

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

**LETTERS AND SCIENCE
FACULTY SENATE**

March 10, 2014

Materials are available online in the L&S Administrative Gateway

<https://kb.wisc.edu/ls/page.php?id=21759>

COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

**10 March 2014
B 10 Ingraham Hall
3:45 p.m.
Agenda**

Doc. No.

1. Announcements and Updates
2. Welcome from Dean Scholz
3. Q&A with Dean Scholz
4. Approval of minutes of the L&S Faculty Senate meeting held 12 November 2012
5. Report of the L&S Academic Planning Council L&S FacDoc 291
6. Report of the L&S Curriculum Committee L&S FacDoc 292
7. Report of the Faculty Honors Committee L&S FacDoc 293

COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING
Monday, November 12, 2012 3:45 p.m.
168 Noland Hall

23 Senators signed in. Dean Sandefur chaired the meeting, which was called to order at 3:45 p.m.

1. Announcements, Updates and Questions

- a. The L&S Senate previously reviewed and discussed a proposal to create a new College of the Arts. In addition to that meeting, in May 2012 Dean Sandefur convened a meeting of the L&S Faculty to solicit additional questions and comment, and to discuss the proposal. About 60 members of the faculty attended. The L&S Academic Planning Council has also held a focused discussion of the topic, meeting with proposal sponsors, the chair and director of affected L&S departments, and faculty members from one of the departments that had a divided vote. (Documents related to these discussions, as well as summaries of them, appear in the meeting materials.) The University Committee has directed the Budget Office to develop a budget to clarify the funds needed and source of support for the proposed College. No action will be taken on this until we have a better idea of the costs. In discussion, the senator from the School of Music asked Dean Sandefur to clarify that resources to support the proposal would need to come external sources, rather than from base budgets of departments involved. Dean Sandefur agreed that this would be the goal. The next question was asked about “cross-enrollment in majors”, and whether L&S BA/BS students could continue to major in Music; Assistant Dean for Academic Planning Elaine Klein responded that the faculty in the new college would need to develop degree requirements for its programs, but that major requirements could be written to allow L&S students to double-major in CotA programs, and for CotA majors to double-major in L&S programs.
- b. Dean Sandefur provided an update on current leadership position searches (Chancellor, Dean of L&S), both of which are under way.
- c. The Human Resource Design project has been discussed extensively at the Faculty Senate, as well as by a joint meeting of the Academic Staff Executive Committee and the University Committee. Although there are many details to be finalized, Dean Sandefur expressed support for the core changes that were recommended, stating his belief that these are important for the university, where it is essential to hire train and reward faculty and staff. Importantly, this is a “once in a lifetime” opportunity: if the UW-Madison community is unable to develop a viable proposal, it is unlikely to be offered another opportunity to do so. In discussion, Charity Schmidt (graduate student, Sociology) requested and was granted permission to speak. She recommended that the plan be postponed, and that a number of people believe the current plan would have detrimental consequences for staff and graduate assistants. She asked permission to circulate materials provided by the union so senators might be more informed. One senator (Music) observed that the plan takes staff into account, and that it is important to come to an agreement. Another senator noted that it was important to work with unions and staff to be sure that the request has support, and that some delay was reasonable.
- d. The campus is working to develop a new model for allocating resources at the School/College level, to replace the current model, in which allocations are based on previous years’ budgets. The new model is being developed based on contributions to university’s mission. This would be to the benefit of units that bring in an revenue through teaching (as L&S does). Dean Sandefur and Associate Dean for Social Sciences and Fiscal Initiatives Maria Cancian are members of the core team working on this project. In discussion, members asked several questions. The model will be presented for public discussion when it is complete; the model currently under discussion includes many factors, but is geared toward allocation of 101/GPR dollars; the model, when extended by deans to department levels, may reveal more clearly where cross-subsidies occur; and finally, the model “will not drive decisions, but will provide data to inform decision-making”.
- e. A number of “Educational Innovations” are under way. This means that the university and College are encouraging departments to make proposals about ways to do things differently, with the goal of generating new revenue that can be reinvested. These changes should be inspired by the desire to sustain the quality of our academic programs, research programs, and service to the state.

- f. There were no additional questions for the Dean.
2. Notes of the L&S Faculty Senate meeting March 26, 2012 were approved.
 3. The Report of the Faculty Honors Committee (L&S Faculty Document 288) was presented by Professor Sissel Schroeder (Anthropology), the Director of the Honors Program. She summarized the report, and noted that the program is quite vibrant. The revisions to admissions procedures that were approved a few years ago have reduced the size of the program to better align with staffing resources. The new procedures also help ensure that students are motivated and interested in the program. The program has instituted a new undergraduate honors research symposium, which is likely to have donor support. There were no questions about the report, and a motion to accept it was unanimously approved. Dean Sandefur extended thanks to Professor Schroeder, her predecessor, Professor Chuck Snowdon (Psychology), and to the Faculty Honors Committee for the work they do to help ensure that L&S offers rich learning experiences for our most motivated and skilled students.
 4. Dean Sandefur presented the Report of the L&S Academic Planning Council (L&S Faculty Document 289), another report that represents the work of a group that works hard on behalf of the college. He added that since the report was prepared, the APC had accepted the proposal of the Department of Comparative Literature and the Folklore Program to restructure and merge, to become the “Department of Comparative Literature and Folklore Studies”. The council praised the careful and consultative process these units used while they were preparing the proposal, which will be forwarded to the University Academic Planning Council and reported to the Faculty Senate.
There were no questions or comments about this report. A motion to accept the report was unanimously approved.
 5. Professor Diane Gooding (Psychology), the former Chair of the L&S Curriculum Committee, presented the Report of the L&S Curriculum Committee (L&S Faculty Document 290). She summarized the role of the committee, and highlighted several tasks undertaken by the committee in 2011-12, including developing a college-wide plan to assess student learning, review of college policies related to the Directed Study, working with campus partners to implement the new online interface for submitting proposals to add, change or delete courses, and the review and approval of substantial changes to academic programs. She led a focused discussion of the college-wide assessment plan for undergraduate education; five learning outcomes were identified, and notably, the committee articulated general expectations for courses that carry L&S Breadth Designations, for purposes of supporting liberal education. Throughout, she emphasized, the goal is to foster critical thinking, communication, and “learning about the process and application of learning”. This work will set the stage for future assessment of student learning at the level of the degree, which will complement the work departments and programs are doing to assess learning within the major or certificate.
In discussion, senators suggested revision to the descriptions proposed for the various breadth areas, pointing out disparities in the way the various “Ways of Knowing” are discussed. Recommendations included: making the language for Humanities/Literature/Arts parallel to terms used for the Natural, Biological, Physical, and Social Sciences; making formats parallel (bullet points); ensuring that distinctions are drawn between Biological and Physical sciences, chiefly by ensuring that Biology includes the study of life and living things; emphasize the different ways these broad divisions acquire and use data; explaining the ‘interdivisional’ designations differently. These recommendations will be incorporated and presented to the Committee for final approval.
A motion to accept the report and its contents was unanimously approved. Dean Sandefur thanked Professor Gooding and the committee for its work, and in particular, for developing a plan for assessing student learning, which is a requirement for continued accreditation.

The meeting adjourned at 4:34 p.m.

Submitted by Elaine M. Klein, Ph.D., Secretary
Assistant Dean for Academic Planning

College of Letters and Science Academic Planning Council

Annual Report to L&S Faculty Senate, September 2012 through September 2013

Chair

Gary Sandefur, Dean

Elected and Appointment Members

Kathryn Bartlett (Classified Staff Issues Committee appointee)
Michael (Harry) Brighthouse, Philosophy
Thomas J. Givnish, Botany (*ad hoc* appointee, for Prof. Edwards)
Diane Gooding, Psychology
John Hawks, Anthropology (*ex officio*, Chair of L&S Curriculum Committee)
Clark Johnson, Geoscience
Caroline Levine, English
Maria Muniagurria, Economics
Jennifer Noyes, Inst for Research on Poverty
Matthew Turner, Geography

Ex-Officio Members

Marianne Bird Bear, Assistant Dean (International Studies)
Maria Cancian, Associate Dean (Social Sci)
Kimbrin Cornelius, Curricular Administrative Specialist (L&S Admin)
Susan Ellis-Weismer, Associate Dean (Research)
Gery Essenmacher, Associate Dean (Student Academic Affairs)
Anne Gunther, Associate Dean (Budget, Planning & Finance)
Elaine M. Klein, Assistant Dean (Academic Planning)
Lucy Mathiak, Assistant Dean, (College Relations)
Nancy Westphal-Johnson, Associate Dean (Undergrad Ed & Academic Admin)
Eric Wilcots, Associate Dean (Natural Sciences)
DeVon Wilson, Assistant Dean (Center for Academic Excellence)
Sue Zaeske, Associate Dean (Advancement, Arts & Humanities)

L&S Academic Planning Council Activity

The L&S Academic Planning Council advises the dean on strategic planning, as well as on programmatic matters (program review, expansion, alteration, and deletion) and fiscal matters. The council's operating procedures appear online in the L&S Administrative Gateway, at <https://kb.wisc.edu/images/group86/19956/APCGovernanceRules-2012rev.pdf>

New Programs and Program Changes. As noted in previous reports, new program development requires identification of resources available to support these endeavors. One way L&S has encouraged new program development is to encourage proposals presented under the L&S 'Innovations' paradigm. Under this paradigm, departments and programs to find new ways to achieve fiscal savings, or create additional revenue that can then be reinvested in the unit. As

mentioned in previous APC reports, these initiatives are intended to build on existing strengths. They are likely to include proposals to serve new groups of students or to offer existing programs in ways that reach new audiences. Under this 'Innovations' paradigm, several new programs were approved:

- Economics - MS (New named option). This option is intended to prepare a new audience of students for admission into a high quality PhD program. Students will also gain depth in econometrics, a key marketable skill if they do not continue into a PhD program.
- Mathematics – Visiting International Student Program (VISP) and MA (New named option). Math's VISP program provides as study abroad experience for cohorts of students studying abroad. In the pilot year of this program, cohorts from a single institution will arrive for intensive study of advanced undergraduate level mathematics. The MA option is designed to build on the VISP preparation to allow further study in the United States or for professional careers that require advanced training in math.
- Computer Sciences – MS (New named option) and post-baccalaureate Capstone Certificate in Computer Sciences. Both programs are intended to serve working professionals, and will be composed of existing courses offered in managed sequences in the evenings and weekends. The certificate is for professionals from a variety of backgrounds. The Capstone Certificate is intended to prepare students who do not yet have formal training in Computer Sciences to begin work in programming. The MS program is intended for working professionals with undergraduate degrees in Computer Science or related fields, and who are seeking advanced training in computer technologies. Epic Systems Corporation has expressed keen interest in these programs; however, the department will also reach out to other local employers to recruit students.
- Political Science - New online post-baccalaureate capstone certificate, "International Politics and Practice." The proposed program is designed to educate a new student population currently working in the international field, in the military and other areas. Courses will be online, post-baccalaureate versions of concurrently offered brick-and-mortar courses.

The APC also endorsed permission to plan a new graduate program, a PhD in Evolutionary Biology. This would be a joint doctoral program that completed in connection to other existing programs that allow for an Evolutionary Biology focus.

Department/Unit Restructuring. In the 2012-2013 year, the council received a number of restructuring requests. The requests were prompted by a variety of reasons: to address issues identified in a program review; to align with current fields and practices; or to address the variety of issues that small departments may face. For guidance on the process, council members relied on the L&S policy on Departmental Creation, Restructuring or Discontinuance (see <https://kb.wisc.edu/lis/page.php?id=20152>) which implements faculty legislation (*Faculty Policies and Procedures 5.02*) which governs substantial changes to departments. The following restructuring requests were reviewed and approved:

- Merge the Department of Comparative Literature and the Folklore Program, to create the new Department of Comparative Literature and Folklore Studies. This request was approved by the Faculty Senate on February 4, 2013, as Faculty Document 2395.
- Change the administrative home for the Centers for Demography and Ecology (CDE) and for Demography, Health, and Aging (CHDA) from Sociology to L&S. Most similar population centers in higher education have already made a similar move away from a departmental home into an interdisciplinary center.

Relocation of Academic Programs. Several requests for programmatic change originated from the review of the undergraduate Biology major that was completed in 2010-2011. The review committee recommended that academic programs administered by the Institute for Biology Education be moved to departmental homes in L&S and CALS.

- Change the administrative home of biology major from Institute for Biology Education to academic departments in L&S (Zoology) and CALS (Bacteriology). The primary responsibility for introductory biology courses will be in Zoology, and the primary responsibility for the major will be in Bacteriology.
- Relocate administration of Biological Aspects of Conservation from Institute for Biology Education to L&S (Botany).
- Relocate the administrative home of Molecular Biology from the Instituted for Biology Education to L&S (Zoology).

A further recommendation arising from discussion of the review of the Biology major was that L&S and CALS work more effectively together to administer this, and other, joint programs. The APC endorsed the recommendation that L&S and CALS should convene cross-college meetings of their Curriculum Committees and Academic Planning Councils once each semester, beginning in Fall 2013, to facilitate joint discussion of these shared programs.

Program Review. The APC completed reviews of several certificate programs:

- Archeology undergraduate certificate
- Spanish for Business majors undergraduate certificate
- Computer Sciences undergraduate certificate
- Medieval Studies undergraduate certificate
- Celtic Studies undergraduate certificate
- Middle East Studies Certificate

In 2012-13, the L&S guidelines for program review approved by the council the previous year were first implemented. Whereas previous guidelines encompassed all departmental operations, these guidelines focus on academic programs, assessment of student learning, and departmental

operations that have an impact on programs. This focus is intended both to streamline the review process and to recognize that other activities (such as strategic planning or climate surveys) should be pursued more frequently than mandated ten-year program review. The focus on academic programs also allows departments (in consultation with their Associate Dean and the Assistant Dean for Academic Planning) to capture work related to substantial program assessment and revision as “review”.

In 2012-13, the following reviews were convened:

- French & Italian
- Hebrew & Semitic Studies
- Integrated Liberal Studies
- Botany
- Zoology
- Physics
- Communication Arts
- International Studies
- Sociology

These reviews are on course to be completed in 2013-14. For more information about program review, please see the L&S Administrative Gateway: <https://kb.wisc.edu/lis/page.php?id=24811>.

Policy Matters and Consultations of the Dean

The council discussed a variety of issues which might have policy implications for the college. Matters presented to the council for consideration or consultation included such topics as:

- Optimal department size, and how L&S might encourage small departments to consider alternative structures
- Campus and L&S policy regarding undergraduate Directed Study
- L&S Budget Status Report Process
- Critical Compensation Fund Processes
- Educational Innovations and curricular change
- The proposed College of the Arts
- L&S Academic Planning Council Operating Guidelines
- Convening and charging the Foreign Language Task Force

Questions and Comments

This report was approved by the L&S Academic Planning Council on March 4, 2013. Questions about this report or the council’s activities may be submitted to the Associate Dean responsible for the department or program involved, or to Assistant Dean M. Klein (emklein@ls.wisc.edu).

L&S Academic Planning Council, September 2012- May 2013

Requests related to academic programs

- 9/18/2012. Create: New Named Option in Economics MS
- 9/18/2012. Discontinue: Economics MA
- 10/02/2012. Approved request for permission to plan a PhD in Evolutionary Biology
- 10/16/2012. Approved request to create a new subject listing for English and English as a Second Language courses (to allow the department to reorganize their entire course array)
- 12/18/2012. Create: New Named Option in Math MA
- 04/02/2013. Create: New Named Option in Computer Sciences
- 04/02/2013. Create: New Post baccalaureate Capstone Certificate in Computer Sciences.
- 05/16/2013. Create: New online Post baccalaureate Capstone Certificate "International Politics and Practice" (Political Science)
- 05/07/2013. Approved request for non-admitting status for Advance Studies Specialists Certificate.

The L&S APC approved the following requests for restructuring:

- 10/16/2012. Merge of Comparative Literature and Folklore Program.
- 11/06/2012. Update policy on "Creating, Restructuring, or Discontinuing Departments, Programs, and Department-like units"
- 02/05/2013. Move administrative home of Biological Aspects of Conservation (BAC major from Institute for Biology Education to L&S (Botany).
- 02/19/2013. Move administrative home of the Biology major from Institute for Biology Education to L&S (Zoology) and CALS (Bacteriology).
- 02/19/2013. Move administrative home for the Centers for Demography and Ecology (CDE) and for Demography, Health and Aging (CHDA) from Sociology to L&S.
- 05/07/2013. Relocate home of Molecular Biology from Institute for Biology Education to Department of Zoology.

Requests for Comment or Consultation

The L&S APC recommended that UW-Madison support the following requests from UW System institutions, which are seeking to plan the following new programs:

- 11/06/2012. UW Stout: BS in Environmental Science
- 02/05/2013. UW River Falls: MS in Computer Science
- 04/02/2013. UW Stout: Professional Master of Science in Conservation Biology
- 05/17/2013. UW Stout: BS in Criminal Justice

The L&S APC recommended support for the following requests for program activity at UW-Madison:

- 02/05/2013. Name change: Engineering graduate programs (MS, PhD and minor) in Limnology and Marine Science (to "Freshwater and Marine Science")

The L&S APC returned the following request, seeking more information:

- 10/02/2012. Request to create an undergraduate certificate in Statistics.

The L&S did not support:

- 05/07/2013. Request to create a College of the Arts.

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)

Rebekah Pare (International Studies)
Lyn Van Swol (Communication Arts)
Ethelene Whitmire (Library and Information Sciences)

Students:

Andre Tan
Claudia Goodsett

Ex Officio members:

Joni Brown (Assistant to the Associate Dean of Undergraduate Education & Academic 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 Sciences)

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/lis/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/lis/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

Campus Directed Study Policy. 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 specialties 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 requirement; 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 allow 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

Contact Information: John Hawks, Professor of Anthropology and Chair, L&S Curriculum Committee
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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.

2012-2013 ANNUAL REPORT OF THE FACULTY HONORS COMMITTEE AND HONORS PROGRAM

This report covers the 2012-2013 academic year and the summer of 2013. The Letters and Science Honors Program currently enrolls approximately 1300 students. Three hundred and forty-one first year students matriculated as L&S Honors students in the fall of 2012. In 2012-2013, 130 students graduated with Honors in the Liberal Arts (HLA), 127 students graduated with Honors in the Major (HM), and of all of those honors students, 34 completed both tracks earning Comprehensive Honors (CH).

The 2012-2013 academic year saw several innovations, including the first issue of the completely redesigned *The Honors Challenge*, the newsletter of the L&S Honors Program; the development of the Honors On-Line blog; the adoption of the scholarships.wisc.edu portal for one of our research grants; the second annual Senior Honors Thesis Symposium; and new admissions policies and procedures.

The administrative structure of the program saw some changes in this span of time. Professor Sissel Schroeder (Anthropology) began serving as Director on August 1, 2012, and continues in that position. From October 31, 2012 to July 15, 2013 the Honors Program did not have an Associate Director. On July 15, 2013, Matt Kohlstedt joined the Program as Associate Director of Administrative Services. Continuing staff include Mary Czyszczak-Lyne as Office Administrator, and Jennifer Kaufmann-Buhler as Assistant Director with oversight of the program's advising and curricular operations (Fall 2012, Spring 2013) and as Associate Director of Academic of Academic Services (Fall 2013).

Innovations

Admissions

The 2012-2013 admissions cycle proved challenging without an Associate Director to manage the process, but we pulled it off and were able to identify areas where changes to the process would increase efficiency. In preparation for the 2013-2014 cycle, we made two significant changes to our admissions process. For incoming first year student applicants, we changed the deadline for admission so that each student has 30 days to complete the application based on when they first log-in to our system. In changing our deadline process, we hoped to make the L&S Honors Program more accessible by allowing students who "missed" our email to still apply to the Program later in the spring term, and to make it possible for students to apply after they make the decision to come to UW-Madison (under the previous approach students were given an arbitrary application deadline based on when they were admitted and this deadline sometimes was early than the timing of their decision to come to UW-Madison). We hope to report on the success of this new approach in our 2013-2014 Annual Report.

For our continuing student application process (HLA) we eliminated the need for a letter of recommendation. We believe this change will make the Continuing/Transfer student application process easier for students and more accessible as well as aligning better with the application process for incoming first-year students.

Evaluation of Honors in the Major and Curriculum Changes

It has been fourteen years since the establishment of the “new” honors curriculum that created the Honors in the Major, Honors in the Liberal Arts, and Comprehensive Honors degree options for students in the College. In our 2008-2010 report to the Faculty Senate, we noted that there was considerable variation among departments in what is required for Honors in the Major. While we appreciate the value of diversity across different disciplines, we started to review programs and develop a set of best practices drawn from the curricula and experiences of different departments. Following efforts to reach out to departments about implementing constructive changes to their Honors in the Major (HM), several departments revised their HM curriculum this past year including *English*, *Communicative Science and Disorders*, *Gender and Women’s Studies*, *Chemistry*, *Psychology*, and *Statistics*. Each of these curriculum changes were approved by the Faculty Honors Committee and the L&S Curriculum Committee.

Undergraduate Initiative Fund (UIF) changes

During the 2012-2013 year, we discussed two significant innovations with respect to UIF, which were implemented beginning in Fall 2013: 1) holding information sessions for faculty interested in applying for UIF funding (to discuss logistics and goals of the program, and to promote the benefits of teaching honors courses especially to junior faculty), and 2) modifying the UIF application to encourage greater reflection from faculty on learning outcomes and goals for teaching. We plan to continue using this new application next year and actively reach out to individual faculty who might be interested in teaching small honors-only courses.

“The Honors Challenge” Newsletter

Beginning with the Fall 2012 issue, *The Honors Challenge* (annual newsletter of the L&S Honors Program) underwent significant changes. The issue was organized around a theme (“why honors?”), which gives the newsletter a cohesive feel. Print copies shifted from being black, red, and white to full color. Because pictures can be such an effective means of communicating complex ideas, the inclusion of many more photographs than in previous issues and the addition of graphics to tell or enhance stories reduced the amount of text. Compelling stories were added that recount the impact of gifts from the perspective of the student recipients. The result is a more dynamic and colorful newsletter, and the response to this new format has been very positive.

Honors Grants (process changes)

In spring 2013 we piloted the use of the scholarships.wisc.edu portal for one of our senior thesis grants. It was a successful trial and we hope to convert more of our grants to the scholarships.wisc.edu portal in the future.

The Honors On-Line Blog

In an effort to improve our communications with our students, we started a “blog” in spring 2013 to share opportunities and events with Honors students. The new blog has made it easier for our office to share opportunities and events with our students, make it easier for us to produce our weekly newsletter, and allows our students to dynamically search the blog to find relevant entries. We are always happy to promote opportunities that are relevant to our students through the blog.

On-line forms (now available)

Last year we learned that our triplicate paper forms used for HM declarations and withdrawals, as well as withdrawals from HLA, were no longer going to be available from the copy shop on campus, so we transformed these commonly used forms to on-line pdfs that advisors can use to declare students for HM or to withdraw students from HLA or HM. The registrar's office has indicated that we may eventually be able to move our Honors in the Major declaration process to an automated workflow through the ISIS system. Once all of the majors in the College of Letters & Science have adopted the automated major declaration process, we will be able to move forward with developing a similar procedure for HM declaration.

Ongoing Activities

Continued Engagement with Campus Initiatives and Committees

Staff in the L&S Honors Program participated in a number of different campus committees and activities.

- Mary Czyszczak-Lyne -, HR Design, high administrative search committees, L&S Classified Issues Committee, L&S Climate Committee, Campus Transportation Committee, Campus Diversity and Climate Committee, Limited Term Employee (LTE) Advisory Committee (Chair), and the Classified Staff Executive Committee.
- Jennifer Kaufmann-Buhler - Council on Academic Advising, OAT committee, DARS 101 instructor (Office of Undergraduate Advising), Cete (committee on the biosciences), Campus Pre-Health Committee, L&S State of Advising Work Group, ex-officio member of the L&S Curriculum Committee. Jennifer has also participated in the L&S advisor training led by Rebekah Pare.
- Matt Kohlstedt – University Honors Committee, Project Management Symposium, L&S Career Initiative Retreat.
- Sissel Schroeder - FIG Planning Committee, University Honors Committee, Faculty Honors Committee (Chair), L&S Dean's Prize Committee, Lakeshore Nature Preserve Committee, consultant to Ethnic Studies Subcommittee of the Undergraduate Education Committee, participant in the Joseph F. Kaufmann Administrative Development Program, Undergraduate Research Group, NAGPRA Committee on the Determination of Cultural Affiliation (Chair), and various committees in the Department of Anthropology, including Chair of the Merit and Budget Committee.

Senior Honors Thesis Symposium

In the fall of 2011 the L&S Honors Program created a new initiative to showcase the research experiences of our Honors in the Major students working on a Senior Honors Thesis. Each year, about 100 students produce a senior honors thesis/creative project. The second annual Senior Honors Thesis Symposium was held in the spring of 2013 and featured approximately sixty seniors who shared their research in a professional-style conference. Students were required to register for the event and submit an abstract, and papers were grouped in an inter-disciplinary fashion to encourage students to hear from other students outside of their own discipline. In preparation, we offered a workshop for participants in which students learned effective strategies for giving an academic talk. Participants were encouraged to invite friends and family as well as faculty and staff with whom they have worked, and underclass honors students were encouraged

to attend to learn more about research. The event was very successful, and we are excited to offer it again this year.

Welton Summer Sophomore Apprenticeship Program

In an effort to increase community among students in the Welton Sophomore Summer Apprenticeship Program, this past summer we created more opportunities for our apprentices to meet and interact. There was an early reception at which they had the chance to mingle and meet, and a second meeting in which they learned about the logistics of the retreat in July. The result was increased camaraderie and a sense of community among the students in the program, and a more successful retreat.

Senior Honors Thesis Workshop

In the spring of 2013 we held a special senior honors thesis workshop with the Writing Center for interested students to learn about our senior honors thesis grants and to learn about resources (from the Writing Center) for completing a thesis.

Curriculum

In fall 2012 we were able to offer three honors FIGs: Monsters, Bodies, and Borders led by Professors Susan Bernstein (English) and A. Finn Enke (History); Human Nature, Animal Nature led by Professor Charles Snowdon (Psychology), and Politics and Protest led by Professor Russ Castronovo (English).

Participation in the Wisconsin Science Festival

September 2011 was the first Wisconsin Science Festival hosted by UW-Madison. Washburn Observatory was visited by nearly 400 elementary students. Washburn Observatory continues to be a featured sight for the Wisconsin Science Festival.

Outreach

It has long been part of the philosophy of the L&S Honors Program to actively recruit prospective students to attend UW-Madison and to join the Honors Program. Many applicants take a university's Honors offerings into account when considering which university to attend, and the Honors Program has been an enthusiastic partner with the broader university community in encouraging the best high school students to attend UW-Madison. In cooperation with the Office of Admissions, the Honors Program hosts approximately 45 prospective student information sessions each year. The sessions, which are held on Fridays and attended by students and their families, attract nearly 1,000 registered guests over the course of a calendar year. These info sessions would typically be conducted by the Associate Director of Administrative Services, but because that position was vacant for much of 2012-2013, one of our professional advisors who had been an L&S Honors undergraduate took over the responsibility of hosting these events, with the Assistant Director sometimes stepping in, too.

Program Grants and Awards

For the 2012-2013 academic year, the L&S Honors Program awarded \$115,000 to departments in support of 24 Honors-only courses (either small stand-alone Honors courses or faculty taught sections of larger courses) and Honors curriculum development. In addition, the Program provided grants and awards totaling \$135,000 to 52 students in several categories: Welton

Sophomore Summer Research Apprenticeships, Trewartha Undergraduate Honors Research Grants, Honors Senior Thesis Summer Research Grants, Leadership Trust Awards, the Mark Mensink Honors Research Award, the Abraham S. Burack Travel Award for Study Abroad, and the Kurz and Bromley Conference Travel Grants.

Leadership Trust Awards

We have a generous grant from a donor who wishes to remain anonymous to pay two semesters of in-state tuition and a \$3,000 supply allowance for student initiated programs that provide services and benefits to the University community and beyond. Since 2003, we have awarded funds for more than twenty different projects, most of which are still being continued by subsequent generations of students. In 2012-2013, we awarded one Leadership Trust Awards. The recipient was AnaElise Beckman, who has created a program called “Sustainable Projects: Working with Middle School Students at Jefferson Middle School.” These awards have stimulated some outstanding service projects among our students and have allowed the recipients to develop important leadership skills.

The Honors Program co-hosted with the Journal of Undergraduates International Studies (JUIS) leadership a celebration of the Journal’s tenth anniversary and release of the fall 2012 edition. Invited guests included David Codden, the first editor of the Journal.

Program Enhancements

Speech Team of UW-Madison

The L&S Honors Program assumed sponsorship of the UW Forensics Team in 2003. Forensics had effectively died at the UW in 1992 but was resurrected by a core of active students in 2001. These students, on their own initiative, began training and competing in local and regional forensics meets and, shortly thereafter, began seeking official sponsorship at the university. The Honors Program has also subsidized the part-time salary of a coach for the team, Ben Jedd, who has been able to make great strides in making the team competitive at all levels. In 2012-2013 the team doubled in size, student Jayme Marsh earned five tournament championships and was the state poetry champion, Jason Schwartz earned three tournament championships, and the team placed first in individual events at the University of Utah National Tournament. The Team formally changed its name to Speech Team of UW-Madison fall 2013.

Go Big Read

In 2010, the Honors Common Book Program was supplanted by the start of Go Big Read. 2012-2013 marked the third year in which the Honors Program collaborated with UW-Housing to co-host a luncheon during the fall semester with the author for Honors students, which allows our students to engage with the author in an intimate setting. In 2012-2013 the Go Big Read book was *Radioactive: Marie and Pierre Curie, A Tale of Love and Fallout*, by Lauren Redniss. For the 2013-2014 academic year the Go Big Read selection was *A Tale for the Time Being*, by Ruth Ozeki.

Student Retreats

In late July each year the Program sponsors the annual summer retreat at Hilltop Farm in Spring Green for students with Welton Sophomore Summer Honors Research Apprenticeships and for their faculty mentors. Student presentations are quite impressive in terms of their grasp of the

research problems they have been studying and their poise in presenting their work to a broad audience. The annual Fall Retreat for our first-year Honors students is held in September or October each year and provides first year students with a chance to meet faculty and staff and ask questions about a variety of topics including disciplinary and career interests, study abroad and service learning opportunities, and to how to obtain balance in their lives.

Community Building Efforts

Honors Student Organization (HSO)

HSO is a student led organization with limited staff assistance that works to build a sense of community among Honors students. In 2012-2013, the HSO continued with the successful Wednesdays@Washburn monthly event. The students select and invite UW-Madison faculty to have a conversation with Honors students in an informal setting with a light supper at Washburn Observatory. In addition to Wednesdays@Washburn, HSO hosted an ice skating event, sponsored a group study party at the beginning of final exam week each semester, helped with fund raising for WPR, and served as hosts along with the Honors Program for the annual Honors Fall Kickoff welcoming incoming students and returning students. HSO also attended performances of the Madison Opera and other cultural offerings at the Overture Center or campus venues.

Honors Fall Kickoff

In the fall of 2010 we hosted the first Honors Fall Kickoff to welcome our incoming and returning Honors students with an ice cream and cookie reception. In the fall of 2011, we moved the Honors Fall Kickoff to the lawn at Washburn and had a Wisconsin-style tail-gate/picnic. This was such a success that it has continued each year since, and attendance has been growing each year.

Advising

Graduate Student Assistantships in the Honors Program

Each year we are fortunate to have two 50% graduate Project Assistants (PAs) who are employed by the Honors Program as professional academic advisors. This is a fantastic opportunity for funding support for graduate students in the university, and a valuable professional development experience for them. By learning the basics of academic advising, curriculum and administration, these graduate students have more opportunities for careers in universities and colleges after they graduate, and it significantly enhances their understanding of undergraduate students, which better prepares them to teach and mentor undergraduates. In addition to being an opportunity for graduate students to develop professionally, the L&S Honors Program benefits from the unique skills, interests, and abilities that these graduate students bring to our program. We love the energy and creativity that all of our graduate students have brought to the program, appreciate the innovations that have grown from their interests, and believe that working with graduate students in this way is a benefit to the program, the college, and the university.

SOAR Advising

L&S Honors Program was heavily involved in the development of the new SOAR advising model that was piloted the summer of 2012. Through the 2011-2012 academic year, Jennifer

Kaufmann-Buhler served on the SOAR Advising Committee and, starting in the spring of 2011, Charles Snowdon participated in the SOAR Vision Committee. In response to the changes occurring in the SOAR structure, the L&S Honors Advising Team re-conceptualized their SOAR advising model, created new materials and a new presentation, and established new SOAR activities to engage students in the advising process. The L&S Honors Program continued to advise at each first year SOAR session, typically seeing between 8-12 students per day.

In the summer of 2012, 88% of students who responded to the SOAR survey indicated that they were satisfied with their academic advising experience in our unit. Comments in the SOAR survey indicate that students in the L&S Honors advising room appreciated the individual advising that they received. Students commented that they felt comfortable in the space, found the academic and peer advisors helpful, and appreciated the presentations and activities in the Honors advising room.

Building on this success, in the summer of 2013, we eliminated our powerpoint presentation altogether in favor of an discussion and activity based model. To facilitate this process we had to significantly update our SOAR workbook to allow it to serve as a visual in place of a formal presentation. This new advising experience allowed students to better connect with other students in the room and encouraged students to engage more deeply at SOAR in their interests and goals. We received very good feedback from students, and plan to continue that model this upcoming year.

Advising for First-Year Students

The L&S Honors Program Advising staff continued to offer small group advising (Honors 181 and Honors 182) in the fall semester. In the fall of 2010 we made a significant change to Honors 181, reducing the set content, and opening more of the session to general questions. In our evaluations since that time we have seen a marked increase in the number of students who found the session useful. We continue to see strong attendance numbers for Honors 181 and 182 in the Fall of 2012 we had 265 students at Honors 181 and 260 at Honors 182. Greater attendance means that more of our students are familiar with honors requirements and opportunities, and have learned critical advising and enrollment tools such as DARS and the Student Center. These group advising sessions have also provided a timely way to alert students to critical upcoming deadlines (particularly drop deadlines) and to encourage students to talk with us if they are thinking about dropping a class. Since 2010, we have seen a decrease in the number of first year honors students who end up on probation after their first semester.

Advising for Graduating Seniors

To assist the registrar's office in clearing up honors graduation deficiencies, in the fall of 2010, the L&S Honors Program Advisors began individually auditing students for graduation (based on students who had declared their intent to graduate in each semester), and proactively contacting students about dropping honors, or coming in for advising to discuss graduation options. We also have been more proactive in enforcing our good standing rules for the Honors in the Liberal Arts Program in order to reduce the number of graduation deficiencies. We have offered drop-in advising specifically for graduation checks so that graduating honors students could check with an advisor to ensure that they were able to graduate in their intended semester.

Advising for All Students

The L&S Honors Program website publicizes our Advising Syllabus, provides advisor profiles, answers to frequently asked questions, and provides information about the various advising options offered through our office. Advisors link their advising profiles to the walk-in hours posted on the Web Calendar. An instant messaging chat advising program has been initiated that is available one hour a day (Monday through Thursday), in the evening, which has proven popular among our students, especially those studying abroad.

In the Spring of 2012, the L&S Honors Program Advisors put together a professional development series in collaboration with career services for honors students. We organized workshops on internships and marketing a liberal arts degree, as well as an L&S Honors alumni event in which several graduates shared their post-graduate experiences.

Advising Training

In the summer of 2011, Jennifer Kaufmann-Buhler created a new Peer Advisor Training program that included a new peer advising handbook, multiple group meetings, discussions, and activities to help our new peer advisors learn about the goals of the honors program, our policies and procedures, and the process of advising. Our Advisor Development Program continues to successfully provide new and continuing Honors advisors (both professional and peer advisors) an overview of the advising field with particular emphasis on conceptual and relational issues of advising. Readings, group activities, role plays and discussions were used to explore the definitions and values of advising, to examine the commonalities and diversities of our target population of high-achieving students, and to build and enhance advising-related skills. The advising team meets weekly to enhance their skills and discuss any particularly difficult issues that have arisen. As part of the evaluation process Jennifer Kaufman-Buhler sits in on an advising appointment with each advisor to provide feedback.

Awards to Honors Staff

Jennifer-Kaufmann-Buhler received the inaugural Early Career Excellence in Undergraduate Advising Award.

Challenges:

Like all units of the College our main challenges concern resources. For much of 2012-2013 we had one full-time academic staff member, one full time classified staff member, a half-time faculty director, and two half time Project Assistants plus a third Project Assistant (PA) who had a 33.4% appointment. The third PA was a one-time boost to help us cope with reduced staffing. We also had three students who were hired as hourly employees. This is by far the smallest FTE to student ratio of any of the Honors Programs/Colleges among the CIC peer universities. Only about 50% of the CIC peers provide student advising, and our advising is considerably more comprehensive and high touch than the advising provided for Honors students at our CIC peers. Not only do we provide general academic advising throughout the year, but we also provide advising as part of new student orientation, which most of our peers do not do. Nonetheless, by working hard and working smart, we are able to meet most of our mission. We utilize the intelligence and motivation of our undergraduate students as Peer Advisors, who we currently support with Gift Funds.

At Wisconsin, we do not have to worry about the academic profile of our undergraduates and, philosophically, we in Honors prefer need-based scholarships over merit-based awards. However, many of our signature programs – the Welton Sophomore Summer Honors Research Apprenticeships, support of Speech Team, support of community service activities, etc. are based, in part or wholly, on annual proposals to a variety of funding sources that are also in demand to fund other programs as well or being phased out all together under resource pressure. We continue to actively seek long-term continuous support (endowments or bequests) to support our most successful programs and have had some success in the past year-and-a-half: gifts have made it possible for us to potentially expand the Welton Sophomore Summer Honors Research Apprenticeships, grow the number of students on the Speech Team and allow more students to travel to competitions, and increase the range of opportunities we can offer our students. The generosity of donors has been most heartwarming to see, and has allowed the Honors Program to flourish in times of significantly reduced state support.

With all of the budget cuts over the past 7 years, it has become increasingly difficult for departments to collaborate with us in offering honors level courses. Although we can provide lecturer replacement funds for several courses, many departments cannot afford to have their faculty diverted from their regular teaching needs to teach honors courses. Some wonderful faculty are actually doing overloads in order to be able to teach an honors class, but we should not count on faculty volunteering to have an overload in order to sustain an honors program. We did begin to see greater diversity in the Honors course offerings in 2012-2013 compared to earlier years.

The cumulative effect of the budget cuts over the past 7 years has reduced our 101-funded operating budget to the bare bones. With the departure of the full-time Associate Director at the end of October 2012, that staff position was reduced to 75% to meet needed budget cuts, but it remained vacant throughout the remainder of the academic year. As is the case with many units across campus, we are doing more with fewer state resources and have implemented a number of efficiencies in recent years to allow us to continue to meet our mission and programmatic goals with fewer state resources. For example, to maintain our mission goal of high impact advising practices we use well-trained peer advisors who are supported by unrestricted gift funds, in addition to two 50% PAs who serve as professional advisors.

With our vision of Honors that is consistent with intellectual curiosity and the goals of the Wisconsin Idea, we hope to maintain an exciting and vibrant program with diverse students who will be the future of our state, our nation and our world.

2012-2013 Faculty Honors Committee Members

Bryce Aul (Student representative, Biology)
Susan Bernstein (English)
Dana Geary (Geoscience)
Sabine Gross (German)
Liam Kane-Grade (Student Member, Journalism)
Marc Kleijwegt (History)
Susan Lederer (Medical History and Bioethics, History of Science)
Jenny Saffran (Psychology)

Sissel Schroeder (Anthropology, Chair)
Scott Straus (Political Science)
JingCai Ying (Student representative, Political Science and English)

Ex Officio:

Mary Czyszczak-Lyne, Office Administrator
Jennifer Kaufmann-Buhler, Assistant Director