

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

**LETTERS AND SCIENCE
FACULTY SENATE**

November 12, 2012

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COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

Monday, November 12, 2012

3:30 – 5:00 p.m.

168 Noland Hall

Agenda

Doc. No.

1. Announcements, Updates and Questions
 - a. Proposed College of the Arts
 - b. Current Leadership Position Searches: Chancellor, Dean of L&S
 - c. Human Resource Design
 - d. Campus-wide (School/College-level) Resource Allocation Model
 - e. Educational Innovation
 - f. Questions for the Dean
2. Approval of notes, L&S Faculty Senate meeting March 26, 2012
3. Report of the Faculty Honors Committee 288
4. Report of the L&S Academic Planning Council 289
5. Report of the L&S Curriculum Committee 290

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COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

3:45 – 5:00 p.m.

26 March 2012

19 Ingraham Hall

Thirty Senators signed in. Dean Sandefur chaired the meeting, which was called to order at 3:50 p.m.

1. Announcements, Updates and Questions

- a. Dean Sandefur offered congratulations to the L&S departments that offer graduate programs that were ranked highly in the *US News & World Report* 2013 “Best Graduate Schools” rankings. Several L&S programs were in the top ten (Clinical Psychology, Speech-language pathology, Sociology, Geology, Chemistry, and Library and Information Studies) or top twenty (Computer Sciences, Social Work, Statistics, Public Affairs, Economics, Earth Sciences, History, Political Science, Mathematics, Physics and English). The Dean also noted that UW-Madison, overall, was recently recognized as one of the world’s top institutions, placing 27th in the annual Times Higher Education World Reputation Rankings. (He expressed a preference for the Shanghai Jiao Tong University ranking, which places UW-Madison at 19th, ahead of the University of Michigan.)
- b. Dean Sandefur also congratulated faculty who had recently received awards that recognize their excellence in research and in teaching. Kellett Mid-Career Awards honored the following L&S faculty: Jin-Yi Cai (Professor of Computer Science); D. Charles DeMets (Professor of Geoscience); Tom DuBois (Professor of Scandinavian Studies); Michael Newton (Statistics and Biostatistics and Medical Informatics); Robert Nixon (English); Larry Shapiro (Philosophy); and Christopher Taber (Economics). Romnes Fellowships were awarded to: Helen Blackwell (Chemistry); Karen Britland (English); Don Davis (Languages and Cultures of Asia); John Hawkes (Anthropology); Mark Hetzler (Music); Sunduz Keles (partial appointment in Statistics); Timothy Rogers (Psychology); and Scott Straus (Political Science, International Studies). Wisconsin Alumni Associate Distinguished Teaching Awards honored several excellent teachers: Jeffrey Beneker (Classics); Parry Karp (Music); Cameron Macdonald (Sociology); Gert Shiu (Physics); Jake Vander Zanden (Zoology); Lee Palmer Wandel (History, Religious Studies and Visual Culture); and John Sumbrunnen (Political Science).
- c. The Dean provided a brief update on University Budget Reductions. He noted that current budget constraints are likely to continue in the medium term, given the state of the state, nation, and world economy. The university and college are taking stock of resources, and trying to identify what must be protected and what can be reduced. He stressed that the overall goal of the College will be to maintain its strength as the heart of the university, to maintain obligations related to the Madison Initiative for Undergraduates, maintain access to key courses, protect core research, teaching and service. Observing that the last pay plan was in 2008-09 (and part of that was rescinded), he reported that discussions are under way concerning salary adjustments for faculty and staff, because the administration understands that excellence should be

- rewarded. This will mean taking full advantage of post-tenure review, compression equity exercises, and other policies.
- d. Dean Sandefur provided an update on the “L&S Innovations” project. He began by noting that these are different from the innovations being promoted at the campus level. The L&S project is seeking ways to allow departments to free up existing revenue, or to generate new revenues, that can then be shared with departments to support their priorities. There are a wide variety of proposals under discussion.
2. Motion to approve the minutes of the last two L&S Senate meetings carried unanimously.
 - a. L&S Faculty Senate meeting held 15 March 2010
 - b. L&S Faculty Senate meeting held 21 March 2011
 3. First Discussion: Proposal to Establish a New “College of the Arts.”

Dean Sandefur introduced this item by noting that the discussion was not intended to produce a vote or recommendation to the dean; rather, he sought suggestions from the Senators concerning questions or information needed prior to formal consideration of the proposal, which will help inform the L&S Academic Planning Council’s discussion. Senators were provided with the most recent version of the proposal (“Proposal to establish a new College of the Arts”, March 2, 2012, entered into the record as L&S Faculty Document 287). He noted that in developing the proposal, the arts community had convened many previous discussions and had held open forums, which culminated in the formal recommendation to establish a new College of the Arts. There are several Governance steps to be followed to establish this new unit:

 - a. Departments seeking to transfer to the new unit vote and transmit that request to the Dean of their existing college.
 - b. The Dean shares that information with the Academic Planning Council of the college, and seeks their recommendation as to whether the transfer should be allowed.
 - c. If the recommendation is affirmative, the Dean reports that recommendation at a faculty meeting, and facilitates their discussion of the proposal.
 - d. If the discussion leads to a recommendation, the Dean prepares a comprehensive report of the process and recommendation and submits these to the University Academic Planning Council.
 - e. The UAPC votes and reports to the University Committee.
 - f. The UC reports to the Faculty Senate, which discusses the request and votes.
 - g. If the request is endorsed by the Faculty Senate, the University submits the recommendation to the Board of Regents for consideration and approval.
 - h. At this time, the university had not ascertained whether the Legislature must also be consulted, but there is likely to be legislative interest in the creation of a new college.

Dean Sandefur reported that in L&S, formal votes had been held in three departments concerning the question of whether to support creation of a CotA, and if so, whether the department would move. Departments in the Schools of Education and of Human Ecology also held formal votes. Concerning the question of transfer to CotA, the L&S results were as follows:

- a. Art History: unanimously abstained on the question of establishing CotA; voted unanimously against a motion to leave L&S.
 - b. Theatre and Drama: 18 of 19 eligible voting members (including 6 members of Academic Staff) participated. Concerning the motion to establish a CotA, 13 voted approval, 1 voted against, 4 abstained. Concerning a motion to transfer to CotA, 12 were in favor of transfer to CotA, 1 against, 5 abstained. (The vote of the faculty only on the latter point was 8 in favor, 1 against, 3 abstaining.)
 - c. Music: 45 of 51 members of the SoM faculty participated. Concerning the motion to create a CotA, 25 were in favor, 19 against, and 1 abstained. Concerning the motion to transfer to CotA, 24 votes were in support; 20 against, 1 abstention. Of 10 non-instructional Academic Staff and Classified staff with appointments of more than 50%, on the first question, 8 voted in support of CotA, 1 against, and 1 abstained; on the second, 8 voted to transfer, 2 voted against, 0 abstained
 - d. The Creative Writing faculty (English) decided not to consider the questions.
 - e. Communication Arts faculty voted last year not to leave L&S, should a CotA be created.
 - f. The Chazen Museum has decided not to join the CotA.
- Regarding the departments outside L&S, Art and Dance voted overwhelmingly to move; while Design Studies voted to remain in SoHE.

Dean Sandefur asked Senators to counsel him so he can better frame discussion with the L&S Academic Planning Council and, eventually, with the L&S faculty. He plans to meet with the chairs of the units that voted to transfer, to get a better sense of what their votes mean. He introduced Professor Norma Saldivar, Professor Theater and Drama, and Director of the Arts Institute, and invited her to explain the CotA proposal to the Senators.

Professor Saldivar explained the role of the Arts Institute and summarized the history of efforts to establish a CotA at UW-Madison. A task force prepared the current proposal, which is intended to resolve various issues surrounding curriculum (such as reducing obstacles for students seeking to study across school/college boundaries), as well as to create a structure for better advocacy for the Arts on campus. The proposal (which was requested by former Chancellor Martin) includes budget estimates developed in consultation with the budget offices in L&S, Education, and central campus administration. A CotA structure would afford the Arts a dean-level advocate in campus decisions about resource allocation, will ensure that more decisions are made with the interests of the arts in mind, and will improve relations with donors who support the arts. Professor Saldivar noted, too, that a CotA will foster interdisciplinary studies involving

the arts, and that a key part of its mission will be to advocate for arts literacy among all students.

Senators asked several questions, to which Professor Saldivar responded (answers provided in parentheses below):

- Would students completing degrees in their college also be able to complete majors in L&S? (Currently, it is perceived as difficult for arts students to complete multiple majors across colleges; in theory, it will be easier and more fluid.)
- Will this proposal affect departments outside L&S? (Yes, Art and Dance, in the School of Education, would be affected too.)
- If the division among faculty is between research and performance, would it not make more sense to have a School of Performing Arts? (It will be more inclusive to involve Art, too, and this is of great interest to artists who want to cross boundaries.)
- Would the new college facilitate interdisciplinary study via joint appointments? (The faculty hope so.)
- Many students already pursue studies across the boundaries of schools and colleges (for example, Engineering and CALS students take L&S courses, and L&S shares academic programs with CALS). Why is this more difficult with the Arts? What specifically have they been able not to do? What are those obstacles? (Dance, Art, and Theatre have undergraduates who need to take courses across these departments, and there is currently no cross-college curricular coordination and degree requirements for the school/college differ - for example, L&S does not accept for degree credit many courses offered outside the college. In addition, Theatre could expand its offerings if it could appoint Dance faculty.)
- What will this cost? Where will the funds come from? (Professor Saldivar noted that infrastructure to establish a dean's office and IT support were estimated by the task force to cost about \$2.6Million; Dean Sandefur added that Vice Chancellor Bazzell's office would conduct an audit, too, to verify cost estimates. If approved, the initial funds would come from university wide discretionary funding, and ongoing costs would be from the shared base budget. It will not come from the L&S budgetary allocation.)
- What governance models informed the proposal? What peer institutions have similar structures? (The governance model is not yet known, but would likely be similar to Education, CALS, or Business; admissions, however, would likely be competitive and based on student application with portfolios, auditions, etc. This is highly variable across the founding departments, and CotA would encourage more consistency. Other Big-Ten institutions, notably Michigan and Illinois, have colleges of fine arts. Within the UW System, the superior competitor is UW-Milwaukee.)

- Could UW-Madison compete with UWM? (Yes; Madison can offer them a well-rounded and strong education.)
- Is CotA needed to foster interdisciplinary studies in the arts? Would it work to have, instead, a “sort of central artistic place that would attract students and get people talking with each other in a productive way”? Is a college necessary for this? (CotA will create an artistic environment that is the first step in helping to develop the vision for the arts on campus. Also, interdisciplinary studies exist in tension with core studies – both are important.)
- Will CotA make it more difficult for some departments (e.g., Art and Art History) to work together? What about reaching out to departments outside the arts? Is this not easier within L&S? (There will still be ties to departments across campus; in particular, departments in the sciences have expressed great interest in working more with the arts.)
- What happens if the Faculty Senate (or any other governance group) does not approve this proposal? (Dean Sandefur noted that it would be difficult to imagine a proposal moving forward without necessary endorsements; he reminded Senators that they would have at least two other opportunities to vote on the proposal, first as members of the L&S Faculty, and later as members of the university Faculty Senate.)

There were no further questions. Dean Sandefur and the Senators thanked Professor Saldivar for attending and for responding to their questions.

The meeting adjourned at 4:45.

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

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2010-2012 REPORT OF THE FACULTY HONORS COMMITTEE AND HONORS PROGRAM

The Letters and Science Honors Program currently enrolls approximately 1300 students. Three hundred and seventeen students matriculated as first-year honors students in the fall of 2010-11 and 341 in the fall of 2011-12. Two hundred and sixty-four honors degrees were awarded in 2010-11 with 102 students receiving Honors in the Liberal Arts, 117 receiving Honors in the Major and 45 receiving Comprehensive Honors (completing requirements for both Honors in the Liberal Arts and Honors in the Major). In 2011-12 there were 203 Honors graduates with 67 students receiving honors in the Liberal Arts, 95 receiving Honors in the Major and 41 receiving Comprehensive Honors.

The period from fall 2010 through the end of the spring semester 2012 saw several innovations, including the first Senior Honors Thesis Symposium in April 2012, which received rave reviews from faculty, staff, parents, and students and will become an annual event each spring semester; travel grants for students to attend professional conferences and present the results of their thesis research; and the initiation of a monthly event, Wednesdays@Washburn, which involved the Honors Student Organization (HSO) issuing an invitation to one faculty member each month to join Honors students for dinner and conversation.

The administrative structure of the program saw some changes in this span of time. Professor Charles Snowdon (Psychology) continued as Director until August 1, 2012, when he was replaced by Professor Sissel Schroeder (Anthropology). The full-time staff consists of Jeffrey Shokler continuing to serve as the Program's Associate Director (until October 31, 2012), Mary Czyszak-Lyne as its Office Administrator, and Jennifer Kaufmann-Buhler as Assistant Director with oversight of the program's advising and curricular operations.

Innovations

Admissions

Incoming first-year honors cohorts have continued to number in the low 300s since the fall of 2008 when the program welcomed its first cohort following the transition to its new admissions process and philosophy. The size of these cohorts is within the optimal range of ca. 300-400 students that the program, its curriculum, and its advising capacity can handle and maintain a high level of service to the students. The gender, residency, demographic, and academic profiles of the 2010-2011 and 2011-2012 cohorts remained consistent as well. Compared to the pre-fall 2008 cohorts, the only "anomalous" signal that has also remained consistent is the inversion of the resident to non-resident representation with current cohorts being roughly 60% non-resident compared to pre-fall 2008 cohorts consisting of roughly two-thirds resident students.

Efforts to increase targeted minority interest in the program among incoming first-year students have been successful in terms of increasing the number of targeted minority *applicants* to the program, but the outcome in terms of *yield* has remained flat (most targeted minority applicants to the program do not end up matriculating at UW-Madison). A new approach to increasing student ethnic diversity in the program is being considered that will focus on increasing interest and engagement among targeted minority *continuing and transfer* students in both the Honors in the Liberal Arts and Honors in the Major degrees.

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 significantly revised their HM curriculum including *Comparative Literature*, *Zoology*, and *Spanish*. Each of these curriculum changes were approved by the Faculty Honors Committee and the L&S Curriculum Committee. These changes have helped make the HM program more manageable for these departments to sustain (in terms of curriculum), and for students to complete (in terms of requirements).

Honors 480 and 180 Diversity Dialogues

The Honors Fellows program, which ran successfully for three years, was put on hiatus by the Honors Program in the spring of 2011 in order to reallocate staff resources to advising.

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 Czynzak-Lyne - HRS, HR Design, high administrative search committees, L&S Classified Issues Committee, and the L&S Climate Committee
- Jennifer Kaufmann-Buhler - Council on Academic Advising, SOAR Advising Committee, Co-Chair of the Subcommittee on Peer Advising for CAA (2011-2012), reader for L&S Scholarships, ex-officio member of the L&S Curriculum Committee. Jennifer has also shared updates on Honors issues and processes with the L&S Advising Consortium and the “Big Ten” majors in L&S.
- Jeffrey Shokler - Advising Architecture Review Board (co-Chair), ANS Task Force (co-Chair), Academic Staff Executive Committee (Chair), University Honors Committee, University Academic Planning Council, Administrative Excellence Advisory Committee, University Student Query Team/Administrative Processes Committee
- Charles Snowdon - Go Big Read, FIG Planning Committee, SOAR Vision Committee, University Honors 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. The first Senior Honors Thesis Symposium was held in the spring of 2012 and featured approximately sixty students 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. Participants were encouraged to invite friends and family, 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.

Policy

In the spring of 2012, the L&S Honors Program began a major update and clean-up of the L&S Honors section of the L&S Policy Book. These changes included updates to our study abroad petition process, updates on our admissions process, updates to the green sheet process, clarification of the dual thesis, and clarification of HLA curriculum rules particularly language on breadth, topics courses, and graduate level courses in the HLA curriculum. All of these changes were approved by the Faculty Honors Committee and submitted to L&S for inclusion in the policy book in the summer of 2012.

Curriculum

In 2010 we were unable to offer any Honors FIGs, but in 2011 and 2012 we were able to offer three honors FIGs each year.

Charles Snowdon and Jennifer Kaufmann-Buhler continued reaching out to departments and faculty to encourage greater participation in honors curriculum and have seen several new honors courses developed as a result including courses in Music, Population Health, African American Studies, Women's Studies, and History.

Center for Pre-Health Advising

The Letters and Science Honors Program served as the administrative home for newly created Center for Pre-Health Advising (CPHA) effective July 1, 2011 through June 30, 2012. CPHA is a Madison Initiative for Undergraduates (MIU). This provided great synergy between Honors and CPHA staff. Chuck Snowdon served as the supervisor of CPHA until it successfully spun off as an independent advising center in July 2012.

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. In conjunction with the festival, the Honors Program hosted a small outreach/donor event for our students and local Honors alums. The skies were clear thus allowing for stargazing along with dessert.

Program Grants and Awards

The L&S Honors Program annually awards approximately \$150,000 to departments in support of their Honors courses (either small stand-alone honors courses or faculty taught sections of larger courses) and Honors curriculum development. In addition, the Program provides grants and awards to students in several categories: 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, and the Abraham S. Burack Travel Award for Study Abroad.

National Scholarships

The majority of UW students who received nationally competitive scholarship awards in 2010-12 were students in the L&S Honors Program. Most notable among these is Alexis Brown, who is one of just 32 students from across the country to receive the prestigious Rhodes Scholarship to study at Oxford University in England. Only 8 of the awards went to students from public universities. Alexis, who majored in English and History, graduated in May 2012 with Comprehensive Honors. She received many awards from the Honors Program, including the Mark Mensink Honors Senior Thesis Grant, a Sophomore Summer Apprenticeship, and a Leadership Trust Award. Evan Mast, a senior from Menominee Falls, Wis., was a finalist for the Rhodes Scholarship. Evan majored in economics and mathematics.

Leadership Trust Awards

We have a generous grant from a donor who wishes to remain anonymous to pay two semesters of tuition and a \$3,000 supply allowance for student initiated programs that provide services and benefits to the University community and beyond. Since 2003, we have awarded funds for twenty-two different projects, most of which are still being continued by subsequent generations of students. In 2010-2011 and 2011-2012, we awarded 5 Leadership Trust Awards. The recipients were Alexis Brown who produced the *Madison Journal of Literary Criticism*; Dustin Koury who created the MASTARY Mentors program; Alexandra Miller, who developed Slow Food Friends - Celebrating the Relationship between Food, Health, and Community; Evan Mast, who initiated a Running Club at Wright Middle School; and Axel

Adams, who innovated DIY-UW, a division of the F. H. King Students for Sustainable Agriculture. These awards have stimulated some outstanding ideas among our students and have allowed the recipients to develop important leadership and service skills.

Program Enhancements

Honors Programs Abroad

The Honors Program continues to collaborate with the Office of International Academic Programs on an honors program at University College Utrecht in the Netherlands (students can go for one or two semesters). In 2010, the Faculty Honors Committee approved an honors study abroad opportunity in Quito, Ecuador, which is offered by the UW-Madison L&S Honors Program in conjunction with the Ceiba Foundation for Tropical Conservation and UW-Madison Study Abroad Program. Students participating in the program receive a total of eleven Honors credits: 3-credits in Conservation Biology and a total of 8-credits in Tropical Ecology covering Terrestrial Ecosystems and Marine Ecosystems. Before beginning the fieldwork component of their study abroad program, students take classes at the Universidad San Francisco de Quito. During the last month of the semester, students select one of several internship or research opportunities with an Ecuadorian conservation or development organization on topics such as reforestation, environmental education, sea turtle monitoring, and organic farming. These internships allow students to apply knowledge and language skills obtained during coursework and provide them with first-hand experience in international sustainable development and conservation.

UW Forensics Team

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.

Common Book Program

In 2010, the Honors Common Book Program was supplanted by the start of Go Big Read. Honors staff actively partner to work on selection of books and create opportunities for honors students to meet with the authors. The Honors Program is in its third year of collaboration with UW-Housing to co-host a luncheon with the author for Honors students, which allows our students to engage with the author in an intimate setting. In 2010-2011 the Go Big Read selection was *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot. In 2011-2012 the Go Big Read book was *Enrique's Journey*, by Sonia Nazario; in 2012-2013 the Go Big Read book is *Radioactive: Marie and Pierre Curie, A Tale of Love and Fallout*, by Lauren Redniss.

Student Retreats

In late July each year the Program sponsors the annual summer retreat at Hilltop Farm in Spring Green for students with 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 fall 2011, the HSO kicked off the year with organizing, planning and hosting Wednesdays@ Washburn. 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. This initiative has carried into the 2012-2013 academic year. In addition to Wednesdays@Washburn, HSO has prepared dinners at the Ronald McDonald House, hosted ice skating events, held fund raising events and served as hosts along with the Honors Program for the annual Honors Fall Kickoff welcoming incoming students and returning students. HSO has also attended performances of the Madison Opera and other cultural offerings at the Overture Center.

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 we continued it in the fall of 2012.

Advising

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 Snowden 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.

This summer (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.

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. This change has also helped increase our attendance for Honors 181 and 182: in the fall of 2010, 178 students attended Honors 181 and 155 students attended Honors 182; in the fall of 2011, 245 students attended Honors 181 and 246 attended Honors 182; and in the fall of 2012, 265 attended Honors 181 and we anticipate similar attendance for 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. 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 two hours a day (Monday through Thursday), including evening hours that has proven popular among our students 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 Collaborations

Since 2010, the L&S Honors Program Advising Team has collaborated with the Center for Pre-Health Advising to offer on-going training and professional development for our advising staff. The two units meet together regularly to learn about campus resources and discuss advising issues as a group. As a result of our partnership, both units have had the opportunity to learn more about the different kinds of advising that we do.

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.

Advising Innovations

Starting in the fall of 2010 through the summer of 2011, the L&S Honors Program advisors updated our in house materials including the development of a new SOAR workbook, a major redesign of the Honors Guidebook, and the creation of new prospective materials about the Honors Program. One of our goals in

creating new materials was to better target each publication to the advising needs of students, and reduce overlap in content.

In the spring and fall of 2011, The L&S Honors Advising Team created an on-line form for students to use in submitting materials for green sheets and our study abroad petition process. These new on-line materials have made it easier for students to understand our process for reviewing and approving green sheets and study abroad petitions, and have helped make our office more efficient in reviewing and processing these requests.

Awards

Mary Czyszczak-Lyne received a 2011-2012 Letters and Science Classified Staff Excellence award. Jennifer-Kaufmann-Buhler was nominated for the L&S Advising award in 2011. Chuck Snowdon received a Distinguished Honors Faculty Award in 2012.

Challenges:

Like all units of the College our main challenges concern resources. We have only 2 full-time academic staff, one full time classified staff member, a half-time faculty director and two half time Project Assistants plus six students hired as student hourlies. This is 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 even provide student advising). We also provide more comprehensive advising than 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 Forensics, support of community service activities, etc. are based on annual proposals to a variety of funding sources that are also in demand to fund other programs as well. We continue to actively seeking long-term continuous support (endowments or bequests) to support our most successful programs and have had some success in the past two years: we have been able to add the annual Welton Family Foundation's support of the Sophomore Summer Honors Research Apprenticeships, Todd Franks provided support for the first annual Senior Thesis Symposium, and donations from previous directors of the Honors Program continue to come in to the Director's Fund.

With all of the budget cuts over the past 5 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. Our hope is that with the MIU hires at least some departments will be able to increase Honors offerings as a part of the high impact practices that are required in accountability for MIU positions.

Although we have not been affected by budget cuts each year, the cumulative effect of the budget cuts over the past 5 years has reduced our 101-funded operating budget to the bare bones. As is the case with many units across campus, we are doing more with fewer state resources. For example, we have developed innovative approaches to advising through the use of well-trained peer advisors who are

supported by unrestricted gift funds, which allows us to maintain our mission goal of high impact advising practices.

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.

2010-2011 Faculty Honors Committee Members:

Greg Downey (Journalism & Mass Communication and Library & Information Studies)
Dana Geary (Geoscience)
Sabine Gross (German)
Mary Halloran (Zoology)
Renee Kramer (Student Member, Psychology)
Sissel Schroeder (Anthropology)
Charles Snowdon (Psychology, Chair)
Laura Stewart (Student Member, History)
Peter Timbie (Physics)
John Witte (Political Science)
JingCai Ying (Student Member, Political Science and English)

Ex Officio:

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

2011-2012 Faculty Honors Committee Members

Susan Bernstein (English)
Greg Downey (Journalism & Mass Communication and Library & Information Studies)
Dana Geary (Geoscience)
Sabine Gross (German)
Mary Halloran (Zoology)
Renee Kramer (Student Member, Psychology)
Cathy Middlecamp (Nelson Institute for Environmental Studies)
Sissel Schroeder (Anthropology)
Charles Snowdon (Psychology, Chair)
John Witte (Political Science)
JingCai Ying (Student Member, Political Science and English)

Ex Officio:

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

College of Letters and Science Academic Planning Council
Annual Report to L&S Faculty Senate, March 2011 through May 2012

Chair

Gary Sandefur, Dean

Elected and Appointed Members

Harry Brighthouse (Philosophy)	Erik (Rick) Nordheim (Statistics; term completed Fall '11)
Ilia Guzei (Chemistry; term completed Fall '11)	Jennifer Noyes (Institute for Research on Poverty; term began Spring '12)
Clark Johnson (Geoscience; term began Spring '12)	Seth Pollak (Anthropology, Psychology and LaFollette; term completed Spring '11)
Jim Leary (Folklore, Scan Studies, Term completed Fall '11)	Stephanie Robert (Social Work)
Caroline Levine (English, term began Spring '12)	Don Waller (Botany and Biological Aspects of Conservation)
Melanie Manion (Political Science and LaFollette)	
Maria Muniagurria (Economics)	

Ex-Officio Members

Diane Gooding (Psychology; 2011-2012 L&S Curriculum Committee Chair)
Anita Lightfoot (Integrated Liberal Studies; Classified Staff Issues Committee, 2010-2011, 2011-2012)
Kris Olds (Geography; 2010-2011 L&S Curriculum Committee Chair)

Ex-Officio Observers

Maria Cancian (LaFollette and Social Work, Associate Dean for the Social Sciences) (January 2011)
Susan Ellis-Weismer (Communicative Disorders, Associate Dean for Research Services)
Gery Essenmacher (Interim Associate Dean for L&S Student Academic Affairs) (November 2010)
Anne Gunther (Associate Dean for Budget and Finance)
Charles N. Halaby (Sociology; Associate Dean for the Social Sciences) (Until January 2011)
Magdalena Hauner (African Languages and Literature; Associate Dean for the Humanities)
Elaine M. Klein (Assistant Dean, Academic Planning, Program Review, and Assessment)
Lucy Mathiak (Director, Communications and College Relations)
Guido Podestá (Associate Dean, International Studies)
Nancy Westphal-Johnson (Associate Dean for Undergraduate Education and Academic Administration)
Eric Wilcots (Astronomy; Associate Dean for the Natural Sciences)
Sue Zaeske (Associate Dean for Advancement and for Arts and Humanities)
DeVon Wilson (Center for Academic Excellence; minority and diversity coordinator)

L&S Academic Planning Council Activity

The L&S Academic Planning Council advises the dean on strategic planning, as well as on programmatic (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/lc/page.php?id=19956>. During the period covered in this report, the APC discussed several matters that have a broad impact on the college:

The L&S Climate Committee presented a statement concerning the relationships between the three types of employment categories in the college. The "Statement on Climate" was circulated with a request that the guiding principles be endorsed and shared with departments and new employees:

"In partnership with Dean Gary Sandefur, the Classified Staff Issues Committee (CSIC), the Committee on Academic Staff Issues (CASI), the L&S Climate Working Group supports the mission of the College of

Letters and Science to facilitate and encourage respectful, civil, and transparent work and classroom environments on the UW-Madison campus so that all employees, students, and campus visitors may thrive and reach their fullest potential."

The APC enthusiastically endorsed this statement.

Budget Reductions and Innovations Initiatives The dean engaged the APC in frequent discussions of L&S budget reductions, seeking guidance in setting principles that might guide the dean and associate deans in making determinations about those reductions. Six principles were developed to inform financial decision-making in L&S :

- a. Importance to the undergraduate educational mission of the College
- b. Importance to the research and creative activities of the College
- c. Ability to bring in extramural funding
- d. Strength of the graduate program
- e. Importance to the diversity of the college
- f. Future importance to activities within the College

The dean also sought counsel about how best to develop and maintain consistency in making these decisions. These discussions informed development of the "Budget Status Report" process.

The council also considered various proposals presented under the "Innovations" paradigm, which encourages departments and programs to seek ways to achieve fiscal savings that can then be reinvested in the unit. 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. The dean and council anticipate that several proposals will be considered and developed in the 2012-2013 academic year.

UW-Madison College of the Arts This proposal was developed by a task force charged by the Chancellor and the Deans' Council in association with the Executive Committee of Arts Institute. The proposal has been presented to the arts community in Town Hall meetings (February 2012) and was released to departments for review (March 2012) with the request that they consider support. Some units were considered essential to discussions of a college (Art, Dance, Theatre & Drama, and the School of Music), but other members of the Arts Institute (representing other arts areas) also participated in CotA discussions. Votes were taken in March 2012, and a recommendation was delivered to the Chancellor and Provost. The question was submitted for formal consideration by the Schools and Colleges that would be affected by the creation of the new college.

The L&S APC participated in several discussions of this topic. On February 21, 2012, the council reviewed and discussed the draft proposal, with members suggesting that it should address the advantages (e.g. development, organizational, educational) for the change, include a complete and accurate budget, and provide an explanation for pursuing creation of a new college in a time of severe fiscal constraint. Members observed that students in the arts would still need to take courses from multiple colleges (as most students outside L&S must do), the particular challenges of presenting creative work as "research" in a context that favors traditional research, and concerns about the role of and perceived value for the arts on campus. The discussion of resources included the complexities envisioned for establishing a new dean's office with college-level support structures (HR, budget office, student services, etc.), the ratio of faculty to students taught and generally lower enrollments in the arts, and the potential that creating this unit would require reallocation of resources from across the university. The council returned to discussion of a later draft of the proposal on 17 April, when Dean Sandefur provided a report and notes on the March 26, 2012 L&S Senate discussion of the proposal. At that time, the council members noted again that this initiative seems inconsistent with efforts to streamline units and conserve resources.

The May 1, 2012 APC meeting focused entirely on this topic. Council members considered the L&S Senate discussion and the report of the meeting to which the whole L&S Faculty was invited (April 30, 2012). The APC spoke with the proposal authors and supporters from L&S departments affected by the proposal, and with faculty members who represented various views held in opposition to the proposal or to the implications it may hold. The council was particularly concerned that faculty and staff believed personnel might be moved to a new academic unit within CotA against their will. APC members stated, per FP&P 5.14, faculty members must concur with any move

between departments and units. Council members noted that the divided votes in support of the proposal were conducted under ordinary departmental governance procedures (on the advice of the Secretary of the Faculty), which hold that a simple majority might carry. The APC recommended that, in the future, such a momentous decision as moving a department and its members should require a 2/3 majority vote.

As a result of its deliberations, the council made three key observations about the new UW-Madison College of the Arts proposal:

1. If the primary principle of the College of the Arts is that research, applied study and practice in Music and Theatre and Drama are essential to the mission of the college, that principle is violated if the full faculties do not choose to join the College of the Arts.
2. Because faculty members apparently do not wish to be moved and may not be moved without their concurrence, the College of the Arts as it has been proposed cannot exist.
3. It is therefore difficult for the L&S APC to render an opinion concerning the College of the Arts as it has been proposed.

The Council's discussion culminated in the unanimous approval of the following motions:

- The L&S Academic Planning Council affirms the right of faculty and staff who wish to move into the College of the Arts, should it be established, to do so.
- The L&S Academic Planning Council affirms the right of faculty and staff who choose to remain in the College of Letters & Science to do so, should a College of the Arts be created and their departments moved into it.

Further, in light of the L&S APC's expressed concern about several matters that were unanswered in the proposal or in discussion with representatives, the council charges the dean to develop a list of these issues for purposes of communicating them to the proposal authors, the Provost, and the Chancellor. This list should include, but not be limited to, a plan for appropriately staffed support units in the college (HR, Business Services and Payroll, Academic Affairs, Curricular and Academic Administration, Facilities Administration, etc.) to enable the College to be successful. Dean Sandefur and his staff will articulate these concerns more clearly on behalf of the council.

This information was communicated to the Provost for consideration by the University Academic Planning Council on June 25, 2012. (The memorandum is part of the record of that meeting, and can be found online at http://apir.wisc.edu/uapc/UAPC-2011-12/UAPC_2012.05.17.14_COTA.pdf.)

Departmental Restructuring The Department of Comparative Literature submitted a request in April 2012 to merge with the Folklore Program. Consistent with FP&P 5.02 and the L&S Policy on Creating, Restructuring, or Discontinuing Departments, Programs, and Department-like units (<https://kb.wisc.edu/lis/page.php?id=20152>), the council met with the Department Chair and Program Director to discuss the proposal to merge administrative resources, to develop a single governance structure, and eventually to consider curricular and programmatic changes to bring the academic programs together. The Council approved the "Request for Permission to Plan the Merger of the Department of Comparative Literature and the Program in Folklore Studies", and asked to consider the detailed plan in October 2012.

The Future of Linguistics The council considered a report submitted by a task force convened on recommendation following the review of the Department of Linguistics. This body was asked to consider opportunities available to and barriers encountered by the more than 60 faculty and staff who study and teach applied linguistics across a range of departments and programs (including, but not limited to, the Department of Linguistics). The report proposed a number of ways to develop a stronger sense of community among these scholars and practitioners, including such things as creation of an interdisciplinary certificate in applied linguistics, which might complement the more focused approach undertaken in the department.

Task Force on Languages The APC endorsed the Dean's proposal that L&S convene a taskforce to study a range of issues related to foreign language study in the College, with an eye toward offering advice concerning how to preserve and enhance the college's strength in this area.

A list of other matters considered by the council since the council's last report to the L&S Senate is attached to this report (see **Attachment A**).

Membership Changes

The Dean is grateful to three APC members, Ilia Guzei, Jim Leary and Rick Nordheim, who agreed to extend their terms by one semester in order to ensure that Fall 2011 budget discussions might benefit from their experience. When their terms ended, new members (Jennifer Noyes, Caroline Levine and Clark Johnson) were elected in their place. Stephanie Robert served as an *ad hoc* appointee in 2011-12.

Questions and Comments

This report was endorsed by the L&S Academic Planning Council on October 16, 2012. Questions about the report or the council's activities may be submitted to Dean Sandefur, to the Associate Dean responsible for the department or program involved, or to Assistant Dean Elaine M. Klein (emklein@ls.wisc.edu).

Submitted by

Elaine M. Klein, PhD.
Assistant Dean, L&S Academic Planning

L&S Academic Planning Council Activity, March 2011 – May 2012

The last report of the L&S APC was submitted to the L&S Senate as faculty document 284 on 21 March 2011. This list enumerates academic program activity and commentary undertaken between March 2011 and the final meeting of the 2011-2012 academic year.

Program Review and Assessment of Student Learning

Revised Guidelines for Academic Program Review. In an effort to streamline the program review process by focusing more clearly on academic programs and student learning in them, new guidelines were approved. A consistent set of data will be provided to departments, with a clear set of questions to be addressed and information to be provided. In the event that a program or programs wish to engage in review as a mechanism for addressing particular questions, the guidelines provide for special reviews to be conducted. These guidelines are available in the L&S Administrative Gateway (see document 24812).

College-wide Learning Outcomes Added to L&S Assessment Plan. The L&S Curriculum Committee revised the L&S Assessment Plan to include a more explicit statement of college-wide learning outcomes. The plan is available in the L&S Administrative Gateway (see document 25259).

The APC completed reviews of the following departments and/or programs:

- Doctor of Audiology (Communicative Disorders)
- Department of Spanish & Portuguese
- PhD Program in Mass Communication
- Biology Major
- Wisconsin and Global Economy (WAGE) Center
- Department of Statistics

Changes to L&S Programs and Departments

The council approved a number of changes to the L&S program array.

New Certificate Programs

- Afro-American Studies (Undergraduate level; Department of Afro Am Studies)
- Communication Sciences and Disorders (Post-baccalaureate capstone certificate to prepare students for application to graduate programs in CSD or Audiology; Department of Communication Sciences and Disorders)
- Digital Studies (Undergraduate level; administered by the Digital Studies Program Committee)
- Scandinavian Studies (Undergraduate level; Department of Scandinavian Studies)
- Transdisciplinary Study of Visual Cultures (Graduate level, administered by the Center for Visual Cultures)

Changes to Existing L&S Programs

- Biological Aspects of Conservation - request to extend authority to offer this L&S major in another school/college (CALS). L&S approved this request; however CALS has not yet approved it.
- Certificate in German for Business Students – a request to delete this very low-enrollment undergraduate program was approved
- Communicative Disorders – request to change department and academic program names to “Communication Science and Disorders” was approved.
- Geophysics and Geology – request to consolidate graduate level programming in the Department of Geoscience was approved, with the plan to continue to offer a single program in “Geoscience”.
- Languages and Cultures of Asia – APC endorsed a request to discontinue several LCA graduate program options and minors because these minors are no longer offered nor are students enrolled in

them.

- Library and Information Studies – a new “named option” was approved as an administrative action to track students enrolled in the distance-delivered MA program.
- Medical Microbiology and Immunology - Request to suspend admissions to undergraduate major during program restructuring was approved; when a suitable restructuring plan could not be developed, APC approved request to discontinue the major. This request included an appropriate plan for teaching out remaining cohorts of students.
- MFA in Creative Writing (Department of English) request for an exemption to the Graduate School Thesis Committee Rules approved.

Request for Comment UW-Madison

The APC advised the Dean concerning requests for comment sought by a number of departments, programs, schools and colleges outside L&S:

- Creation of a New Athletic Training Undergraduate Program (School of Education, Kinesiology)
- Creation of a “Service Learning Indicator” for the Schedule of Courses (Morgridge Center)
- Request to move Prevention Science (PhD Minor, Graduate Certificate) from L&S to School of Nursing
- Creation of a New Undergraduate Certificate in Global Health (CALS, Nutritional Sciences and Center for Global Health)
- Suspension of Admissions to L&S Secondary Education Programs and Creation of New Master’s degree Options for Secondary Teacher Certification (School of Education)
- Creation of New Graduate Programs in Civil Society and Community Research (School of Human Ecology)
- Closure of Academic Programs in Family, Consumer and Community Education and in Consumer Affairs (School of Human Ecology)
- Campus Guidelines for For-Credit Certificate Programs (University Academic Planning Council)
- Revisions to Policy on PhD Minor Requirements (Graduate School)
- Creation of New Online MS in Sustainable Management (multiple UW System campuses)

Named Spaces in the College

The council approved two requests to name rooms to honor friends of the College:

- Room 304 South Hall is the “Judith S. Craig Conference Room”
- Room 5013 Vilas Hall is the “Jack M. McLeod Seminar Room”

College of Letters and Science Curriculum Committee
Report to L&S Faculty Senate
Academic Year 2011-2012

Curriculum Committee Members and Chair

Sigurd Angenent (Mathematics)	Jan Miernowski (French & Italian)
Marc Fink (Music)	Rebekah Pare (International Studies)
Diane C. Gooding (Psychology), <i>Chair</i>	Sean Teuton (English)
John Hawks (Anthropology)	
Clark Landis (Chemistry)	<i>Student:</i>
Bret Larget (Botany and Statistics)	Devon Miller

Ex Officio members:

Joni Brown (Assistant to the Associate Dean of Undergraduate Education & Academic Administration)
Kimbrin Cornelius (Curriculum Specialist Administrator, L&S Admin, Feb 2012- present)
Jennifer Kaufmann-Buhler (L&S Honors Program)
John Klatt (Curriculum Specialist Administrator, L&S Admin, through Oct 2011)
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)

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/lc/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 2011-2012 academic year, the LSCC approved proposals to create 71 new courses, change 91 existing courses, and delete 4 courses. On a related note, the LSCC serves as the Executive Committee for Interdisciplinary subject listings. The Committee approved proposals for courses whose ownership was transferred into a traditional subject listing (e.g. Department). An example of this would be the course that was formerly entitled L&S Interdisciplinary 200, Introduction to LGBT Studies, and is now titled Sociology 200.

Other course related issues:

Phase-out of “T” designation. When the current L&S curriculum was adopted in 2007 (BABS07), it was also determined the “T” course designation would be discontinued in 2012, because it was only used in the older curriculum. Under those older requirements, L&S undergraduates could count up to 20 credits of “T” courses toward an L&S degree, and the rest were required to be Liberal Arts and Science (designated with a “C”) courses. Per BABS07, L&S undergraduates must earn at least 108 credits of Liberal Arts and Science courses, and may count up to 12 credits of “undesigned” UW-Madison courses among the minimum 120 credits required for graduation.

Departments offering courses with “T” designations were contacted when this change was approved and BABS07 was implemented. When the “T” designation faced retirement in 2012, these departments were contacted again, were provided with the “Criteria for Liberal Arts and Science Courses”, informed of the process for obtaining a “C” designation, and were invited to submit their courses for review. In March, 2012, the “T” designation was removed from 448 courses. In light of the fact that only “C” courses can carry L&S Breadth and Level designations, some of these courses had those designations removed, as well. Students under the 1971 degree requirements should be minimally affected: if a course was designated as a “T” when the student was enrolled, it will continue to meet requirements. If these students take courses that formerly carried a T designation, deans retain the discretion to count that course as though the designation still appeared. L&S communicated with the Registrar’s Office and Undergraduate Catalog to ensure information about the designations is accurate in their materials. (The catalog webpage regarding these designations can be found here: http://pubs.wisc.edu/ug/lis_degrees_allmajors.htm)

Liberal Arts and Science (LAS) Designation. In response to the phase-out of T course designations, the LSCC considered a higher than normal number of requests from non L&S programs to consider whether their courses met College criteria for Liberal Arts and Science courses (see <https://kb.wisc.edu/lis/page.php?id=20092>). Fifty-eight courses were considered for LAS designation, with forty-three approved, thirteen denied, and two tabled until more information can be provided.

Transition to online course proposals: The Office of the Secretary of Faculty transitioned to an online course proposal process; L&S faculty and staff have participated in feedback and training. Proposals that were submitted which had not yet been approved were accommodated under the older system for a brief period; all proposals submitted to the process now use the new online course proposal system.

Proposals to Change Requirements for Academic Programs

The LSCC guidelines regarding changes to requirements for academic programs continue to remain in effect (see <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 of Student Learning

As can be seen from the section above, LSCC processes help to ensure that L&S departments and programs obtain information about student learning in L&S academic programs, and that this information is used for program improvement. These responsibilities (which are shared with the L&S Academic Planning Council) include the L&S baccalaureate degree programs.

College Learning Outcomes and Assessment Plan

Although there are ongoing evaluations of student learning on the faculty, departmental, and program levels, there has not been a college-wide evaluation of students’ learning in several years. Dean Sandefur requested that the

LSCC propose a college-wide means of assessing undergraduates' progress and success in terms of meeting their liberal arts and science requirements and the learning outcomes commensurate with a liberal education. The L&S Assessment Plan includes five college-wide learning outcomes, in accordance with the Essential Learning Outcomes articulated in *The Wisconsin Experience*. A draft was finalized by November 2011, and approved by the Academic Planning Council in December 2011. The College Learning Outcome and Assessment Plan appears in this report as **Attachment B**; it is available at <https://kb.wisc.edu/lis/page.php?id=25259>.

Assessment Pilot Project: In Summer 2012, a pilot project was undertaken to help guide the Committee's efforts to assess student learning in the undergraduate degree requirements. L&S Academic Information Management (a section within L&S Student Academic Affairs) will use Degree Audit data to gather information regarding undergraduate L&S students' course taking patterns across various L&S breadth areas. The goal is to better understand the range of "breadth" courses students are taking in subjects beyond the "depth" acquired in the major. The LSCC plans to use the understanding gleaned from knowing how students are meeting their breadth requirements to develop a work plan for evaluating student learning with respect to "breadth". Through a competitive funding allocation process, the University Assessment Council has awarded L&S a modest grant to support this assessment project.

Elaboration of Breadth Descriptions

Breadth descriptions: The current description of "breadth" that appears in the *Undergraduate Catalog* includes some general information about the role breadth of study plays in a liberal education. The Committee, in reviewing so many requests for LAS credit, determined that this language could be expanded upon. Revised descriptions were drafted; these offer more detail than the descriptions that currently appear in the catalog. Given the diversity of L&S courses, topics, and pedagogical styles, the descriptions of the breadth designations are articulated in flexible language designed to accommodate various approaches. "Breadth" plays an important role in the L&S curriculum; as such, the Committee felt it useful to elaborate upon the descriptions in order to communicate more clearly with students, faculty, and advising staff regarding the learning goals for courses that meet those requirements. The elaboration of the breadth designations is intended to provide further definition and guidance as the LSCC implements our planned assessment of the extent to which L&S students are achieving those learning outcomes.

The breadth descriptions are in final draft form (see attached, **Appendix C**). They will likely be approved in Fall 2012 for inclusion in the *Undergraduate Catalog*.

Other Curricular Issues

L&S Associate Degree Transfer Policy: The LSCC approved a transfer policy change to align with the new university transfer policy. This new Board of Regents approved policy, effective Fall 2012, grants transfer students "General Education Breadth" automatically if they have an Associate's Degree (AAS) from a UWC institution. Requirements beyond General Education Breadth are determined on a course-by-course analysis of students' transcripts. (The previous L&S policy was to give full L&S required breadth to those students). The LSCC also approved implementation suggestions: 1.) That students matriculating to UWC and completing their AAS prior to the policy change be accommodated under the older policy, 2.) That students matriculating to UWC after Fall 2011 and completed their AAS after Fall 2012 be held to the new policy; and that 3.) Students that matriculated in Fall 2011 and graduated with an AAS in Spring 2012 should be considered on a case-by-case basis. The link to the document that describes the policy can be found at: <https://kb.wisc.edu/lis/page.php?id=21133>.

Variable Credit Issues: Policies regarding expectation of instructional time per credit for variable credit courses were clarified, with Divisional Committee and Graduate School assistance, to ensure that credits align with the Federal definition for credit hours. Any proposals for variable credit course must now clearly articulate the instructional time for each of the credit variations that may be offered.

"Independent Learning" Courses Offered Through the Division of Continuing Studies: The L&S Curriculum Committee identified several concerns regarding L&S undergraduates who enroll in Independent Learning courses

through the Division of Continuing Studies/UW Extension: the semesters are not aligned with the general UW-Madison schedule; the relationship between these courses with UW-Madison courses bearing the same numbers and titles is unclear; whether or not the credits will transfer for UW-Madison students and if so, how the transfer credits will appear on their transcripts is unclear; and uncertainty whether the courses will satisfy various requirements. Staff from DCS Independent Learning, DCS, and L&S met with members of the LSCC in December 2011 to discuss these concerns. The DCS will confer with the L&SCC in 2012-13 about appropriate oversight for these courses.

Individual Major: The L&S Curriculum Committee suggested reconstituting a college-wide Individual Major Committee to confirm the process for students to declare and satisfy the Individual Major. Professor Larget will chair a committee that will make recommendations about how best to constitute the Individual Major Committee.

Directed Study: At the Dean's request, the Committee reviewed college policy regarding Directed Study. The committee discussed pedagogical goals for these courses and the aspiration that each student enrolled in a directed study should receive a high quality educational experience that involves substantive engagement with an instructor. Related issues regarding why students might find the need to enroll in a directed study at different points in a semester were also acknowledged. The LSCC's recommendation policy regarding the maximum number of students a faculty member may supervise under Directed Study courses, and the appropriate amount of work and instructional time that should be included per credit was circulated to L&S departments during the Spring. This updated policy is also available via the L&S Gateway (<https://kb.wisc.edu/lsc/page.php?id=20133>).

This report was approved by the L&S Curriculum Committee on October 23, 2012.

Presented by:

Diane C. Gooding, Professor of Psychology and Chair, L&S Curriculum Committee, 2011-2012

Attachment A: Changes to Academic Programs

Revisions approved for the undergraduate majors since the last LSCC Report in:

- Environmental Studies Certificate (April, 2011): Following the Regent's approval of a new Environmental Studies major, reduced number of credits in certificate from 26 to 15. The redesigned certificate may serve either as a building block for the major or for other students to gain introductory environmental knowledge.
- Honors in the major Zoology (December, 2011): Added flexibility to the program by decreasing the number of individual required courses, and created a course array from which students may select those of most interest.
- Spanish
 - Spanish Major (February 2012): Approved substantial changes that eliminated a two track system (linguistics or literature), and introduced requirements intended to establish a balance among language practice, cultural study, literature, and linguistics, while also allowing students flexibility to concentrate in one of these areas.
 - Honors in the major Spanish (April 2012): Restructured honors requirements to decrease the number of honors credits required and give the option of completing graduate level courses in lieu of the Senior Honors Thesis sequence. These changes increase accessibility to entering the major or honors later, and also gives students more course options for meeting the requirements.
- Medical Microbiology and Immunology (March, 2012): Approved a change to eliminate a 2 cr. laboratory experience requirement that the department could no longer feasibly offer. With the revision the program continues to expose students to multiple laboratory experiences while increasing students' ability to graduate in a timely manner.

Revisions were approved for undergraduate certificates since the last LSCC Report in:

- Spanish Certificate for Business Majors (April 2011): Changed the number of required credits from 16 to 15 credits. This aligns with the Spanish program changes of changing all 3-4 variable credit courses to only 3 credits; students may now still take 5 courses and meet the requirements.
- Global Cultures Certificate (September, 2011): Approval of changes to adjust the residency requirement, clarify the language regarding number of credits completed at the intermediate or advanced level, and include a minimum grade point average for course to meet certificate requirements.
- TESOL certificate (September 2011): Reduced the required grade point average from 3.25 to 3.0 to align with other certificates, and added a course to the list that may meet requirements.
- Jewish Studies Certificate (January, 2012): Approved course revisions that reflect the changes in course array and the discipline, and aligns courses required with courses offered. Also approved of a number of new Topics Courses with various course designations, which will allow students to take advantage of special courses offered and receive the appropriate designations.
- ILS certificate (March, 2012): Requirements for the ILS were revised to include up to 6 credits of FIG (First Year Interest) courses towards the certificate, as FIG courses also support integrative learning experiences.
- Criminal Justice Certificate (May 2012): Approved updated requirements intended to develop a broader and deeper foundation, and updated courses offering in each group of courses (a number were no longer being offered or their content had change significantly).

Revisions were approved for graduate programs, PhD Minors or graduate certificates in:

- Gender and Women's Studies PhD Minor (February 28): Approved changes to clarify allowable course overlap between PhD Minors (only one course), and to clarify what level of courses may count for the requirements.
- Economics, MS (April, 2011): Approved a reduction in credits from 24 to 18 credits, to better align with the course requirements with the PhD program.
- Sociology MS (December, 2011): Approved a proposal to create a non-thesis track in the existing Sociology MS program, to give more options for program completion.
- REECAS

- PhD Minor and graduate certificate (January, 2012): The requested changes reduce the number of credits and better align with other graduate programs, with the goal of improving completion rates.
- MA (May 2012): Reduced the number of credits required for the program from 27 to 22 credits which would allow students to complete the program within three academic semesters, or 12 months, in an intensive, streamlined way.
- History MA (April, 2012): Approved revisions to promote timely completion of the MA milestone in the PhD program, including changing the thesis requirement to a research paper, increasing the number of research seminars, and introducing a requirement for an MA review by the end of students' fourth semester.

Revisions submitted in 2011-12 but no action taken in that period:

- Revisions to the Art History undergraduate program are still under consideration, and will receive a final review in early Fall, 2012.

Attachement B: UW-Madison College of Letters and Science Assessment Plan

Revised per LSCC discussion November 22, 2011

Endorsed by L&S APC December 6, 2011

Overview: An Introduction to Assessment of Student Learning in L&S

The College of Letters and Science (L&S) is UW-Madison's largest unit, consisting of 40 departments, 10 non-departmental instructional programs, 5 professional schools, and about 60 interdisciplinary research centers. The work of the college is essential to UW-Madison's instructional mission, with L&S conferring more than half (60%) of all UW-Madison undergraduate degrees, and 45% of graduate degrees. L&S contributes extensively to the instructional missions of other schools and colleges, teaching about 89% of all UW-Madison Freshman/Sophomore credits delivered across all units. Well over half of all living UW-Madison alumni hold L&S degrees. In order to help our students graduate and become alumni, the college operates the largest and most complex academic affairs unit in the university, providing services ranging from general academic advising, to policy analysis and implementation of the L&S baccalaureate degree requirements, to enrichment programs serving the range of students from "at-risk" to "honors". In short, the breadth of the university is reflected in the breadth of the College, which is "the heart of a great university".

Assessment of student learning is an important tool for informing the decisions we make. In L&S, this task is guided by the following principles:

- Many "ordinary" processes of academic life are evaluative. When approached systematically, from an analytical "big picture" perspective, these activities can serve as important ongoing forms of assessment.
- Academic assessment supplements but does not replace curricular, departmental, and other types of ongoing review for improvement.
- Our programs have a wide array of learning objectives; therefore, L&S does not have a "one-plan-fits-all" assessment approach.
- Departments and programs are central to academic assessment: faculty and staff develop and implement plans that align learning goals with their departmental missions, using tools appropriate to their available human, financial, and technical resources; and results are used to achieve or expand upon improvement.
- Non-academic and student service units play an important role in supporting student learning; they can also help us evaluate our students' integrative, practical, and other critical thinking skills.
- Faculty ownership and participation in assessment activities is essential.

Audiences Concerned With Student Learning. Assessment results are reported to various audiences and serve a variety of purposes.

Within the unit, assessment information is shared with program faculty and staff to inform decision-making. Academic units share results with the departmental curriculum and executive committees; student service units report results to directors, advisers, and others to improve services. Decisions influenced by assessment results may involve requests to change existing program requirements, development of proposals to create new programs, or preparation of communications with external audiences in alumni newsletters and community partners. The assessment of student learning is a form of action research that engages teachers interested in the scholarship of teaching and learning, and this work is frequently pursued as research in its own right, often the most immediate beneficiaries are students, colleagues, and departments.

When units want to implement program changes, the L&S Curriculum Committee reviews requests that arise from assessment activities, since careful study of whether the program is working – and if students are learning – will often identify problems that need to be addressed (and potential solutions). If departmental inquiries suggest that new programs could be developed, the L&S Academic Planning Council will review requests as part of that process, which requires submission of assessment results. New programs must include assessment plans before they are approved.

Units also compile assessment results when preparing department-wide self-studies for program and accreditation reviews. Taking a "long view" of assessment results offers insights into patterns of student interest, academic quality, resource allocation, student satisfaction, and the overall student experience.

Finally, students are an increasingly important audience for assessment information. They participate not only as subjects whose learning attainment is evaluated, but also as beneficiaries of efforts to improve the quality of education. They are subjects *and partners* in this effort.

At the college-level, assessment results are used for decision making (as noted above, when the Curriculum Committee and Academic Planning Council consider curricular changes). They are also included in reports of major committees and service units in periodic and annual reports to the dean, and these, in turn, serve as the foundation for the Dean's annual reports to the Provost on assessment and program review. These reports include both academic and non-academic assessment activities conducted by departments and service units across the college, and they are shared with other units (e.g. Undergraduate Academic Services) and bodies (e.g. the Academic Planning Council, Department Chairs).

Student Learning in L&S

College-Wide

1. **Learning Goals.** The College of Letters and Science promotes a liberal arts education via research, inquiry, and conscious integration of learning across the liberal arts and sciences; in L&S, “the Wisconsin Experience” is grounded in liberal education. At a minimum, we expect that L&S students will recognize and value the various “ways of knowing” the world through the arts and humanities, and the biological, physical and social sciences, as described in *Catalog* and other materials (see http://pubs.wisc.edu/ug/lis_ugstudy.htm#breadth). Beyond this minimum, we believe that, through in-class education and experiences beyond the walls of the traditional classroom students should:
 - Develop a level of proficiency in the different “ways of knowing” the world through the arts and humanities, and the biological, physical and social sciences, which will be reflected in an ability to communicate across the disciplinary boundaries, so as to interpret and investigate the complex world in which they live;
 - Integrate knowledge across disciplines in order to bring novel perspectives to challenging social and technological problems;
 - Communicate effectively, so they may share their knowledge, wisdom, and values with others across social and professional settings;
 - Understand their own learning processes and possess the capacity to intentionally a) seek and evaluate information, b) recognize and reduce bias in their thinking, and c) build new knowledge for application in their personal and professional lives.
 - Construct a worldview in which they accept the responsibility for civic engagement and appreciate the need to live lives of purpose and meaning.
2. **Plan for Assessing Student Learning.** An annual assessment project to evaluate student learning with respect to one or more of the learning goals stated above could be conducted. The tools used for this purpose will include a variety of activities, with projects dedicated to answering questions that have college-wide implications for students. For example, the committee may decide to:
 - Periodically re-administer the survey on “breadth” that was developed while evaluating the 1971 curriculum;
 - Evaluate samples of student projects from a range of interdisciplinary capstone courses;
 - Monitor and assess L&S student participation in relevant “showcases” of student achievement, such as the Undergraduate Research Symposium;
 - Monitor awards/honors relevant to these goals;
 - Analyze student enrollment patterns, with particular attention to how undergraduates meet breadth requirements outside their major division;
 - Investigate issues concerning students who do not satisfy requirements or meet performance expectations, with an eye toward addressing systemic issues in the curriculum;
 - Obtain and analyze L&S student responses to the National Survey of Student Engagement (NSSE) and graduating senior surveys;

- Organize focus group sessions with relevant students, faculty & advisors.

Detailed planning for assessment will be conducted by the L&S Curriculum Committee, which will develop multi-year project plan, to be implemented in Fall 2012. Projects will be designed to make effective use of limited resources, using pilot studies and sampling strategies to manage the large scale of studies required in L&S.

3. **Reporting.** The L&S Curriculum Committee could report results of assessment activities to the L&S Senate. That report could also be shared with the L&S Chairs and Directors, L&S Student Academic Affairs, and advisors in various units across the College. The Chair of the Curriculum Committee could share additional information with the L&S Academic Planning Council and others groups on an *ad hoc* basis. Recommendations arising from assessment results could be discussed by the L&S Curriculum Committee and presented to the bodies empowered to enact/approve the change (usually, the Dean, the L&S Senate, and/or the Academic Planning Council).

Unit-Level

Major-specific Learning Goals. As noted above, each department and program is responsible for assessing undergraduate and graduate education. Each is required to have a statement of educational objectives for each degree program it sponsors. Assessment plans are expected to include the following characteristics:

For undergraduate majors:

- Learning outcomes for the major, as they relate to the field as well and to the overall context of a liberal arts education.
- A plan whereby these outcomes are evaluated, using instruments appropriate to the stated objectives and departmental resources available.
- A process for reviewing results and recommending changes based on them, where appropriate.
- Periodic program reviews conducted by the College in which assessment results are used to examine and monitor program quality.

For graduate programs:

- Learning outcomes stated for the program, appropriate to graduate-level education.
- A plan for evaluating the extent to which these educational outcomes are achieved, often by leveraging the traditional mechanisms for evaluating graduate progress and mastery of the subject.
- Processes whereby department and program committees use these measures to monitor success and suggest changes in the graduate program.
- Periodic program reviews conducted by the College in collaboration with the Graduate school examine and monitor program quality.

Student Service and Academic Support Units. Assessment plans for these units should include the following characteristics:

- Defined, student-centered, outcomes for the program, as they relate to the impact the unit expects to have on student success.
- A plan whereby these outcomes are evaluated, using instruments appropriate to the stated objectives and resources available.
- A process for reviewing results and recommending changes based on them, where appropriate.
- Periodic reviews in which assessment results are used to examine and monitor program quality.

This document has been endorsed by the College of Letters and Science Curriculum Committee and the Letters and Science Academic Planning Council.

Gary Sandefur, Dean
Diane Gooding, Chair (2011-12), Professor of Psychology
Elaine M. Klein, Assistant Dean, L&S Academic Planning

Attachment C: Breadth Designations

Undergraduate Catalogue (http://pubs.wisc.edu/ug/lis_ugstudy.htm#breadth)

Breadth: Ways of Knowing

At the heart of any degree in the liberal arts and sciences is an active understanding of the variety and breadth of the many scholarly approaches to knowing the world. Every student in the College of Letters and Science experiences significant exposure to three principal fields of knowledge: the arts and humanities, the social sciences, and the natural sciences. These broad fields of knowledge are not the same as the areas of depth that we call "majors." In fact, any particular major—or even a particular course within a major—might well involve more than one of these fields of knowledge. (For example, imagine a seminar on "people and the environment" that combines historical background, research on social patterns of energy use, and scientific understandings of climate.) Working together, each of these three fields of knowledge represents a particular "way of knowing" about the world around us.

Courses in the **arts and humanities** attempt to know the world through the production and analysis of artistic, literary, and scholarly work. Some courses examine the fine and performing arts, or literature, presenting students with opportunities to interpret and think critically about these creative expressions of the human condition. Other courses help students to understand and compare religious and philosophical conceptions of humankind. Still other courses take on historical subjects, focusing on moments of change and periods of continuity for the peoples and regions of the world. These courses all encourage students to analyze the range of creative and cultural artifacts, expressions, and ideas of human existence—history, literature, art, culture, folklore—and to use that information to better understand humanity and to cultivate civic and social responsibility.

Courses in the **social sciences** demonstrate ways of knowing the world through the systematic study of human society, interactions, and institutions. The social sciences explore these issues from a wide range of perspectives and research techniques, both quantitative and qualitative. Through these courses students learn how to formulate research questions and determine what techniques are best used to answer those questions—for example, exploring ideas and developing theories, conducting surveys and building models, or observing and participating in social life itself. Developing such analytical skills assists students as they approach complex problems and seek to solve them in both the workplace and the community.

Courses in the **natural sciences** involve knowing the world through scientific inquiry—assembling objective information that can be used to explain observed natural phenomena in a way that is thorough and verifiable. The natural sciences are often divided into the **physical sciences** (dealing with matter and energy, or the study of the earth, atmosphere, and oceans) and the **biological sciences** (dealing with life and living systems, like plants, animals, and environments). The natural sciences also include computational sciences (like Mathematics, Statistics, and Computer Sciences), which deal with the systematic use of mathematical abstraction, logical reasoning, and analysis to problems in the biological, physical, and other sciences. Natural science courses often contain laboratory components that allow students to gain firsthand experience in scientific research methods. By completing this requirement, science and non-science majors alike will gain an appreciation for science as a way of systematically looking at the natural world, understanding how this process can be used to inform decision-making in a wide range of political, economic, and social contexts.

Together, these broad "ways of knowing" give students a complementary set of tools for seeing, imagining, and asking questions about the world—tools that enhance creative problem solving no matter what the field. And, because twenty-first-century knowledge is not neatly compartmentalized, it is worth noting that these areas of study intersect and overlap; courses in some areas draw upon strategies used in the others. Experiences in "breadth" courses can be life-changing: we frequently hear that a course taken to fulfill a breadth requirement introduced someone to a subject that became a new major, a new way of looking at a current major, or a lifelong interest.

For more on the breadth designation for courses, see the [section on breadth](#) in the L&S section of this catalog.

Guidance regarding BREADTH DESIGNATIONS

Courses with breadth designation indicate to students that the course meets [university breadth requirements](#) as well as the additional [L&S breadth requirements](#). A course may be eligible for breadth if it has broad content in one of the breadth categories described below and satisfies criteria described under *at least one* of the Three Habits of the Mind (see attached document). To request a breadth designation for a course, a course change proposal must be submitted for L&S Curriculum Committee review, with a brief statement explaining why the breadth designation is appropriate. A course may only have one breadth designation, and the most appropriate may be requested from the following list:

B—Biological Science

H—Humanities

L—Literature

N—Natural Science. *Satisfies the Natural Science requirement but not the Biological or Physical Science requirement.*

P—Physical Science

S—Social Science

W—Either Social Science or Natural Science*

X—Either Humanities or Natural Science*

Y—Either Biological Science or Social Science*

Z—Either Humanities or Social Science*

PURPOSE: The goal of the descriptions below is to provide guidance and assist faculty and staff in determining whether a given course might be eligible for breadth designation in Liberal Arts and Science. This document is not intended to be prescriptive in terms of learning objectives, but rather, it is meant to convey the values and goals that are consistent with a Liberal Arts and Science perspective.

*Please note that the four interdivisional breadth designations are reserved for those rare courses that will always meet *both* types of breadth represented, such that a student may appropriately be awarded credit for having completed either requirement.

THE ARTS & HUMANITIES (Breadth designations H, L, or X)

Courses in the Arts and Humanities all share the pursuit of understanding and communicating the exploration of the human experience, and the meaning of historical and social phenomena, whether through creative expression, reflection, or interpretation. Students are required to take a Literature courses (L) as part of their Humanities requirement. Courses with L designation may meet literature requirements or the broader Humanities breadth requirements.

Ideally, after completing an Arts & Humanities course, a student should be able to:

- Comprehend, and employ various approaches to interpreting and, expressing 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 their own cultures and the larger global community

SOCIAL SCIENCES (Breadth Designations S, W, Y, or Z)

Courses in the Social Science discipline all rely upon methods of data collection (either qualitative or quantitative), data analysis, or data interpretation that characterize their factual, methodological, institutional, and theoretical inquiry into the systematic study of humans/groups and institutions/society.

Ideally, after completing a Social Science course, a student should be able to:

- think critically about various units of analysis, as appropriate (i.e., the individual, group, culture, society)
- think critically about their own cultures 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, and with the use of abstraction and logical reasoning. These courses typically involve a laboratory component. As part of their overall Natural Sciences requirements, students are required to take both Biological and Physical Sciences (areas and designations described below). Courses that do not fit into those two categories, such as Computer Science, Mathematics, and Statistics, may have N, W, or Y designations.

PHYSICAL SCIENCES (Breadth designation P)

Courses in the Physical Sciences involve the systematic study of objective information about the physical world, broadly defined, and include areas of study such as Astronomy, Biology, Chemistry, Physics, Materials Science, and Earth Science (atmospheric science, oceanography). Students are required to take Physical Science credits as part of their Natural Sciences requirement. Courses with this designation may meet Physical Science requirements or the broader Natural Science breadth requirements.

Ideally, after completing a Physical Science course, 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

BIOLOGICAL SCIENCES (Breadth designations B or Y)

Courses in the Biological Sciences all deal with the systematic study of the structure, function, growth, origin, evolution, distribution, and taxonomy of living organisms. Students are required to take Biological Science credits as part of their Natural Sciences requirement. Courses with this designation may meet Biological Science requirements or the broader Natural Science breadth requirements.

Ideally, after completing a Biological Science course, 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
- think critically about the potential implication(s) of a scientific finding