

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

**LETTERS AND SCIENCE
FACULTY SENATE**

9 November 2009

Materials are available online in the L&S Handbook

<http://www.ls.wisc.edu/handbook/ChapterOne/chapter1-4materials.htm>

COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

3:30 p.m., 9 November 2009
165 Bascom Hall
Agenda

Doc. No.

1. Announcements, Questions, and Updates
 - a. Budget
 - b. Furloughs
 - c. H1N1 Influenza Update
Influenza Information and Prevention: <http://flu.wisc.edu/>
 - d. Higher Learning Commission Comprehensive Visit for Institutional Accreditation
2. Approval of minutes of the L&S Faculty Senate meeting held 20 April 2009
3. L&S Strategic Framework
http://www.greatu.wisc.edu/resourceroom/documents/l&s_sp_june09.pdf 280
4. Madison Initiative for Undergraduates
5. Proposed Changes in the Graduate School – an L&S Perspective
Relevant Links:
Chancellor Martin’s statement on the proposal: <http://www.news.wisc.edu/17255>

COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

3:30 p.m., 20 April 2009

Room 272 Bascom Hall

1. Announcements and Questions. Dean Sandefur led discussion of several items announced as open for conversation.
 - a. **The Madison Initiative for Undergraduates** The MIU is important to L&S, which serves the majority of first and second year undergraduates. Many positions created through the initiative may be allocated to the college. The MIU will also enhance support for advising and need-based aid. The dean encouraged faculty members to share their opinions with the Regents and the public. In discussion, members noted that the current faculty are excellent, and that they, too, should be rewarded for their efforts. Others commented on the important symbolic gesture for the faculty to contribute to student scholarship funds. When the difficulty of talking with students about the initiative was raised, several members offered suggestions for engaging students in conversation about the future of the university.
 - b. **Budget Issues.** The budget situation is still uncertain. Although the proposed budget favors the university, there may be cuts, and deans have been asked develop scenarios that take reductions into account. Also, at the time of this meeting, there was no pay plan. The Dean ended his remarks by observing that the new Chancellor seems to be very supportive of the college. There were no questions.
 - c. **Higher Learning Commission Comprehensive Visit for Institutional Accreditation.** At the end of April, a site visit will be conducted as part of the university's decennial review for institutional accreditation. Visitors will be various experts from peer institutions. They have read the self-study and strategic planning documents prepared by several university-wide teams of faculty, staff and students. If called upon to participate in meetings with the visitors, everyone should answer questions openly and honestly. Self-study materials have been shared with the Senators, and all members of the faculty are encouraged to attend the faculty forum to be held on April 27, 2009 (3:00, Pyle Center).
 - d. **Strategic Planning in L&S.** Just as the university has been engaged in strategic planning, L&S has been asked to create a strategic plan. In the past, L&S simply adopted the campus plan as its own; this time, on the advice of the Academic Planning Council, Dean Sandefur decided to develop a more focused document that places college activities that are undertaken in pursuit of its distinct mission in the context of the campus-wide Strategic Framework. The Dean consulted the Academic Planning Council, the Committee on Academic Staff Issues, the Classified Staff Issues Committee, all L&S chairs and directors. He invited volunteers from these groups to discuss the College mission and priorities and help prepare a document. The results of discussions will be presented for discussion in Fall 2009.
 - e. **Provost's call for departments to review course lists by August 3, 2009.** A recent audit of the university course lists by the Office of the Registrar and Provost's Office showed that 35% of 13,500 courses have not been taught in more than six years. The Provost has asked departments to remove obsolete courses from their active course lists. A streamlined process for approving deletions has been created. Assistant Dean Elaine Klein is coordinating this process for L&S departments. The online *Course Guide* (which replaces listings that used to appear in the *Catalogs*) shows all courses in a department's active list; since there is no mechanism for "hiding" courses, students may think obsolete courses are available. A related project is seeking to develop a streamlined and improved course approval process.
 - f. **Call for nominations to serve on L&S Academic Planning Council.** Dean Sandefur invited nominations for faculty to serve on the Academic Planning Council, to represent the Social and the Natural Sciences.

There were no additional questions or discussion.

2. **Minutes of the L&S Faculty Senate 14 April 2008** were accepted and filed as submitted.
3. **Annual Report of the Faculty Honors Committee, 2007-2008** (L&S FacDoc 277). Professor Chuck Snowden (Psychology), Director of the Honors Program, presented the report, highlighting several items in it:
 - a. The program has proposed a new model for admitting students to the program. The system relies less on the grades students earned in high school, and instead emphasizes student interest and the work they do while at UW-Madison.
 - b. Two new courses were created to engage students in “Diversity Dialogues” that examine diversity from multidisciplinary perspective.
 - c. The Honors Program approach for electronically tracking student advising contacts is being considered as a model for campus-wide use, and has attracted the interest of other peer institutions.
 - d. A new relationship with the School of Education will allow Education students to complete the honors programs in L&S majors. The Honors Program will administer the program and advise students.Professor Snowden concluded by congratulating Molly McGlone, who received an L&S Award for Excellence in Advising. In discussion senators asked about the ability of departments and programs to offer “true” Honors courses. Another effect of the MIU (discussed above) may be to increase the university’s capacity to offer more such experiences to students and to assess their impact. A motion to file the report was unanimously approved.
4. **Annual Report of the Academic Planning Council, 2008-2009** (L&S FacDoc 278). Dean Sandefur, who chairs the council, presented the report. He noted that the APC had been indispensable to him in responding to the request to develop a strategic plan, and that he anticipated that it would help him make determinations about the Madison Initiative for Undergraduate proposals if the opportunity should arise to do so. Work on program review continues, and members of the faculty will be asked to participate in many reviews scheduled to take place in 2009-2010. The review process is essential to maintaining the quality of departments and programs. There were no questions about the report, which was filed by a unanimously approved motion.
5. **Annual Report of the Curriculum Committee, 2008-2009** (L&S Faculty Document 279). Professor Michael Morgan (Atmospheric and Oceanic Sciences) presented the report on behalf of the committee. He reported that, in addition to the ongoing review of proposals to add/change/delete courses, the committee had approved revision of the directed study chapter of the L&S Handbook. The revisions include recommendations to departments regarding “best practices” for using those courses. The committee also revised material in the L&S portion of the *Undergraduate Catalog*, the better to explain the purpose of liberal education to students and their families. Finally, revisions to the baccalaureate degree requirements (BABS07) are still being implemented, as the committee considers requests to allow non-L&S courses to count toward meeting the minimum required coursework in Liberal Arts and Science courses; other aspects of implementation have proceeded smoothly. There were no questions about the report, and a motion to file was unanimously approved.
6. **Future Business** Dean Sandefur invited members to offer suggestions for future items to be discussed at the Fall 2009 meeting. No suggestions were offered; however, members were encouraged to contact Assistant Dean Elaine Klein.

The meeting adjourned at 4:10 p.m.

Submitted by Elaine M. Klein, Ph.D.
Assistant Dean for Academic Planning, Program Review, and Assessment
Secretary of the L&S Faculty



Strategic Framework

Our Mission

We provide the foundational teaching and research that form the heart of the university's efforts to meet its mission of creating, integrating, transmitting, and applying knowledge.

Our Vision

We are at the forefront in moving the university forward to improve the world around us.

- We provide leadership within the university to address key research questions and to understand and create in the arts, humanities, natural sciences, and social sciences.
- We provide leadership in developing and implementing the Wisconsin Experience, the unique undergraduate educational experience that is only found at the University of Wisconsin-Madison. We lead the campus in ensuring that our students achieve the following essential learning outcomes:
 - Knowledge of Human Cultures and the Physical and Natural world.
 - Critical Creative, Intellectual and Practical Skills
 - Personal and Social Responsibility
 - Integrative Learning
- We continually improve our efforts to turn out the future professoriate, researchers, and leaders.
- We continually improve the working relationships among the classified staff, academic staff, faculty, and students within the college.
- We pursue diversity in our faculty, staff, and student body to improve the educational experience for everyone.
- Our faculty, staff, and students use their knowledge and experience to improve the quality of life for citizens of the state, the nation, and the world.

Guiding Principles

- The College of Letters & Science has a unique place on campus among other schools and colleges. Other schools and colleges could not educate their majors without the assistance of the College of Letters & Science. The College of Letters & Science has a special responsibility to assess and address campus-wide needs. In addition we have a responsibility to address the constantly changing needs of our own undergraduate and graduate students.
- The College is the major guardian of the university's efforts to pursue core research questions. Many of our best faculty and staff members are pursuing fundamental questions and creative activities in their fields that lead to a deeper understanding of the world. Others are involved in applying knowledge to solve critical problems.

- Many of our faculty and staff members collaborate with people and units in other schools and colleges and contribute to both basic and applied research in all fields of study.
- The College works closely with the Division of International Studies to further the involvement of the university in study, research, and service abroad and in bringing the best scholars and students from other parts of the world to our campus for short and long periods of time.
- The College is a leader in facilitating the free exchange of ideas and in promoting untrammelled inquiry in a civil and collegial setting that respects a variety of conflicting views and perspectives.
- The College is a leader in pursuing additional funding for undergraduate and graduate students.

Long Term Priorities for 2009-2014

In its role as the heart of the university, the College of Letters & Science plays a critical part in advancing the priorities of the campus Strategic Framework. Given that, we view the campus Strategic Framework as the strategic framework for the College. We also embrace the goals of the Madison Initiative. At the same time, L&S has unique and critical roles in advancing the priorities. Specifically, we have identified key initiatives for L&S under each of the campus priorities.

Campus Priority: Provide an exemplary undergraduate education

- Continue to provide timely access to a wide variety of courses meeting the general education requirements and requirements of all UW-Madison undergraduate programs.
- Continue to provide leadership, courses, and infrastructure for key undergraduate programs including First Year Interest Groups, Undergraduate Research Scholars, and Pathways to Excellence, Writing Fellows, etc. as a way of advancing the Wisconsin Experience.
- Continue to provide and improve TA training program that serves several schools/colleges on campus.

Campus Priority: Reinvigorate the Wisconsin Idea and renew our commitment to our public mission

- Continue to build on service learning opportunities and infrastructure within the College.
- Consider greater possibilities in community based research, particularly at the graduate level.
- Articulate to larger community the importance of liberal education in our society.
- Launch Master's in Social Work program for non-traditional students in both Madison and Eau Claire.
- Continue training clinics and programs for the public in areas such as Communicative Disorders, Clinical Psychology, Library and Information Studies.
- Partner with the Madison Metropolitan School District and the School of Education to improve middle school math education.

Campus Priority: Invest in scholarly domains in which we have existing or potential strength and impact

- Continue to pursue ways of providing more support to graduate students.
- Work with rest of campus to provide effective research infrastructure and support for the physical and biological sciences.
- Continue to support the humanities via the Institute for Research in the Humanities, Center for Humanities, the Arts Institute, and the Language Institute.
- Continue to support the social sciences through support of key departments and interdisciplinary institutes and centers.

Campus Priority: Recruit and retain the best faculty and staff, and reward merit

- Continue to utilize a college-wide strategic approach to determining need for faculty positions.
- Continue to pursue innovative ways to connect donors strategically to program that provide supplemental faculty support.
- Continue to create opportunities for faculty to participate in rewarding teaching and mentoring experiences such as FIGs, undergraduate research, team teaching, etc.

Campus Priority: Enhance diversity in order to ensure excellence in education and research

- Provide support for the Title VI Centers and continue to teach 60 foreign languages, possibly more than any other U.S. university.

- Continue to provide College-based AOF programs
- Ensure that departments actively include diversity as a goal in all recruitment of faculty, staff, and students.
- Expand Summer Collegiate Experience and related programs.
- Work to expand current scholarship opportunities for all students.
- Provide infrastructure and faculty lines to support Title VI Centers.

Campus Priority: Be responsible stewards of our resources

- Consider reorganizations and business processes that make optimal use of our personnel, financial, and environmental resources.
- Continue to include all staff in governance processes where appropriate and call upon their expertise to assist in College and campus-wide efforts.
- Continue efforts to use technology for information sharing in committee work, business processes, etc.

Focused Initiatives for 2009-2011:

Enrich the undergraduate experience

- Cultivate a broader understanding of the goals of undergraduate education among faculty, staff, and students.
- Enhance the first year experience.
- Increase quantity and quality of undergraduate research experiences with faculty, including new ways of involving undergraduates in research.
- Explore use of technology to resolve the “achievement gap.”
- Encourage experimentation and innovation in teaching, e.g., on-line learning and collaborative teaching.
- Increase the number and quality of internships.
- Increase the number of faculty through the Madison Initiative.

Increase graduate student support

- Develop internal and external messages about the key roles of graduate students in the research, teaching and outreach missions of the university.
- Explore increases in pay for lecturers in order to provide more graduate student support.
- Work with the UWF to raise additional gifts to support graduate students.
- Increase the number of teaching assistant positions through the Madison Initiative.