College of Letters and Science Curriculum Committee
Report to L&S Faculty Senate
Academic Year 2012-2013

Curriculum Committee Members and Chair

Sigurd Angenent (Mathematics)
Barbara (Suzy) Buenger (Music)
John Hawks (Anthropology), *Chair*
Dan Kapust (Political Science)
Clark Landis (Chemistry)
Bret Larget (Botany and Statistics)
Venkat Mani (German)
Jan Miernowski (French & Italian)

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Lyn Van Swol (Communication Arts)
Ethelene Whitmire (Library and Information Sciences

Students:
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Ex Officio members:
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    Administration)
Kimbrin Cornelius (Curriculum Specialist Administrator)
Jennifer Kaufmann-Buhler (L&S Honors Program)
Elaine M. Klein (Assistant Dean, Academic Planning, Program Review & Assessment)
Christopher F. Lee (Assistant Dean, L&S Student Academic Affairs)
Michael J. Pflieger (Assistant Dean, L&S Student Academic Affairs)
Nancy Westphal-Johnson (Senior Associate Dean for Administration & Undergraduate
    Education)

Adhoc Subcommittee on Distance Education

Curriculum Committee Members:
John Hawks (Anthropology), *Chair*
Sigurd Angenent (Mathematics)
Elaine M. Klein (ex officio)
Bret Larget (Botany and Statistics)
Jan Miernowski (French & Italian)
Michael J. Pflieger (ex officio)
Nancy Westphal-Johnson (ex officio)
Ethelene Whitmire (Library and Information
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Additional members from College:
Bruno Browning (L&S CIO and Learning
    Support Services)
Greg Downing, Journalism and Mass
    Communications/SLIS
Kris Olds, Geography

Observers
Chuck Dvorak, Office of the Registrar
Katy Duren, Division of Continuing Studies

Overview

The L&S Curriculum Committee (LSCC) advises the Dean on the curricular integrity of academic programs offered in the College of Letters and Science, from degree requirements affecting all L&S undergraduates, to changes to requirements for existing majors, certificates, and options. The committee reviews proposals to add, change, or delete courses from the L&S subject listings, after departmental approval and prior to final approval by the Divisional Executive Committees. To maintain the integrity of the undergraduate Liberal Arts curriculum, the committee also considers requests to allow courses offered outside the college to count toward L&S undergraduate degree requirements by awarding them the designation of "Liberal Arts and Science" courses. This work is described in greater detail online, at https://kb.wisc.edu/ls/page.php?id=20092. At the Dean's request, the committee considers other issues related to undergraduate education for purposes of advising him, the faculty and L&S departments and programs, and the L&S division of Student Academic Affairs.

Proposals to Add, Change, or Delete courses

The LSCC is responsible for college level review of proposals to add, change, or delete courses managed by L&S departments and programs. Proposals approved by department faculty are forwarded for approval by the college-level Curriculum Committee, which has faculty representatives from all L&S divisions, as well as advisors. Action on course proposals may only be taken if a faculty quorum is present.

A review is conducted to evaluate whether the courses conform to technical requirements (e.g.,valid course number, etc.) as well as the pedagogical goals of the College. New course proposals are carefully reviewed in terms of their syllabi, course goals, and possible overlap/opportunities for crosslisting with existing courses.   The LSCC chair and staff review all proposals to determine if they are ready for committee consideration, and committee members review all proposals online prior to the meeting. On any of these levels, questions may be asked of the faculty and units submitting the proposals; the committee chair and L&S staff work with departments to resolve questions that come up before proposals are submitted to the Divisional Executive Committee. During the 2012-2013 academic year, the LSCC approved 496 proposals: 124 new courses, changes to 278 existing courses, and deletion of 92 courses. The English department renumbering their entire course array accounted for nearly half of these proposals (229): 128 changes, 27 new courses, and 74 deletions.

Other course related issues:
The English department engaged in a project to bring greater order to its undergraduate curriculum by renumbering its course array. While most departments here and at other universities number their courses by level of material/content (introductory materials presented in the lower numbers, and advanced work at higher numbers), the English courses were instead numbered by content area. For example, courses in American literature were numbered in the 600s, regardless of level of the material presented in the course.

The department offers a large number of courses, and efforts to renumber would be seriously limited unless every number was available. Therefore an entirely new subject listing (352) was requested, and approved by the L&S APC and UAPC (effective Fall 2014). This change also presented an opportunity help differentiate *English as a Second Language* from *English* courses, which were sharing a subject number. ESL courses also moved to a new subject number (351).

In addition to renumbering the undergraduate courses and converting courses to the new subject number, the English department reviewed every course in their undergraduate and graduate array. The department modernized titles and course descriptions, discontinued courses no longer being offered, created new topics structures for courses that will only be offered once or twice, and created new courses that meet current program needs and reflect the research areas and makeup of the faculty. As part of this process the department submitted 226 course change proposals, 74 discontinuation proposals and 27 new course proposals. And, they submitted changes to English major; those changes were approved, also effective 2014.

Staff from the L&S Curriculum Committee and English department met regularly with other offices also involved in ensuring a smooth transition to the new subject listing and course numbers, including the Office of the Registrar, Admissions, Academic Planning and Analysis, and L&S Academic Information Management (AIM). This group will continue to meet in 2013-2014 as transition work continues.

Proposals to Change Requirements for Academic Programs

LSCC guidelines regarding changes to requirements for academic programs remain in effect (https://kb.wisc.edu/ls/page.php?id=20013). Since the last LSCC report, several departments and programs sought changes to their academic programs; these appear in this report as **Attachment A.** The Committee and L&S Administration staff continue to work with departments to articulate the connections between requests for curricular changes and efforts to assess student learning in academic programs, to link changes to evidence, and to demonstrate more clearly that learning is improving. As part of the approval process, implementation dates are established and plans are developed to ensure that students on the "old" programs are still able to complete those requirement or that they may be transitioned to the new requirements without adversely affecting their progress.

Assessment

Assessment Project. In 2011-2012, the L&S Curriculum Committee finalized the first college-level assessment plan that includes learning expectations for students earning undergraduate degrees in the College of Letters and Science. This academic year (2012-2013), the L&S Curriculum Committee worked to define priorities for assessment student learning and the undergraduate level. Given that "breadth of learning" is a hallmark of liberal education, the committee determined that its first priority would be to investigate whether and how the "breadth" requirements are functioning. The committee proposed to study how well students who satisfied only the minimal requirements outside their major(s) understand other ways of knowing.

In 2012-13, L&S staff mined DARS data to help the L&S CC identify areas how L&S students are completing the breadth requirements, and in particular, which courses and types of course pedagogies and formats are used most frequently when students complete only the minimum requirement or meet requirement with AP credit or with courses taken outside L&S. The committee hopes to understand whether this range of academic experiences help students meet the "breadth" learning objectives.

Three projects are envisioned: (1) Student perceptions of learning when "breadth" is minimally satisfied (via large-scaled survey); (2) To enrich this understanding of student learning with respect to breadth, drawing a small sample from these survey respondents and conduct additional, focused, one-on-one interviews; and (3) In anticipation of the need to improve communication with students about breadth designations, the L&S CC faculty would like to engage in systematic discussion with their colleagues about syllabi and methods of presenting the concept of "breadth" of learning to students. Given the scaled of the college, this will be a multi-year project, likely over the next two academic years (Fall 2013-Spring 2015).

A draft proposal for assessment funds for this project was submitted to the Provost's Office in June 2013 **(ATTACHMENT B).** The plan for this project comes at the same time as a new dean assumes responsibility in L&S. Although Dean Sandefur supported this request, the committee would also like Dean Scholz to review the plan; and thus the proposal will be considered a draft until he has that opportunity.

Adhoc Subcommittee on Distance Education

An Adhoc Subcommittee on Distance Education was created in October 2012, (Chair, Professor John Hawks) and met regularly through May 2013. L&S Dean Sandefur charged the committee to think strategically about educational goals in relationship to distance education and blended learning, and establish a strategic vision of how to reach those goals. The year's conversation in the subcommittee, as well as conversations with faculty and staff inside and outside of L&S, with the L&S Curriculum and with Chairs and Directors of the college, resulted in a report "L&S Curriculum Committee Recommendations on Online Learning" **(Attachment C)**.

The report includes a 'values' section that provides the foundation for the document, a 'facts on the ground' section that outlines current status of online education in L&S, as well as issues that are already being faced. And, it identifies a section that new opportunities, and a section of recommendations that are targeted at the college, department, and individual faculty levels. The report urges L&S to, among other things: move beyond considering online learning as a 'novelty' and recognizing that digital tools are essential in our current practices; to consider online tools as strategic assessments towards departments' educational and research missions; and to intentionally facilitate cross-department communication about online learning and digital tools. More information about these recommendations, as well as additional ones can be found in Attachment C, L&S Curriculum Committee Recommendations on Online Learning."

Other Curricular Issues

<u>Campus Directed Study Policy</u>. The Provost's Office solicited feedback on a draft campus Directed Study Policy, and shared directed study data with the L&S Curriculum Committee to help inform the discussion. Since the committee had revisited the L&S directed study policy in spring of 2012, it was easily able to share feedback and examples of what directed study courses might look like across different academic fields. The final form of the campus policy differed substantively from L&S policy in only one area—the limits placed on faculty regarding how much directed study they may teach. Committee members agreed that the campus limits, which limits by credits (no more than 40 per semester) was more appropriate than the L&S policy, which limits by students (no more than 30 per semester). The committee indicated support of the campus-wide policy, and agreed that once the policy is approved, the L&S policy will be amended to align with campus credit limits.

Attachment A: Changes to Academic Programs (AY 2012-2013)

Program Changing   *Description of Change*

Undergraduate Programs

Art History	Split the distribution requirements into the categories of time periods and geographical areas (many courses can meet one requirement in each area). This allows more Art History courses to meet distribution requirements, and more closely aligns requirements with faculty strengths and research areas.
Biochemistry	Reduced the Physical Chemistry requirement from 5 to 4 credits. This aligns with current availability and content of Chemistry courses that may meet the requirement. It also gives students more flexibility in how they meet the requirement.
Chemistry Honors	Streamlined the Chemistry Senior Honors Thesis requirement so that (1) Students within the department were taking the same number of credits, and (2) The requirements were consistent with other departments' Honors requirements (6 credits in two consecutive semesters).
Economics - Admissions	Changed admission requirements to include completion of Calculus, to ensure students have the minimum math proficiency needed for success in the major (and to help students understand a high level of math is required to complete the major).
English Major and Honors	Changes included: (a) reducing the number of required survey courses from three courses to two; (b) broadening the Shakespeare requirement to a pre-1800 course (c) adding requirements of a topics seminar, a course in American Literature, and a course in Composition/Rhetoric or English Language/Linguistics. (And, the number of required elective courses was reduced from five to three). undergraduate major changes.are intended to eliminate enrollment bottlenecks, create more opportunities for students to take courses with small class sizes taught by faculty, deepen instruction of writing, and to align courses with the interests and specialities of current faculty. Changes were also proposed for the Honors in the Major, to align with the
Gender and Womens' Studies Major and Honors	Removed the requirement of a second major or concentration outside of Gender and Women's Studies. Instead, students may complete their concentration within the department, or, if they are pursuing a complementary major, may use those courses as a concentration. Distribution areas and the courses within them were updated to reflect changes in the field and the department. And, a new track in the major was defined to offer students in-depth research experiences.
History	Added a Comm-B History research course to help support students' success in their capstone research seminar requriement; redefined and increased the geographical breadth requirement; established a Distinction in the major to recognize excellent academic work by students; created a new Global Track track; and discontinued the concentration requirement that was not fulfilling its expected purpose.
Journalism & Mass Communication - Admissions	Decreased number of credits required for admission from 40 to 24, allowing second-term freshmen to apply at the start of their sophomore year. This change is intended to eliminate bottlenecks and give students more time overall to complete courses required for the major.
Mathematics	Reduced allowable duplication of introductory content in the major. Students will only be able to use one of several courses with introductory material in Differential Equations, one of several with introductory material in Linear Algebra, and one of several with introductory material in Probability towards major requirements.
Political Science	Added an Undergraduate Research Skills Requirement, and created a new Political Analysis and Research track in the major, both intended to give students the opportunity to focus on research and analysis in the major.

Program Changing	Description of Change
Statistics Major and Honors	Made changes to modernized the major and improve sequencing of courses. Math 221-222-234 with a 2.0 was removed from admissions requirements, so students may declare earlier and obtain department advising earlier. Honors: Reduced the total requirements for HM in the Statistics, making it easier to complete. The changes also help the HM curriculum better fit within the new major requirements.

Undergraduate Certificates

Archeology Certificate	Changed the name of one requirement from "Topics Courses" to "Methods Courses," to help students understand the nature of the requirement. The list of courses that meet requirements was updated by including new courses, eliminating courses no longer taught, and generally aligning what is required with what is possible.

Graduate Programs

Languages and Cultures of Asia, MA	Added a new required course ("Methods, Theories and Professional Development in Asian Humanities"). Addressed time to degree concerns by adding an option for students to complete a specialization exam and submit a substantial paper in lieu of a thesis.
Languages and Cultures of Asia, PhD	Eliminated the PhD minor requirement, to decrease time to degree and allow students more time for studying the rarely taught languages. To insure breadth and interdisciplinarity is maintained: changed seminar requirements to allows students to take them outside the department with permission, allowed other courses relevant to student's program of study to meet requirements, and required a new "breadth sequence" that is a series of courses to be taken outside the specialization or the department.
Mathematics (MA)	To emphasize breadth of learning in math, dropped the specialization requirement, and increased the number of credits to be taken in the department to 24. Only courses 500 level and above may now count towards requirements, and MA students must meet with an advisor each semester to discuss course selection.
Slavic Language	Created a PHD track called "Comparative Slavic Cultures," to align with program priorities. Adjusted requirements to reduce time to degree, including reducing the number of required credits and changing the prelim structure. The program will now also offer "Apprenticeship in Teaching" and "Apprenticeship in Writing" to better help prepare graduate students for future careers.

Graduate Certificates

African Studies Certificate	Decreased the number of required credits to 12, from 20. This aligns requirements with current Graduate School recommendations, and will make the certificate easier to complete.

L&S Curriculum Committee
2013-14 Proposal for Assessment Council Funding
Draft 6/20/2013

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Purpose: In 2011-12, the L&S Curriculum Committee finalized the first college-level assessment plan that includes learning expectations for students earning undergraduate degrees in the College of Letters and Science. In 2012-13, the L&S CC worked to define priorities for assessing student learning at the undergraduate level. Since individual departments and programs bear responsibility for understanding and improving student learning in the major, the committee considers its responsibility to understand whether students are achieving outcomes related to degree requirements beyond the major. Given that "breadth of learning" is a hallmark of liberal education, the committee determined that its first priority would be to investigate whether and how the "breadth" requirements are functioning. The L&S breadth requirements are the foundation of an L&S liberal education, encouraging students who would not otherwise seek out topics and ways of knowing beyond the "comfort zone" of their major and areas of interest. Though these requirements have not always been well understood, the L&S CC has worked hard in recent years to define learning outcomes (see below) that are now used effectively to evaluate assignment of breadth for new courses, requests for non-L&S courses to be designated as serving a "Liberal Arts and Science" purpose, requests student exceptions to the requirements, and generally manage this aspect of the curriculum. The committee proposes to study how well students who satisfied only the minimal requirements outside their major(s) understand other ways of knowing.

Learning Goals: As noted in *The Wisconsin Experience*, students who will need to address twenty-first-century challenges prepare to do so by obtaining knowledge of human cultures and the physical and natural world. They do this through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts. In L&S, to achieve this breadth of study, students take courses designated as meeting breadth requirements. The L&S Breadth Requirements call for a minimum of 12 credits of coursework in each of the three major L&S divisions, and courses are designated as meeting the "Humanities", "Social Science", and "Natural / Biological / Physical Science" requirements. A description of course criteria and breadth designations can be found online at https://kb.wisc.edu/ls/page.php?id=27031. Learning goals for each of the breadth areas are described below:

ARTS & HUMANITIES. These courses reflect the range of ways in which the Arts & Humanities attempt to explore, understand, and communicate about the human experience, via study of historical and cultural phenomena, creative expression, reflection, and interpretation. Ideally, after completing the Arts & Humanities requirement, a student should be able to:
  • comprehend, and employ various approaches to interpreting and creating cultural artifacts such as works of art, literature, music, architecture, philosophy, film, etc.
  • demonstrate knowledge of major movements, trends, or events in the development of world culture
  • demonstrate an appreciation of the complexities of the interpretative process within a historical context
  • apply critical approaches to the "texts"/works and alternative ways of considering them
  • think critically about his or her own culture and the larger global community

SOCIAL SCIENCES. These courses study the human experience from a different perspective, relying on systematic methods of data collection (either qualitative or quantitative), data analysis, or data interpretation that characterize their factual, methodological, institutional, and theoretical inquiry into the study of humans, groups, institutions and society. Ideally, after completing the Social Science requirement, a student should be able to:
  • think critically about their own societies and the larger global community

- demonstrate knowledge of one or more methodologies
- demonstrate knowledge of one or more theoretical approaches
- synthesize and apply social science concepts
- view issues from multiple perspectives

NATURAL SCIENCES. Courses in the Natural Sciences are characterized by the systematic study of the natural and physical world, with the use of abstraction and logical reasoning. More specifically, courses in the PHYSICAL SCIENCES involve the systematic study of objective information about the physical world, broadly defined, via areas of study such as Astronomy, Chemistry, Physics, Materials Science, and Earth Science (atmospheric science, oceanography); courses in the BIOLOGICAL SCIENCES deal with the systematic study of the structure, function, growth, origin, evolution, distribution, and taxonomy of living organisms. Ideally, after completing the Natural, Physical or Biological Science requirement, a student should be able to:
- demonstrate knowledge of scientific concepts and assumptions
- analyze and interpret scientific evidence
- demonstrate knowledge of the scientific method
- demonstrate understanding of scientific reasoning, and determine when scientific information supports a given conclusion.
- think critically about the impact of scientific discovery on society

These designations once were simply assigned based on the tenure affiliation of the department and faculty member teaching the course; today, new courses are evaluated in light of the learning goals for the breadth areas, and the L&S CC is asking instructors to engage in a more "intentional" approach to addressing the ways of knowing and habits of mind associated with various breadth areas. The committee would like to examine how well students are achieving the learning outcomes associated with these designations, and – we hope – whether the new approach to emphasizing learning outcomes (rather than instructor/content affiliation) is helping students learn.

In 2012-13, L&S staff mined DARS data to help the L&S CC identify areas how L&S students are completing the breadth requirements, and in particular, which courses and types of course pedagogies and formats are used most frequently when students complete only the minimum requirement or meet requirement with AP credit or with courses taken outside L&S. The committee hopes to understand whether this range of academic experiences help students meet the learning outcomes identified above.

Three projects are envisioned:

1. Student perceptions of learning when "breadth" is minimally satisfied. This would be a large-scale survey of L&S seniors selected because they satisfied particular breadth requirements in various ways. The survey would be designed to allow comparisons across groups, to see if student perceptions of breadth vary.

2. To enrich this understanding of student learning with respect to breadth, we propose to draw a small sample from these survey respondents and conduct additional, focused, one-on-one interviews. Because some expertise in ethnographic research would likely be required for these discussions, a graduate assistant with an appropriate academic background and some knowledge of general breadth area and experience in this type of research would conduct and record these interviews. These recordings would be subject to analysis by curriculum committee members and others on the faculty who are familiar with the actual breadth area, but who are not instructor(s) of the specific course(s) studied. (As you know, one aspect of liberal education is evident is found in the way in which a person formulates and expresses ideas that call upon a range of ways of knowing; we think those data may be an effective demonstration of learning that should be discernible to expert observers.)

3. In anticipation of the need that to improve communication with students about breadth designations, the L&S CC faculty would like to engage in systematic discussion with their colleagues about syllabi and

methods of presenting the concept of "breadth" of learning to students. The identification of "high leverage" breadth courses selected for these discussions would be made through DARS analysis, and faculty subcommittees of the L&S CC will be convened for each breadth area to conduct these discussions.

Timeframe:

Given the scale of the college, this will likely be a multi-year project.

Fall 2013:   Hire graduate student, develop survey, identify sample, obtain IRB approval (if deemed necessary) of research protocol
Identify "leverage" courses for faculty subcommittee discussions

Spring 2014: Finalize sample, field survey, identify interview sample, conduct and record interviews with students
Conduct faculty subcommittee discussions, summarize results
Progress report to L&S Senate

Fall 2014:   Analyze survey data, convene faculty experts who will review and score recorded interviews, develop scoring rubrics, gather and analyze interview scoring data
L&S CC discussion of faculty syllabus discussions, policy considerations

Spring 2015: Complete analysis and report for committee discussion and recommendations for action if any
Present results of faculty discussions and consultation on recommendations for action with L&S Senate

Budget Request:

Survey (UWSC):
- UWSC survey support (includes incentives, mailings, etc, per attached bid)
  - Phone survey: $32,200
        OR
  - Web survey: $14,000

Follow-up Interviews (L&S Admin):
- Incentives for interviewees ($25 X 30-50 participants?): $750 – 1,250
- 2 years' PA support @ 50% : 17,322
  - This longer-term appointment would span the two year project, providing continuity of attention to the day to day details while also serving as an excellent foundational professional experience for the student who supports these projects.
  - This appointment level could be reduced/reconfigured if L&S is asked to combine position with GER PA request. (If we have 2 PA's, we will have space problems in South Hall, and I don't think we want an L&S Curriculum assessment PA to be supervised outside South Hall. It may make more sense to have one PA with a larger appointment.)

L&S "matches"…
- L&S Admin will pick up PA tuition remission (?)
- UWSC is an L&S unit – there may be some 'consideration' for that
- L&S CC subcommittee work will be "service"
- L&S Admin Staff provide committee support

Project Findings and Dissemination of Results:

- All findings will be discussed by L&S Curriculum Committee, Dean's Senior Staff, L&S Student Academic Affairs, L&S Academic Planning Council.
- Results will be presented in the annual L&S CC results to the L&S Senate, and will be included in publicly available archives of those proceedings.
- Results and activities will be included in the annual L&S Report on Assessment of Student Learning, and will be available for further reporting to other bodies interested in these activities.
- Presentations to the university community (e.g., the University General Education Committee, University Assessment Council, advising forums, Teaching & Learning Symposium, First Year Experience Conference) will be made on request or proposed.
- Presentations to national groups with an interest in liberal education and assessment of student learning will be considered (e.g., Association of American Colleges and Universities, Higher Learning Commission).
- IRB approval will facilitate publication in Higher Ed literature, presentation at conferences, as appropriate.

Recommendations on online education
Letters and Science Curriculum Committee
Adopted May 14, 2013

1. **Purpose of the document**

   This memo presents recommendations about online learning and digital tools for
   the College of Letters and Science from the L&S Curriculum Committee. This
   document also shares information about the current state of online learning as part
   of the College curriculum, particularly for faculty and departments who may be
   less aware of the UW-Madison activities in those areas.

   Online learning and digital tools are normal parts of the educational mission of
   the College. L&S has long offered some courses in an online-only format, and the
   L&S CC has seen more courses and programs shaped around online delivery or
   contact. Faculty and departments may find ways to advance their research and
   teaching missions by acting strategically in this area. We must prepare our
   undergraduate and graduate students for a future in which digital tools and online
   interactions are routine parts of work and education.

2. **Background**

   In Fall 2012, Dean Gary Sandefur charged the L&S Curriculum Committee to
   consider the changing landscape of online learning and digital tools, and to make
   specific recommendations to the College about these topics in the future. To
   pursue this charge, the committee formed an *ad hoc* subcommittee including:

   - Faculty members of L&S CC interested in these topics;

   - Faculty from L&S with specific expertise in online learning and curricular
     development, (including Kris Olds from Geography and Greg Downey from
     SLIS).

   - L&S staff engaged in these topics, including Elaine Klein, Nancy Westphal-
     Johnson and CIO Bruno Browning;

   - UW-Madison staff outside of L&S engaged in these topics, including Chuck
     Dvorak from the Office of the Registrar and Katy Duren from the Division of
     Continuing Studies.

   The subcommittee was chaired by L&S CC chairperson John Hawks.

   The subcommittee explored and gathered information about several issues,
   including an inventory of current online, distance and hybrid courses in the
   College, comparative information from peer institutions, the status of emerging
   online formats such as massive open online courses (MOOCs), and the role of

independent learning as part of the preparation and background of students pursuing degree programs from the College. Much of this information describing these rapidly moving topics changed during the course of the academic year.

The subcommittee brought together substantial expertise in digital tools and online learning. Topics of discussion included the scale of distance education appropriate for our College, exploring the role of ever emerging new formats (such as MOOCs), considering the role of distance education in the summer session, and exploring possible support or incentives for departments and faculty carrying out online and digital innovations.

The final document reflects the interests and consensus of the full L&S Curriculum Committee, with consultations involving Chairs and Directors across the college, the Educational Innovation community on campus, and many individual faculty and administration members.

3. **Values**

    a. **Student learning is the goal of our teaching.** Technology does not lead our learning goals; learning leads our use of technology. Learning in a liberal arts context should include reflection on how technology is used and how it relates to our subjects.

    b. **Every L&S course should include contact that is effective and of high quality.**

    c. **We have an obligation to train future faculty in effective use of learning tools.** Our graduate students will enter careers in which online communication, teaching, and continued training are increasingly common. When they learn to teach and communicate with these tools, they are preparing for the future.

    d. **Faculty should be supported in pursuit of methods that advance their pedagogical goals.** Online or distance initiatives should be encouraged that enable faculty to combine their teaching activities together, add components such as mentorship, service learning, or building online communities.

    e. **We have an obligation to be responsible stewards of UW resources.** This implies that our online educational efforts should be sustainable, and that we should allocate staffing and resources accordingly.

    f. **Our educational mission is guided by the university's commitment to internationalization, supporting communities, and the Wisconsin Idea.**

4. **Facts on the ground now (in 2012/2013)**

a. **Most courses in L&S include some online engagement with students.** The most widely used digital tools include Learn@UW, library e-reserves or some other online content management (tied to enrollment status). Most online educational activities in the college are now done using university-licensed tools by individual faculty or departments, in some ways invisible to the administrative structure of the college.

b. **Controls on access to online materials are presently tied to UW-Madison enrollment status.** We package access together with managing billing/tuition/aid, assignment of credit, library (fair use), enrollment (via registrar), and FERPA compliance. **Exceptions to such controls exist** (e.g., service learning, internships, open access educational materials). The campus is presently working to disaggregate these functions.

c. **An increasing number of courses are using online materials or forums that are managed or created by Learning Support Services.** This is a resource that is invisible in some ways from the individual faculty and departments' perspective. It represents an area in which coordination at the college level is already happening.

d. **Courses and programs delivered online or at a distance in the college (e.g. SLIS courses) are reviewed by college governance processes (L&S Curriculum Committee and the L&S Academic Planning Council) by the same criteria as regular courses and programs with no online components.**

e. **L&S has entered partnerships with other campus actors (e.g., Division of Continuing Studies) in support of distance/online course proposals for particular aims (e.g., summer session, MOOCs).**

f. **Time and cost demands for students to complete their education seem to be intensifying.** One beneficial aspect of online learning tools is to provide greater time flexibility for students to complete their educational requirements.

g. **There is no simple relation of quality of instruction and time in the classroom.** Online/distance learning tools can allow substantial person-to-person interaction with instructors and peers, in some cases more than the classroom.

h. **There are unresolved issues regarding the relation of instructors and the university with regard to copyright and digital tools.** The subcommittee and full L&S CC expressed particular concern about the ownership of digital content produced by instructors with the assistance of university funding or resources. The committee recognized this as an issue beyond the scope of the L&S CC, but noted several recent national cases of conflicts between instructors and universities about the rights to digital content.

5. **Opportunities**

   a. **Flexibilities created by online learning and digital tools may advance the research mission of our faculty and staff.** For example, instructors may design a month of online activities to facilitate fieldwork during the academic year; online learning tools may enable collaboration between professors at UW and other institutions; departments may designate "floating TAs" to administer online components in multiple courses.

   b. **Digital tools allow departments and faculty to combine outreach and teaching in new ways.** Departments may find ways to connect alumni with their current students, push continuing education to recent graduates, and allow our students to interact with UW throughout their lives.

   c. **Online learning is a target for assessment and research on teaching.** Engaging a broader group of faculty on issues in teaching and learning may help to improve pedagogy across the college.

   d. **Online learning and digital tools are major targets of campus-level and state-level educational initiatives.** The large role of L&S in general education and its large presence in educational innovation should enable the College to influence campus-level policies. Conversely, as the UW system adopts the Flex Degree and other new educational initiatives, the College and UW-Madison risk being followers instead of leaders.

6. **General recommendations**

   a. **Discussion of online learning and digital tools should move beyond the idea of "experiment" or "novelty" to recognize that digital tools are essential to our current practices.** The College of L&S and many of its departments have for many years integrated digital tools into their curricula, with courses and programs delivered entirely online. Making effective use of these current initiatives and planning future ones are essential to our educational mission.

   b. **Departments should consider online learning and digital tools as strategic assets toward their educational and research missions.** Used as part of an overall strategy, digital tools can facilitate staffing flexibilities, allow greater international contacts, increase engagement with alumni and funders, and serve new constituencies and community partners. Departments should explore ways to enhance campus life with digital engagement, virtual participation in events, time-shifting, and online activities for student groups.

c. **L&S should facilitate cross-department communication about online learning and digital tools.** The *ad hoc* subcommittee that developed this memo consisted of faculty and staff who have been deeply engaged with online and digital tools on the UW-Madison campus. Despite this collective expertise, every meeting of the committee brought forth new details about online efforts on our campus, that in each case were new to most of the subcommittee's members. With so many new innovations proceeding on campus, we may have a "critical mass" for assessment, grant applications, or potential efficiencies without anyone realizing it.

The subcommittee extensively discussed what mode of cross-department communication would be most useful, leading to the following three recommendations (d, e, and f):

d. **L&S review and investment in instructional technology should provide ways to reuse and recapture efforts made by departments and faculty.** In many cases, effective sharing may be accomplished through LSS or other college-level resources. This may include some kind of portal, either at the college or campus level, to point faculty and departments to appropriate "guides" who have experience or knowledge about particular technologies.

e. **L&S should find appropriate rewards for the service of individual faculty who are "guides" to departments and colleagues in digital tools.** Faculty innovators who have experience with digital methods can provide effective advice to colleagues, preventing wasted time and effort. Some strategies to increase this collaboration may include teaching releases for leading workshops or consulting, or formal recognition.

f. **L&S should pursue strategies that educate and train graduate students on the use of instructional technology.** Such strategies may include the creation of named designations, analogous to existing teaching fellows programs. TA training may be extended for some students, to include more in-depth coverage of instructional technology and strategies for facilitating online courses. Special courses, such as one-credit seminars developed to appeal across multiple departments, may allow graduate students to learn how to teach with these technologies.

g. **L&S should invest in sustainable efforts in online learning.** This follows from the need to be good stewards of UW resources. Individual faculty members may be innovators, but sustainable aspects of the curriculum are administered and staffed by departments.

h. **Faculty should be attentive to ways that UW campus life may be extended to the online communities in which our students are engaging.** The L&S education goes beyond the classroom, including campus lectures and events, student organizations, housing communities and study groups. Our courses

often rely on these aspects of student life, which increasingly include online activity and off-campus engagement.

i. **L&S resources should facilitate experimentation in online pedagogy by individual faculty members.** The opportunity for faculty to try things is important. Developing effective applications requires some failures as well as successes and both can be worthwhile training processes. Some parts of the infrastructure for individual faculty across departments can be most effectively provided at the college level (as LSS already is).

j. **Evaluation of online courses and programs should consider the lived experiences of undergraduate and graduate students.** The educational value of online courses depends on the quality of materials and the pattern of contact, both concerns to accreditors. In some cases, online or blended approaches may greatly increase the time invested by students. Use of different technologies in different courses may impose learning costs beyond those expected by an individual instructor. Instructor contact may be much less when classes scale to large size, depending on the type of material presented, and so course design should consider the effects of scale.

k. **L&S Curriculum Committee review of online courses and programs should continue as in the past.** In particular, L&S CC reviews level, breadth and credit designations in accordance with accepted practices and federal guidelines.