Sandefur's request to inquire into the role of Directed Study in the undergraduate curriculum. Committee members conducted three assessment projects, to discern if, indeed, these courses are a cause for concern; we determined that, in *general*, they are not. Nonetheless, we found our own discussions so illuminating – particularly with respect to the value and variety of these experiences – that we believe others will benefit from holding their own discussions about what students and instructors expect of any directed study experience, what might be expected within each division or department (or even within subfields of a department), and what might be done to promote – where appropriate, and within reasonable boundaries of time, inclination, and interest – these valuable learning experiences. The committee's response to Dean Sandefur is appended to this report, and we invite further comment and discussion of these materials.

This report was approved by the L&S Curriculum Committee on March 24, 2008, and is submitted by:

Diana Frantzen, Chair, L&S Curriculum Committee
Associate Professor of Spanish, Department of Spanish & Portuguese


Elaine M. Klein, Assistant Dean
L&S Academic Planning, Program Review and Assessment
ex officio member, L&S Curriculum Committee

Department of
**SPANISH &
PORTUGUESE**
University of Wisconsin-Madison
1018 Van Hise Hall, 1220 Linden Drive
Madison, Wisconsin
53706-1557



March 26, 2008

To: Gary Sandefur, Dean

FROM:  Diana Frantzen, Chair, L&S Curriculum Committee
Elaine M. Klein, Assistant Dean

RE: Directed Study

CC: L&S Curriculum Committee members

On October 17, 2007, you asked the L&S Curriculum Committee to look into a series of issues related to the role of Directed Study in the undergraduate curriculum. In this memorandum, we describe how we approached these questions, respond to your questions, and propose recommendations for future action.

A number of rules and restrictions apply to registration for and use of Directed Study with respect to degree credit (<http://www.wisc.edu/pubs/ug/10lettsci/geninfo.html#direct>). The *L&S Handbook* states only that departments may determine eligibility to teach these courses, and that these courses may not be used as a substitute for group instruction (<http://www.ls.wisc.edu/handbook/ChapterFive/chv-18.htm>). The only general description of the role of Directed Study appears in the *Catalog*:

Directed Study offers the student an opportunity to work with a faculty member on an individual study program. A student who is stimulated by a particular concept or problem encountered in a course can pursue and develop that interest in depth through a Directed Study project. Such individualized study can make a valuable contribution to a student's educational experience. Directed Study courses are made available by departments on the basis of a student's preparation and motivation and a faculty member's willingness to accept the student in such an endeavor.

This description does not capture the rich variety of Directed Study experiences. In our research, we learned that these mentored projects are pursued in laboratories, libraries, and on stage; they advance study in less-commonly taught languages and in topics beyond the capacity of the regular curriculum; they offer instructors a chance to guide students seeking to connect service-learning and internship experiences in community and workplace to their academic studies. Each project is a unique negotiation between student and faculty that contributes to liberal

education, not only by enriching students' understanding of a particular topic, but also by teaching students to pursue knowledge outside the context of a structured course, for sake of personal interest. Hence, Directed Study teaches skills necessary to true "lifelong learning", enhancing and enriching undergraduate education.

The committee strongly supports and encourages the use Directed Study for those students who have the interest and skill to engage in it, and for faculty who have the desire, dedication, and time to teach undergraduate students in this way. Nonetheless, we understand that because these experiences are so highly variable, concerns may arise about whether every student's experience meets these ideals. We therefore studied this issue with an eye toward determining whether current practice could be enhanced by enacting policy or by providing guidance to support and promote good practice.

1. Curriculum Committee Discussion

In addition to engaging in extensive discussion of this topic, the committee focused on the results of three assessment projects focused on Directed Study.

- The committee reviewed an analysis of data gathered on undergraduate-level Directed Study courses (designated as X99) offered by any school or college, taken by all students who received L&S baccalaureate degrees between Fall 2005 and Fall 2007. About one-third of these students had taken directed study courses, and of those, most took three or fewer credits and most accumulated fewer than nine credits in directed study. Although a very small number (less than 1%) of students in the population earned more than 10% of their total credits in directed study courses, no pattern was readily discerned either in the students or in the courses taken. Grades awarded in directed study are, indeed, high; however, this might be expected in situations where projects are tailored to student interest, research is guided by the instructor who offers consultation throughout, and performance is measured against a mutually agreed-upon set of expectations rather than by comparison to a group of peers. In conclusion, the committee discerned no need for a policy intervention based on these data; however, L&S Student Academic Affairs will inquire more closely into the cases of students who earn a substantial number of credits in directed study, so we may better understand why some students gravitate toward those experiences.
- All L&S faculty and instructional staff who taught undergraduate-level Directed Study in 2007 were asked to share information about their practices and perspectives on these courses. Fifty-six percent of the 393 surveyed responded, and many respondents provided detailed discussions of their expectations of students engaged in a "typical" directed study experience in their fields. Although these experiences vary widely among disciplines, some expectations are common to the experience: instructors generally expect that the student is prepared for and capable of the work to be performed; students develop a project proposal that must be acceptable to the instructor; students meet regularly with the instructor; and the instructor evaluates the completed project. It is important to note that the term "project" is intended to encompass a range of activities, e.g., library research that culminates in a research paper, advanced work in a laboratory, or a performance, internship, or a service-learning experience. But "typical" projects vary widely, and the committee was reluctant to prescribe a college-level pattern intended to contain all of the rich experiences students might pursue in consultation with their instructors. For the time being, the committee has proposed that the

best place for development of policy related to directed study would be at the department level, where norms might be developed in the context of a field, methodology, or shared set of values related to student learning.

- Member institutions of the Consortium on Institutional Cooperation (CIC), UW-Madison's academic peer group among the "academic big-Ten" (<http://www.cic.uiuc.edu/>), were surveyed regarding their policies on directed study. Although all share an expectation that directed study is a learning experience directly negotiated between student and instructor, institutional policies among the six institutions that responded varied from no restrictions to institutions that require completion of a contract, or that impose GPA, registration, and credit limits. The committee considered this information and determined that there is no model suitable for adoption by L&S.

Summaries of key findings of each of these projects appear as an attachment to this memorandum.

2. Response to Dean Sandefur's Questions

Based on our discussions, the committee submits the following responses to the several questions you asked. (Responses are provided in italics.)

- a. Some majors (e.g., Political Science, Hebrew and Semitic Studies) and certificate programs (American Indian Studies) limit the number of Directed Study credits students may apply toward completion of program requirements; should all departments be encouraged to do so, or at least to consider doing so?

Just as the array of majors offered in L&S is broad, so, too, is the range of requirements within them. The Curriculum Committee maintains that the faculty in our departments and programs know best what should be required of their students. The committee therefore recommends that all departments and programs be made aware of the practice of limiting Directed Study in the major, but does not recommend that all academic programs be required to set and enforce such limits.

- b. Should there be limitations on the number of Directed Study credits that might be applied toward completion of degree requirements?

After extensive study of data regarding student course-taking patterns related to Directed Study, the committee finds that there is no reason to be concerned that there is a wide-spread problem of students taking "too many" such courses or credits. In fact, the data show that among L&S students in the cohorts studied, 93% of those who took directed study accumulated fewer than 9 credits in those courses. The committee did not deem that amount to be "too many". If "too many" were understood as more than 10% of an undergraduate degree, only 1% of students in the group we studied exceeded that amount. These cases are being studied further, but until we understand why a few students earn many directed study credits, we are reluctant to prescribe limits for all students.

- c. We know that students' and faculty expectations and experiences with Directed Study vary widely. Would departments benefit from having additional - if general - guidelines for Directed Study courses? For example, should there be college-level expectations regarding such issues as minimum number of hours per credit awarded, type of work evaluated on a

credit/no credit vs. graded basis, etc.? Or, should each department develop consistent standards at the department level?

The committee agrees that departments and faculty would likely benefit from having more information about standards and practices related to Directed Study. Such practices, however, reasonably vary from discipline to discipline, and are best determined at the level of the department or program. The committee would therefore recommend that the college encourage departments and programs to discuss and establish guidelines consistent with "local" expectations. To promote those discussions, this document and the results of the committee's survey of instructors should be shared with departments.

- d. Although existing policy states that deadlines for adding and dropping Directed Study courses are subject to the same criteria as traditional courses, L&S Student Academic Affairs has adopted a more "faculty friendly" policy of processing late adds without questioning the requests. Should Directed Study courses be subject to the same limitations as regular courses, particular regarding add/drop deadlines? Should policy be formally altered to reflect that, and if so, how should the faculty be informed of this delegated responsibility?

Our members were also concerned that students may add many directed study credits late in the semester. Representatives from L&S Student Academic Affairs reported that they rely on the recommendations of the faculty when asked to add students late in the semester. On the other hand, faculty members reported that they assumed recommendations to add students late would be over-ruled if it were deemed unwise. In light of what seems to be a miscommunication, the committee proposes that faculty and instructors be reminded that the responsibility for adding students is theirs, and will not be questioned. (Please note: student athletes must obtain additional permission from the Athletic Department to add courses after the ninth week of courses.)

3. Recommendations

The committee recommends maintaining current regulations with respect to directed study. These regulations appear in the Undergraduate *Catalog*, and include the following:

- Procedure: Prior to registration and before the end of the second week of classes, students are responsible for making all arrangements with the faculty member who agrees to direct their work. The student and faculty member should prepare a study plan, determine the time and place for regular meetings, the number of credits to be earned, and how to enroll in the course.
- Limitations on how Directed Study credits may be used toward completion of graduation and other requirements: Directed Study courses do not satisfy basic or breadth requirements; they count toward the maximum number of credits that may be counted in the major if taken in the major department; they may be subject to restrictions related to the number of Directed Study credits that can be earned in the major. Undergraduate students cannot take or earn degree credit for graduate-level courses designated as Directed Study, Independent Reading, Independent Study, or Individual Enrollment.

- Allowances: Directed Study courses may generally be repeated for credit if course content is not duplicated. Directed Study courses taken in non-L&S departments may be counted as Liberal Arts and Science (C) courses provided that they are offered at the 300-or-above level.

Directed Study courses are not intended as placeholder credits for registration purposes, and students with special rules for full-time status should consult the undergraduate deans before enrolling in Directed Study courses after the enrollment period.

Finally, because these experiences are intended to provide intensive, one-on-one experiences with faculty, departments are not allowed to use Directed Study courses to teach group instruction courses.

Within these constraints, the committee recommends that different groups might take different actions to address concerns about directed study. Given our belief that expectations related to Directed Study will naturally be different in each division and from field to field, many of these recommendations relate to what departments and programs might do to establish local regulations related to directed study.

Department and Programs

- a. Department and program faculty should engage in serious and thorough discussion of department/program-wide policy and practices regarding Directed Study. The goal of these discussions is to make explicit the implicit assumptions about what instructors expect of students who are engaged in mentored learning experiences.
- b. The faculty should be reminded that a wide range of Directed Study numbers are available and may be used to provide opportunities that serve both non-majors and majors. As noted in the catalog:

198 or 199. Directed Study courses numbered 198 or 199 have a credit range of 1 to 3 credits, are considered elementary level, and are intended for freshmen and sophomores, though, in exceptional cases, juniors and seniors may be appropriately admitted if the nature of the course so allows.

298 or 299. Directed Study courses numbered 298 or 299, including supervised reading in foreign languages and in subjects related to students' major fields, have a credit range of 1 to 3 credits and are considered intermediate level.

698 or 699. Directed Study courses numbered 698 or 699 (and other courses with numbers ending in 98/99, between 398 and 699) have a credit range of 1 to 6 credits, are considered advanced level, and are offered primarily for juniors and seniors. However, in unusual cases, freshmen and sophomores with exceptional preparation and motivation may be admitted. At this level, it is a prerequisite to have had previous or concurrent exposure to the subject on an intermediate level.

(Courses ending in -98 are only available Cr/N; courses ending in -99 are graded. As mentioned above, undergraduates are not allowed to take directed research at the graduate level, 700 and above.)

- c. Departments and programs have the discretion to establish requirements related to the extent to which Directed Study experiences “count” in the academic programs for which they are responsible. (Please recall, too, that changes in requirements for majors must be approved by the L&S Curriculum Committee.)
- d. Our study found that individuals and their departments use 699 courses to convey academic credit for a variety of learning experiences, some of which might be codified as regular courses (e.g., group meetings that convey the academic component of service-learning projects or internships). Wherever possible, departments and programs should be encouraged to develop these experiences as formal courses.

L&S Curriculum Committee

- e. On a related note, the Curriculum Committee should consult with the faculty regarding the potential development of a flexible L&S Interdisciplinary Timetable course to be used by participating faculty to award academic credit for internship experiences that do not relate well to a single academic department or program.

L&S Administration

- f. The Dean should share with departments and programs the recommendations and background materials related to this report, perhaps by including a discussion of this issue in the *L&S Handbook* and by presenting the topic for discussion at the next meeting of the L&S Senate.

We encourage our colleagues to share our conviction that these experiences are valuable and contribute much to our students’ learning. The data we studied reveal that two-thirds of the students took no directed study courses, which led some committee members to express concern that relatively few students take advantage of the mentored learning attained in a directed study experience. It is the committee’s hope that such discussions will encourage those members of the faculty who might be inclined to consider supervising Directed Study, to do so, so more students may engage in learning not just the topic studied, but the skills associated with the pursuit of independent learning.

CC: L&S Curriculum Committee
L&S Academic Planning Council
L&S Senate

Attachment: “Summaries of Assessment Studies”

Summaries of Assessment Studies

- 1) The committee reviewed data regarding undergraduate-level Directed Study courses (designated as X99) offered by any school or college, taken by all students who received L&S baccalaureate degrees between Fall 2005 and Fall 2007.
 - a. Of the 6,861 students in the population studied, 1/3 took one or more Directed Study courses, earning a total of 9,607 credits with 947 different instructors.
 - b. Of those students who took Directed Study, most took three or fewer courses. (60% took one course; 25% took two; and 10% took three.)
 - c. Of those students who took Directed Study, most (93%) accumulated fewer than 9 credits in Directed Study. In considering of the proportion of Directed Study credits as part of all degree credits earned by each student, most (98%) earned less than 10% of total degree credits in Directed Study courses.
 - d. In considering the small number of students for whom the number of Directed Study credits was greater than 10%, we looked at whether these students concentrated their studies in one area, or with one instructor, or if they sampled more broadly. No clear pattern emerged; however, the numbers are small, and disciplinary variations may play a role in this question. In the sciences, a student might engage in long research project as a member of a particular research group; in the humanities or social sciences, a student might explore an interdisciplinary topic with faculty from several departments.
 - e. Grades awarded in Directed Study courses are high. Committee members note that this is to be expected in situations where projects are tailored to students' interests, feedback and guidance are regularly given, and performance is measured against an agreed-upon set of expectations rather than by comparison to peers.

The committee discerned no need for policy intervention based on these data. However, L&S Student Academic Affairs has been asked to study records of students who earned a large number of Directed Study credits so we may better understand these students' needs.

- 2) All L&S faculty and staff who taught undergraduate-level Directed Study in 2007 were asked to share information regarding their practices and perspectives on these courses. The 56% response rate was remarkable (particularly for a web-based survey), and the committee greatly appreciates the contributions of everyone who shared opinions, details, and examples of course materials. We learned the following:
 - a. Directed Study Instructional Contact: Nearly every respondent reported meeting regularly with students,¹ and in general, students enrolled for more credit were expected to have more interactions than students who were enrolled for fewer credits. Most (84%) respondents' meetings with students lasted more than 30 minutes; however, this varies by

¹ Exceptions related to students engaged in "Distance-delivered" directed study, in which "meetings" were conducted by e-mail.

project and discipline, in a range that included daily or weekly interactions in a laboratory setting, formal meetings in which proposals were discussed, and final presentations of results. Several respondents cited the role of e-mail as enhancing instructional contact by allowing frequent, informal discussion of questions, ideas, and progress reports. E-mail also affords “distance education” for students who may be overseas or off-campus.

- b. Credit Level and Work Expectations: 92% of respondents had supervised at least one three-credit Directed Study course; 75% had experience with one- or two-credit courses; and about half had guided students in four- to six- credit courses.² Expectations common to all credit levels include meetings, discussion of the project, and submission of a final project, paper, presentation, or similar “culminating event”. Generally, as credit levels increased, so, too, did other expectations: number and frequency of meetings, progress reports, submission of drafts, etc. Again, the type and nature of work expected varies by discipline, and half of our respondents provided considerable detail about the type and nature of work completed. Also, in addition to the classic research project/paper Directed Study model implicit in our request for information, we learned that these experiences also include completion of annotated bibliographies, performances, laboratory research, internships, service-learning, and advanced language study.
- c. Prerequisites: 75% of respondents require some form of preparation before agreeing to allow students to enroll in these courses. Most commonly cited was an expectation that the students have a background in or basic understanding of the topic (e.g., an intro course); prior experience with the instructor; advanced coursework, advanced standing, or a declared major in the topic; or to have demonstrated interest in the topic or in the area for which a regular course may not exist. Least frequently cited was the expectation that the student have good grades. Several responses combined two or more of these conditions, and it is important to note that “interest in the topic” without also having a basic understanding was rarely proposed as a sufficient condition for enrollment.
- d. Reasons for offering Directed Study, in descending order of frequency cited, included:
 - a. To supervise a student working on thesis or special project.
 - b. To teach a motivated student more about a specific topic.
 - c. To help a student earn credit for internship/work experience relevant to an academic program.
 - d. To offer a “capstone” experience for a major.
 - e. To give credit for independent research conducted in a lab.
 - f. To teach a course not offered by the department/program.
 - g. To help a student earn credit for a service-learning/volunteer experience relevant to an academic program.
 - h. To teach a regular course that was canceled or not scheduled.
 - i. To help a student maintain registration (e.g., full-time status).

² This is consistent with the student data, in that students took many more 1-3 credit courses than 4-6 credit courses.

- e. Nearly all respondents volunteered descriptions of “typical” Directed Study experiences. These descriptions reflect the high degree of variability in these courses, which are bounded by the interest of the student and the expertise and judgment of the instructor. As such, it may be difficult to impose sensible college-level requirements regarding course format; at best, such expectations might be established at the department level, in discussions of “best” or “customary” practices.
- 3) Liberal Arts and Science colleagues at Consortium on Institutional Cooperation institutions were surveyed regarding their colleges’ policies on Directed Study. The six responses received are summarized below:
- a. All share an expectation that Directed Study is negotiated between student and faculty.
 - b. Some institutions distinguish between *types* of independently pursued projects: study, research, reading, creative projects, correspondence courses, internships, and instruction (in which the student is supervised while teaching others). Institutions may distinguish between these experiences by special course numbers and/or grading limitations.
 - c. Three institutions report no college-level limitations on Directed Study, but observe that departments have the discretion to limit Directed Study credits taken in the major.
 - d. One college limits to 9 (of 120) credits the number of Directed Study credits counted toward the degree, but does not count senior thesis, capstone courses, honor projects, or practica in those limits. Another limits students to 9 (of 45) units required for graduation, and cautions students to consult departments about courses that count in this maximum.
 - e. One institution requires a minimum GPA before allowing students to enroll in Directed Study, restricts the number of credits earned in a given department or program to 8, and counts no more than 16 credits toward the degree.
 - f. Two institutions limit credits in independent study that may be carried in a given term.
 - g. Two institutions publish requirements for a Directed Study contract, and each of these institutions require that the contract be on file in the college advising office.
 - h. Within certain limitations, one institution allows students to add a credit to an existing course to maintain enrollment status.
 - i. One institution noted, in particular, that Directed Study is not factored into faculty workload calculations, and that this may affect willingness to supervise students.