

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

**LETTERS AND SCIENCE
FACULTY SENATE**

November 24, 2014

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COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

24 November 2014 6104 Social Science Agenda

	<u>Doc. No.</u>
1. Announcements and Updates	
2. Welcome from Dean Scholz, State of the College, Q&A	
3. Approval of notes of the L&S Faculty Senate meeting held 10 March 2014	
4. Report of the Faculty Honors Committee (Academic Year 2013-14)	294
5. Report of the L&S Academic Planning Council (Academic Year 2013-14)	295
6. Report of the L&S Curriculum Committee (Academic Year 2013-14)	296

COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING
Monday, March 10, 2014 3:45 p.m.
B10 Ingraham Hall

35 Senators attended. Dean Scholz chaired the meeting, calling it to order at 3:45 p.m.

1. Announcements, updates, and questions.
 - a. Dean Scholz congratulated several members of the faculty and their departments for recent success competing for “Educational Innovations” funding. These funds will be used to update courses and expand academic programming.
 - b. Faculty were encouraged to compete in Phase II of UW-Madison’s entry into the world of “Massive Open Online Courses”.
 - c. The Center for the Humanities issued a call for proposals for the A.W. Mellon Foundation sponsored Interdisciplinary Workshops in the Humanities. The Dean noted that L&S Admin frequently circulates this sort of information to the faculty via chairs and directors, with a request to pass information on to their colleagues.
 - d. Finalists for Provost have been announced; Dean Scholz encouraged Senators to participate actively in the selection process.
 - e. Questions and Discussion
 - i. When asked if L&S had a position on raising out of state tuition, Dean Scholz responded that campus is working on a proposal that could include out of state tuition increases for professional schools. Senators discussed the use of tuition revenue to support financial aid and increase grad student stipends. A new/different budget model might help equalize resources across the units; as those discussions proceed, the Dean is working to ensure that L&S contributions are recognized and that the college has a good advocate.
 - ii. Senators asked if better compensation for TAs is being discussed, noting that UW is falling behind; this will likely be a high priority for the next dean of the Graduate School. Another factor to consider is that departments must work to ensure that graduate programs are the appropriate size. Some departments have reinvested resources to reduce the size of their graduate programs and reallocate savings to support larger stipends. This won’t work for all departments (e.g., where graduate students affect faculty research productivity) but departments can discuss proposals with their associate deans.
2. Dean Scholz made a formal presentation about the state of the college, summarizing various features of the current environment (largest ever first-year class, changes in university leadership, discussion of a new budget model, ongoing comprehensive campaign). Four values drive the college forward: L&S is a research powerhouse, generates life changing learning experiences for our students, ensures that all students have a liberal arts experience, and extends the benefit of UW-Madison. Noting that an education in the liberal arts serves students and society in important ways, Dean Scholz introduced his “L&S Career Initiative”, which seeks to connect the skills of liberal

education to the world of work and life after college. The initiative attends not only to the practical realities of helping graduates think about their education and connect it to gainful employment, but it also creates opportunities for L&S to connect with alumni, to recruit them to help us help our students as mentors, in networks, and in other ways. The dean concluded optimistically that while many changes are underway, he is optimistic about the future.

4. Notes of the 12 November 2012 L&S Faculty Senate meeting were approved by a voice vote.
5. Dean Scholz presented the Report of the L&S Academic Planning Council (L&S Faculty Document 291) covered activities from 2012-2013. In that period, the council approved several “Educational Innovations”, including new named options in Economics, Mathematics, and Computer Sciences; and new Capstone certificate in Political Science. The final plans for merger of Comparative Literature and Folklore Program were approved, as were administrative changes for the undergraduate Biology Major, which moved academic administration out of the Institute for Biology Education and into departments in CALS and L&S. To facilitate more effective cross-college oversight of shared programs, the L&S and CALS Curriculum Committees and APCs will hold cross-college meetings to discuss jointly held programs. Finally, several academic program reviews of certificate programs were completed, and many more reviews were convened under the new, streamlined, L&S guidelines for program review.
6. Professor John Hawks, Chair of the L&S Curriculum Committee, was unexpectedly unable to present the annual report of that committee (L&S Faculty Document 292). Assistant Dean Elaine Klein summarized the 2012-2013 committee activity, noting that (a) there were 496 proposals to add, change, or delete courses in L&S (nearly half of which were submitted by the Department of English, which has completed a multi-year project to renumber its course array); (b) a subcommittee had submitted a report to Dean Sandefur concerning concerning Distance/Online education; (c) a proposal to engage in a substantial L&S assessment project had been proposed, but was not funded; and (d) the committee revised L&S Policy on Undergraduate Directed Study to align with Campus Policy, which limits each instructor to no more than 40 credits of undergraduate directed study, establishes consistent deadlines for enrollment and expectations that study plans will be on file with department office.
7. Dr. Jennifer Kauffman-Buehler, Assistant Director of the Honors Program, presented the Report of the Faculty Honors Committee (L&S Faculty Document 293). In 2012-2013, the program changed its admissions deadlines and process to allow Fall or Spring term application, began using the campus-wide “Scholarships@UW” portal for student applications for honors thesis grants, and reviewed the requirements for all Honors in the Major programs (departments will be contacted if they need to align program requirements with current standards). Overall, the program is continuing its efforts to ensure that highly motivated students are challenged with an “honors” experience.

The above reports were approved in omnibus motion.

8. Discussion and Q&A (all reports)

- a. Why is there a limit on teaching no more than 40 credit hours of undergraduate directed study? This aspect of directed study was being abused (and, at other institutions, has led to NCAA violations). Group instruction course numbers should be created to capture instruction that occurs in research groups.
- b. A new campus budget model will affect how the college will allocate resources among departments; has any modeling been done to predict how departments/programs will be affected? The new budget model has not been finalized, but if approved will move from campus to college level. L&S is getting prepared for these considerations (the Budget Status Reports are an important feature).
- c. Senators noted that the campus Climate report and recommendations had been circulated by the Dean's office, asking about priorities. Dean Scholz noted that the report includes several recommendations about improving the workplace experience, from raising pay to promoting civility and respectful treatment for all employees. The L&S APC approved the recommendations of the ad hoc L&S Climate Committee, including recommendations about what departments can do to improve climate. Tools for improving climate are on L&S Gateway. Suggestions were offered to allow/encourage Ombuds office to do more, if more can be done without initiating formal grievance procedures.

The meeting adjourned at 5:00.

Submitted by

Elaine M. Klein, Ph.D.
Secretary of the L&S Faculty

2013-2014 ANNUAL REPORT OF THE FACULTY HONORS COMMITTEE AND HONORS PROGRAM

This report covers the 2013-2014 academic year and the summer of 2014. The Letters and Science Honors Program currently enrolls 1200 students. Three hundred and forty-seven first year students matriculated as L&S Honors students in the fall of 2013. In 2013-2014, 134 students graduated with Honors in the Liberal Arts (HLA), 92 students graduated with Honors in the Major (HM), and 29 completed both tracks earning Comprehensive Honors (CH).

The 2013-2014 academic year saw several innovations and new undertakings including expanding workshops for students preparing proposals to submit for the Trewartha/Mensink competition in the fall, the Summer Senior Honors Thesis competition in the spring, and the Welton Honors Sophomore Summer Apprenticeship program in the spring; development of a Facebook page to connect the Sophomore Summer Apprentices with one another; a dinner for apprentices and their mentors held at the end of the summer; workshops for students interested in applying for the Leadership Trust Award, and Study Café where we open Washburn up for individual study and group study and provide PB&J and other snacks for the students as they prepare for final exams. In addition, we held the third annual Senior Honors Thesis Symposium and began the process of developing group advising sessions for sophomores to be implemented in the fall of 2014.

The administrative structure of the program saw both change and continuity in this span of time. On July 21, 2014, Jacqui Guthrie joined the Program as Associate Director of Academic Services. Continuing staff members include Mary Czyszczak-Lyne as Office Administrator, and Matt Kohlstedt as Associate Director of Administrative Services.

Innovations

Admissions

The 2013-2014 admissions cycle we implemented two significant changes to our admissions process. For incoming first year student applicants, we changed the deadline for admission so that each student has 30 days to complete the application based on when they first log-in to our system. In changing our deadline process, we hoped to make the L&S Honors Program more accessible by allowing students greater flexibility in when they applied to the Program later including making it possible for students to apply after they make the decision to come to UW-Madison (under the previous admissions policy, students were given an application deadline based on when they were admitted, and this deadline sometimes was earlier than the timing of their decision to come to UW-Madison. The change in procedure to the admissions process resulted in an increase in total applicants to 692 from 519 the previous year, an increase of one-third. The additional flexibility of the application process was evidently beneficial to a number of students. We are developing methods of handling the increased workload for application review, as well as to better anticipate the growth in applications, which will likely continue. Without additional staff, we would not be able to increase the number of admitted students. That number will remain at approximately 350. We will, however, be able to be more selective in admitting candidates.

We also changed the Continuing and Transfer Student application to eliminate a requirement for a faculty letter of recommendation. We now evaluate students based their student record and personal essays. By removing an additional hurdle, we hoped to encourage additional students to apply. The number of Continuing and Transfer Student applicants, though, remained consistent with past years' numbers. We will aim to further promote the Continuing and Transfer Student application. We admit most of the Continuing and Transfer Student applicants, as they tend to be highly-qualified, and we can accommodate them because we lose students each semester due to attrition from a number of factors, including transfer to other School and Colleges within UW-Madison.

Evaluation of Honors in the Major and Curriculum Changes

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

Undergraduate Initiative Fund (UIF) changes

During the 2013-2014 year, we implemented two significant innovations with respect to UIF: 1) holding information sessions for faculty interested in applying for UIF funding (to discuss logistics and goals of the program, and to promote the benefits of teaching honors courses especially to junior faculty), and 2) modifying the UIF application to encourage greater reflection from faculty on learning outcomes and goals for teaching. We plan to continue using this new application next year and actively reach out to individual faculty who might be interested in teaching small honors-only courses. UIF proposals are reviewed and approved by the Faculty Honors Committee.

“The Honors Challenge” Newsletter

Beginning with the Fall 2012 issue, *The Honors Challenge* (annual newsletter of the L&S Honors Program) we began to have a unifying theme, which gives the newsletter a cohesive feel. Print copies shifted from being black, red, and white to full color, allowing us to include more pictures and graphics to tell or enhance the stories. The 2013 issue was organized around the theme of Research: The Pursuit of Curiosity. Compelling stories were included that recount the research experiences of students who were supported by the Welton Honors Sophomore Summer Apprenticeship, Summer Senior Honors Thesis grants, and Trewartha Senior Thesis grants.

Honors Grants (process changes)

In spring 2012 we piloted the use of the scholarships.wisc.edu portal for one of our senior thesis grants. It was a successful trial and we have since converted three of our grants to the scholarships.wisc.edu portal. By the end of the 2014-2015 academic year, we hope to have live

online applications for all the Honors award applications that would work on the scholarships portal.

The Honors On-Line Blog

The Honors Program continues to make weekly blog posts about opportunities that may be of interest to our student body. The Honors Online (HOL) weekly emailed newsletter points students to these blog entries. Students regularly express gratitude for being informed of grant opportunities, study abroad information sessions, honors course offerings and more. During the 2013-2014 school year, we tracked approximately 1,500 individual page views of blog entries each month.

On-line forms (now available)

The Honors Program continues to improve and simplify the workflow of student forms whenever possible. In 2012 the program made electronic PDF forms to declare or withdraw students from the program available online. The Study Abroad petition, Green Sheet application and other forms that students used to have to pick up in our office are now also available online. As campus transitions to more automated, ISIS-based workflow for major declaration and other processes, the Honors Program will as well. Ultimately this will save students and staff time alike.

Ongoing Activities

Continued Engagement with Campus Initiatives and Committees

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

- Mary Czyszak-Lyne - HR Design, high administrative search committees, L&S Classified Issues Committee, L&S Climate Committee, Campus Transportation Committee, Campus Diversity and Climate Committee, Limited Term Employee (LTE) Advisory Committee (Chair), Temporary Employee (TE) Committee (co-lead), Institutional Conflict of Interest Committee, the On Wisconsin Society, and the Classified Staff Executive Committee.
- Jennifer Kaufmann-Buhler - Council on Academic Advising, OAT committee, DARS 101 instructor (Office of Undergraduate Advising), Cete (committee on the biosciences), Campus Pre-Health Committee, L&S State of Advising Work Group, ex-officio member of the L&S Curriculum Committee. Jennifer has also participated in the L&S advisor training led by Rebekah Pare.
- Jacqui Guthrie – Ex-officio member of the L&S Curriculum Committee, Council on Academic Advising (CAA), Orientation Advising Team (OAT), DARS 101 instructor and mentor to new L&S advisors (Office of Undergraduate Advising-appointed), Cete (committee on the biosciences), Campus Pre-Health Committee, ASEC-appointed Student Misconduct Hearing Panel committee, L&S Mandatory Declaration Implementation Team (appointment anticipated).
- Matt Kohlstedt – University Honors Committee, L&S Career Initiative Retreat, Scholarship Stewardship Committee, L&S Scholarships Evaluation.
- Sissel Schroeder - FIG Planning Committee, University Honors Committee, Faculty Honors Committee (Chair), L&S Dean's Prize Committee, Lakeshore Nature

Preserve Committee (Chair), consultant to Ethnic Studies Subcommittee of the Undergraduate Education Committee, Undergraduate Research Group, NAGPRA Committee on the Determination of Cultural Affiliation (Chair), and various committees in the Department of Anthropology, including Chair of the Merit and Budget Committee.

Senior Honors Thesis Symposium

In the fall of 2011 the L&S Honors Program created a new initiative to showcase the research experiences of our Honors in the Major students working on a Senior Honors Thesis. Each year, about 100 students produce a senior honors thesis/creative project. The third annual Senior Honors Thesis Symposium was held in the spring of 2014 and featured 43 seniors who shared their research in a professional-style conference. Students were required to register for the event and submit an abstract, and papers were grouped in an inter-disciplinary fashion to encourage students to hear from other students outside of their own discipline. In preparation, we offered a workshop for participants in which students learned effective strategies for giving an academic talk. Participants were encouraged to invite friends and family as well as faculty and staff with whom they have worked, and underclass honors students were encouraged to attend to learn more about research. The event was very successful, and we are excited to offer it again this year.

Welton Summer Sophomore Apprenticeship Program

Funding for this program comes from grants from the Brittingham Fund and the Kemper Knapp Bequest as well as from a donor, the Welton Family Foundation. For the summer of 2014, the Faculty Honors Committee reviewed 41 applications for 30 apprenticeships. The 30 student apprentices who were funded had faculty and academic staff mentors in 21 different academic departments across four colleges (L&S, Education, CALS, and the School of Medicine and Public Health). In an effort to increase community among students in the Welton Sophomore Summer Apprenticeship Program, this past summer we created more opportunities for our apprentices to meet and interact, including creating a Facebook page for students to communicate with one another during the summer. There was an early reception at which students and mentors had the chance to mingle and meet, and a second meeting in which students learned about the logistics of the retreat in July, the annual retreat for students and their mentors held at Hilltop outside of Spring Green at the end of July, and a dinner for students and their mentors at the end of August. The result was increased camaraderie and a sense of community among the students in the program, and a more successful retreat. We also saw a significant increase in the number of apprentices who joined the welcome party for new first year students held on the Friday before classes start in the fall semester – and these apprentices shared their experiences with the incoming first year students, increasing interest in the program.

Senior Honors Thesis Workshop

In the spring of 2014 we held a special senior honors thesis workshop with the Writing Center for interested students to learn about our senior honors thesis grants and to learn about resources (such as thesis writing groups organized through the Writing Center) for completing a thesis.

Curriculum

In fall 2013 we were able to offer three honors FIGs: Globalization in Historical Perspective (19 enrolled), Vision: From Biology to Culture (20 enrolled) and The American Democratic Experiment (16 enrolled). In spring 2014 we offered one honors FIG: Greening the Greeks, Recycling the Romans (18 enrolled).

We continue to work closely with departments as they develop their honors offerings. Helping them determine which honors course designation is a best fit for a particular course and promoting the courses that they are able to create happens throughout the year.

Participation in the Wisconsin Science Festival

September 2013 was the third Wisconsin Science Festival hosted by UW-Madison. Washburn Observatory was visited by over 300 elementary students and members of the public. Washburn Observatory continues to be a featured sight for the Wisconsin Science Festival.

Outreach

It has long been part of the philosophy of the L&S Honors Program to actively recruit prospective students to attend UW-Madison and to join the Honors Program. Many applicants take a university's Honors offerings into account when considering which university to attend, and the Honors Program has been an enthusiastic partner with the broader university community in encouraging the best high school students to attend UW-Madison. In cooperation with the Office of Admissions, the Honors Program hosts approximately 45 prospective student information sessions each year, which are led by Matt Kohlstedt. The sessions are held on Fridays and attended by students and their families and they attracted over 1,000 registered guests during the calendar year. Matt Kohlstedt also attended Office of Admissions prospective student sessions in Milwaukee, and was a panelist and information session participant for the three Your UW Days. We regularly send representatives to other campus recruiting events such as those for Chicago Scholars. We have also increased our outreach efforts to other campus partners such as the Chancellor's Scholars Program and the Powers-Knapp Program.

Sissel Schroeder, Jennifer Kaufmann-Buhler, Matt Kohlstedt, and Mary Czyszak-Lyne presented an overview of the L&S Honors Program, particularly curricular matters and student grant opportunities, at one of the monthly L&S Administrative Topics sessions during the academic year.

Program Grants and Awards

For the 2014-2015 academic year, the Faculty Honors Committee and L&S Honors Program awarded \$144,000 to departments in support of 32 Honors-only courses (either small stand-alone Honors courses or faculty-taught sections of larger courses) and Honors curriculum development. In addition, the Faculty Honors Committee recommended funding for grants and awards totaling nearly \$125,000 to 61 students in several categories: Welton Sophomore Summer Research Apprenticeships, Trewartha Undergraduate Honors Research Grants, Honors Senior Thesis Summer Research Grants, the Leadership Trust Award, the Abraham S. Burack Travel Award for Study Abroad, the Directors' Travel Award for Study Abroad, and the Kurz and Bromley Conference Travel Grants.

Leadership Trust Awards

We have a generous grant from an anonymous donor to pay two semesters of in-state tuition and a \$3,000 supply allowance for student initiated programs that provide services and benefits to the University community and beyond in the spirit of the Wisconsin Idea. Since 2003, we have awarded funds for more than twenty different projects, many of which are still being continued by subsequent generations of students. In 2013-2014, the Faculty Honors Committee selected one Leadership Trust Awards. The recipient was AnaElise Beckman, who has created a program called "Sustainable Projects: Working with Middle School Students at Jefferson Middle School." These awards have stimulated some outstanding service projects among our students and have allowed the recipients to develop important leadership skills.

Program Enhancements

Speech Team of UW-Madison

The L&S Honors Program assumed sponsorship of the UW Forensics Team in 2003. Forensics had effectively died at the UW in 1992 but was resurrected by a core of active students in 2001. These students, on their own initiative, began training and competing in local and regional forensics meets and, shortly thereafter, began seeking official sponsorship at the university. The Honors Program also subsidizes a portion of 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. Support from anonymous donors has made it possible for a larger number of Team members to travel to competitions and get practice in formal forensics meets. The Team formally changed its name to Speech Team of Wisconsin in fall 2013.

Go Big Read

In 2010, the Honors Common Book Program was supplanted by the start of Go Big Read. 2013-2014 marked the third year in which the Honors Program collaborated with UW-Housing to co-host a luncheon during the fall semester with the author for Honors students, which allows our students to engage with the author in an intimate setting. In 2013-2014 the Go Big Read book was *A Tale for the Time Being*, by Ruth Ozeki. For the 2014-2015 academic year the Go Big Read selection was *I am Malala*, by Malala Yousafzai.

Student Retreats

In late July each year the Program sponsors the annual summer retreat at Hilltop Farm in Spring Green for students with Welton Sophomore Summer Honors Research Apprenticeships and for their faculty and staff 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 2013-2014, the HSO continued with the successful Wednesdays@Washburn monthly event. The students select and invite UW-Madison faculty to

have a conversation with Honors students in an informal setting with a light supper at Washburn Observatory. In addition to Wednesdays@Washburn, HSO hosted an ice skating event, co-sponsored a two-day group study café at the beginning of final exam week each semester, helped with fund raising for WPR, and served as hosts along with the Honors Program for the annual Honors Fall Kickoff welcoming incoming students and returning students. HSO also attended performances of the Madison Opera and other cultural offerings at the Overture Center or campus venues.

Honors Fall Kickoff

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

Advising

Graduate Student Assistantships in the Honors Program

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

SOAR Advising

The L&S Honors Program continues to advise at every first-year student SOAR session. During the 2014 summer, we served 301 incoming first-year honors students over 30, two-day SOAR sessions. 82% of L&S Honors SOAR attendee respondents to a survey about their SOAR experience agreed or strongly agreed with the statement “I am satisfied with the academic advising experience at SOAR” and 86% with the statement “I received adequate individual attention to meet my needs”.

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 conversational nature of the programming and interactive activities in the Honors advising room. Many left the space having exchanged contact information with other new Honors students whom they had met and saying things like “this was way less stressful than I thought it would

be”. The Honors advising staff plan to continue the conversational, activities –based approach to SOAR going forward.

Advising for First-Year Students

The L&S Honors Program Advising staff continued to offer small group advising (Honors 181 and Honors 182) in the fall semester. In the fall of 2010 we made a significant change to Honors 181, reducing the set content, and opening more of the session to general questions. In our evaluations since that time we have seen a marked increase in the number of students who found the session useful. We continue to see strong attendance numbers for Honors 181 and 182 in the Fall of 2013. 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. Using group advising adds a level of efficiency to our advising practice. We teach concepts and tools that all students need to be familiar with in a group setting. This assures that individual advising appointments can be spent answering individual students questions, giving them personalized advise, helping them create individual plans to meet long-term goals, etc. rather than teaching them what was taught in the group session.

Beyond group advising, first-year honors students have many ways of accessing honors advisors. We offer chat advising four evenings per week, drop-in advising most week days, individual advising appointments and we answer emailed questions from honors students on a daily basis.

Advising for Second-Year Students

Recognizing that sophomores and juniors do not receive as much organized advising as first year students and graduating seniors, a new group advising program targeted specifically at second-year students was conceptualized, designed, and planned. This program, called Honors 183, is a series of topically focused workshops targeted at second-year students, and was first implemented in early fall 2014. The Honors Program staff partnered with The Scholarships office, Career Exploration Center and L&S Career Services to provide this program.

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. These efforts have led to fewer urgent phone calls and visits from students and parents alike, and has proven a very valuable use of advising resources.

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. Chat advising, offered most weekday evenings, helps students busy during business hours connect with advisors.

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.

Advisor Training and Evaluation

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. This 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. We occasionally use these weekly meetings to visit with other offices on campus to learn about their services to students and, in doing so, help the advisors make better referrals to other units. As part of the evaluation process the Associate Director for Academic Services sits in on advising appointments with each advisor to provide feedback and identify what additional training would be beneficial.

Challenges:

Like all units of the College our main challenges concern resources. For 2013-2014 we had one full-time academic staff member, one full time classified staff member, one three-quarter time academic staff member, a half-time faculty director, two half-time Project Assistants, and three undergraduate student workers. This is by far the smallest FTE to student ratio of any of the Honors Programs/Colleges among our CIC peer universities. Only about 50% of the CIC peers provide student advising, and our advising is considerably more comprehensive and high touch than the advising provided for Honors students at our CIC peers. Not only do we provide general academic advising throughout the year, but we also provide advising as part of new student orientation, which most of our peers do not. Nonetheless, by working hard and working smart, we are still able to meet most of our mission, but any future cuts to the Program will jeopardize its viability. Among other things, 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 the Speech Team of Wisconsin, support of community service activities, etc. are based, in part or wholly, on annual proposals to a variety of funding sources

that are also in demand to fund other programs as well or being phased out all together under resource pressure. We continue to actively seek long-term continuous funding sources (endowments or bequests) to support our most successful programs and have had some success in the past year-and-a-half: gifts have made it possible for us to expand the Welton Sophomore Summer Honors Research Apprenticeships, grow the number of students on the Speech Team and allow more students to travel to competitions, and increase the range of opportunities we can offer our students. The generosity of donors has been most heartwarming to see, and has allowed the Honors Program to flourish in times of significantly reduced state support.

With all of the budget cuts over the past 7 years, now compounded by the emphasis on metrics as a tool for determining resource allocation, it has become increasingly difficult for departments to collaborate with us in offering honors level courses. Although we can provide lecturer replacement funds for several courses, many departments cannot afford to have their faculty diverted from their regular teaching needs to teach honors courses. Some wonderful faculty are actually doing overloads in order to be able to teach an honors class, but we should not count on faculty volunteering to have an overload in order to sustain an honors program. We did begin to see greater diversity in the Honors course offerings in 2013-2014 compared to earlier years.

The cumulative effect of the budget cuts over the past 7 years has reduced our 101-funded operating budget to the bare bones. As is the case with many units across campus, we are doing more with fewer state resources and have implemented a number of efficiencies in recent years to allow us to continue to meet our mission and programmatic goals with fewer state resources. For example, to maintain our mission goal of high impact advising practices we use well-trained peer advisors who are supported by unrestricted gift funds, in addition to two 50% PAs who serve as professional advisors; and we have begun the process of transitioning grant and scholarship applications to electronic web-based submission.

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.

2013-2014 Faculty Honors Committee Members

Bryce Aul (Student representative, Biology)
Susan Bernstein (English)
Dana Geary (Geoscience)
Liam Kane-Grade (Student Member, Journalism)
Marc Kleijwegt (History)
Susan Lederer (Medical History and Bioethics, History of Science)
Jenny Saffran (Psychology)
Sissel Schroeder (Anthropology, Chair)
Scott Straus (Political Science)
Tehshik Yoon (Chemistry)

Ex Officio:

Mary Czyszczak-Lyne, Office Administrator
Jennifer Kaufmann-Buhler, Associate Director of Academic Services

Matt Kohlstedt, Associate Director of Administrative Services
Jacqui Guthrie, Associate Director of Academic Services (beginning in July 2014)

College of Letters and Science Academic Planning Council Annual Report to L&S Faculty Senate September 2013 through September 2014

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

Department Restructuring

The APC continued to provide counsel to the L&S leadership team about the changing shape of the college, as a number of small departments grappled with the implications small faculty size can have on effective governance and departmental operations. A number of units across the collage engaged in discussions about merger, collaboration, and other mechanisms for sharing resources and responsibilities. In 2013-2014, some of these discussions culminated in formal governance action, consistent with campus and college policy on restructuring (based on Faculty Policies and Procedures 5.02).

Hebrew & Semitic Studies, Classics, Center for Jewish Studies. The APC spent significant time deliberating about and providing advice concerning the closure of the Department of Hebrew & Semitic Studies. A comprehensive review of Hebrew & Semitic Studies conducted in 2012-13 led to the conclusion that the department did not have sufficient faculty to continue to operate as an independent department; the faculty review committee recommended that the department consider merger with other units. This led to a proposal intended to secure both continued instruction in Modern Hebrew and in the study of ancient biblical texts. Arising from these discussions, the APC considered and approved:

- A request to plan departmental restructuring (9/17/2013) *Note: per FP&P, all departmental restructuring activities begin with a formal request, followed by a 6-month planning period that involves, faculty, staff, and administrators to ensure that the revisions address all necessary questions.*
- Request to Close Undergraduate Major: Hebrew (2/4/2014). *Note: This corresponded with a change approved by the L&S Curriculum Committee, to create 'track' in the Jewish Studies undergraduate major to facilitate study of modern Hebrew major, in alignment with the HSS "Modern Hebrew" program. This change will allow current and future students to continue the study of modern Hebrew language and culture.*
- Request to close Hebrew & Semitic Studies department (5/6/2014), transferring faculty and staff, as well as elements of the academic programs, to the Center for Jewish Studies and to the Department of Classics.

- Request to change department name of Classics to “Classical and Ancient Near Eastern Studies,” to reflect the inclusion of new colleagues and new instructional opportunities.
- Request to reconfigure subject listings for courses in these programs, to create a “Hebrew-Biblical” subject listing (administered by Classical and Ancient Near Eastern Studies) and a “Hebrew – Modern” subject listing (administered by The Center of Jewish Studies). The “Hebrew” subject listing was also deleted.
Note: Following these changes, the L&S Curriculum Committee approved a series of course proposals that reallocated the “Hebrew” courses to these new subject listings.

Theatre & Drama. The APC reviewed and approved a request by the Department of Theatre & Drama to restructure on 5/6/2014. Faculty in the department proposed division into two disciplines, reflecting graduate research in Interdisciplinary Theatre Studies, and undergraduate and master’s level study of the fine and performing theatre arts. Faculty supporting the undergraduate and MFA programs requested permission to move the department to the School of Education, while faculty responsible for the MA and PhD will remain in L&S; the APC has approved a request to rename the MA and PhD in “Theatre & Drama” to “Interdisciplinary Theatre Studies”, and a plan to have those programs overseen by a program committee with administrative support provided through the Department of English. The L&S APC approved the proposal in May, and reaffirmed the plan (following full approval by English and greater elaboration on program details) in October 2014. The transfer of the Department of Theatre & Drama to the School of Education was reported to the Faculty Senate in October 2014, and will be effective July 1, 2015. At the time of this report, the plan for transfer of programs has been submitted to the Provost (November 1, 2014). That plan includes details concerning creation of new baccalaureate programming in the School of Education, “teaching out” and eventually closing the L&S BA/BS program in Theatre & Drama, relocating the MFA-Theatre and Drama (without substantial change) to the School of Education, and creating a new graduate program committee and administrative home for the MA and PhD in Interdisciplinary Theatre Studies.

Language and Cultures of Asia. APC members reviewed and approved a request to suspend admissions to LCA programs (BA/BS, MA, PhD) on 5/6/2014. The department had determined that the sudden loss of faculty from the department rendered it too small to sustain continued admissions; immediate suspension of admissions was needed to allow a period for reconsideration of the structure of LCA academic programs. At the same time, discussions across several units began to examine the relationships between all programs that focus on Asian language and cultures. The request to suspend admissions effective Fall 2014 was approved, and the University APC has requested that action is taken to discontinue or reopen the program by December 1, 2015. Subsequent to these approvals, the APC has approved a request for permission to plan to restructure the department (11/4/2014).

Integrated Liberal Studies. ILS was asked to undertake a self-study to identify how best to keep the program robust and relevant. In response, the program submitted a

request to restructure, intended to address several issues. Rather than approve the request to restructure, the APC charged the dean to convene a task force to serve as review committee and make recommendations. That committee's recommendations will be considered in Fall 2014.

Workplace Climate in L&S

The L&S Climate Committee conducted a report on workplace climate in L&S, and submitted the report to the L&S APC. Conclusions of the report included two recommendations: (1) L&S should state principles to foster a good working and learning environment, and (2) L&S should articulate steps an employee should take if they are experiencing a negative work environments. The APC accepted the report and endorsed the recommendations. [Principles of Community for the College of Letters and Science](#) are now posted in the L&S Administrative Gateway; the page also articulates advice and a path for employees to follow if they are experiencing a difficult work environment.

Requests to Create or Discontinue Programs

The APC reviewed and discussed the following proposals to create new programs:

- Undergraduate Biology Major: Plant Sciences Option (*Approved*)
- Joint PhD in Economics and Business (*Approved*)
- MS – Statistics: “Data Science” Option (*Approved*)
- Undergraduate Certificate in French (*Approved*)

In addition to these new options and certificates, the APC *approved* a Notice of Intent to Plan a New Undergraduate Major in Neurobiology, which is currently available as an Option under the undergraduate Biology Major. The council anticipates reviewing a full proposal early in the Spring 2015 term.

The APC *approved* a new “Educational Innovation”, in the form of a new “cohort model” Visiting International Student Program (VISP) in Statistics. (“Cohort model” VISP students attend UW-Madison as undergraduates engaged in U.S. study-abroad programs. These programs are coordinated by the Division of Continuing Studies.)

The APC also considered a number of program closures or requests to suspend admissions from a program, outside of the requests accompanying restructuring. Many of these were ‘housekeeping’ actions concerning programs where no students had been enrolled in the program for some time. Approved program closures included:

- Discontinued: Communications Arts – MFA *This degree has not been issued in decades, and the department has no plans to offer it in the future.*

- Reconfigured: Graduate program minor: Geophysics *These changes parallel changes made when graduate Geoscience majors were merged a few years ago, consolidating the programs and aligning them with the department name.*
- Discontinued: Undergraduate major, Medical Sciences. *The SMPH program that accompanied this was discontinued some time ago, and as a result, students may no longer enroll in this L&S major.*
- Discontinued: Endocrine and Reproductive Physiology, as an L&S PhD option *No L&S faculty actively mentor students in this doctoral program, which will still be available through CALS and SMPH. If L&S faculty wish to offer the program through L&S, that option is available as a special committee degree.*
- Discontinued: Undergraduate Certificate in Global Cultures *After a program review, International Studies decided to close the certificate given pressures of administering the certificate and concerns about the pedagogical cohesiveness. A teach-out plan is in place, and students may no longer enroll in the certificate*
- Admissions Suspended: International Studies Major, Global Commons/Global Environment Option. *Students will not be able to enroll in this option of the International Studies major, given overlap concerns with the Environmental Studies major.*

Other program-related proposals/ issues considered and approved by the L&S APC included:

- Proposal to consider Biology Core (“Biocore”) as a “Honors” program.
- Implementing changes to the administrative structure of the Biology major

Consultations of the Dean

The APC advises the dean on campus policies, changes, restructuring, or other academic issues. This year the APC considered proposals regarding

- Creation of the Reconfigured Wisconsin Arts Institute
- Restructuring of the Division of International Studies
- Restructuring of the Graduate School
- New Graduate School policies

At the L&S level, APC extensively discussed and provided advice to the Dean regarding:

- Transparency in the budget/resource allocation process, and using data to inform decisions that align with L&S mission and values
- Consideration of policy regarding the creation of new revenue-generating programs, and what should be included in new proposals.
- The role of certificate programs in the curriculum, with an emphasis on articulating clear purposes and reducing administrative costs.

Requests for Comment or Support

The APC is frequently consulted for comments, support or advice regarding new programs or policies outside of L&S, at the college, campus or UW System level.

At the college or campus level, APC considered and provided feedback (where appropriate) on the following proposals:

- Nelson Institute – Request to rename MS- Conservation Biology and Sustainable Development to “Environmental Conversation.” *Supported*
- Request for a new undergraduate certificate in Development Economics (CALs). *Approved.*
- Request for a new Capstone Certificate in Geodesign. *Requested additional information, will be reviewed again Fall 2014*
- Work Group Report on Leadership Changes in the Office of the Vice Chancellor for Research / Dean of Graduate School. *Feedback provided.*
- Discontinued: MS-Community and Environmental Sociology *Supported, because students rarely enroll in this CALS program and there is a more popular program offered in Sociology.*
- Request for a new undergraduate certificate in Sustainability (campus). *Supported.*

The APC advises the dean when UW System seeks comment on programs proposed at other campuses. The council recommended that UW-Madison support (or not oppose) the following:

- MPA, UW-Green Bay
- MA, MA – Africology, UW-Milwaukee
- MS- Applied Statistics, UW-Milwaukee
- MS – Biomedical Informatics (UW-Madison SMPH)
- BS – Ecology, Environment and Conservation Biology (UW-Parkside)
- BS – Data Science (UW River Falls)
- BS/BA – Environmental Sustainability Studies
- MS – Information Science and Technology (UW Milwaukee)
- MWS – Intent to plan (UW-Whitewater)

Program Review

The APC serves as the governance body in the college responsible for receiving reports on academic program reviews, which must be conducted every ten years. In 2013-2014, the Provost asked the Dean to address the substantial backlog of reviews in L&S – while also maintaining the pace of review, so as not to add to that backlog. Enforcing the principles of the streamlined L&S program review guidelines (which focus on

academic programs, rather than on departmental structures and processes), the council completed reviews of:

- Undergraduate Certificate in Middle East Studies
- Undergraduate Certificate: Integrated Liberal Studies
- Undergraduate and Graduate Majors in Communication Arts
- Undergraduate certificate in Asian American Studies
- Undergraduate certificate in American Indian Studies.
- Undergraduate and Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)
- Sociology – BA/BS Review
- Undergraduate and Graduate Majors in Physics
- Undergraduate Major in International Studies
- Undergraduate and Graduate Majors in Geography, including the BA/BS Geography, MS-Geography, PhD-Geography, BA/BS Cartography and Geographic Information Systems, MS-Cartography and Geographic Information Systems, PhD-Cartography and Geographic Information Systems
- Undergraduate and Graduate Majors in Psychology (focusing on “non-APA accredited” Academic Programs)
- Undergraduate Major in Botany
- Undergraduate Major in Zoology

Members & Observers

Chair: Karl Scholz, Dean

Members

Harry Brighthouse, Philosophy

Thomas Broman, History of Science, Medicine & Technology

Jan Edwards, Communication Science and Disorders

Anna Gemrich, Spanish & Portuguese

Diane Gooding, Psychology

Betty Harwood, Chemistry

John Hawks, Anthropology (*ex officio*, *Chair of L&S Curriculum Committee*)

Clark Johnson, Geoscience

Jennifer Noyes, Institute for Research on Poverty

Matthew Turner, Geography

Ex Officio Observers

Marianne Bird Bear, Asst Dean (International Studies)

Maria Cancian, Assoc. Dean (Social Sci & Fiscal Initiatives)

Kimbrin Cornelius, Curricular Administrative Specialist

Susan Ellis-Weismer, Assoc Dean (Research)

Ann Gunter, Assoc Dean (Budget, Planning & Finance)

Elaine M Klein (Asst Dean (Academic Planning))
Nancy Westphal-Johnson, Assoc Dean (Undergrad Ed & Academic Admin)
Eric Wilcots, Assoc Dean (Natural Sciences)
DeVon Wilson, Asst Dean (Center for Acad Excellence)
Sue Zaeske, Assoc Dean (Advancement, Arts & Humanities)

The L&S Academic Planning Council approved this report on November 4, 2014.
Questions or comments about it may be directed to Dean John Karl Scholz or Assistant
Dean Elaine M. Klein.

Submitted by:

Elaine M. Klein, Ph.D.
Assistant Dean, Academic Planning

John Karl Scholz, Dean
Chair, L&S Academic Planning Council

College of Letters and Science Curriculum Committee Report (Academic Year 2013-2014) to L&S Faculty Senate

Curriculum Committee Members and Chair

Sigurd Angenent (Mathematics)
Barbara (Suzy) Buenger (Art History)
Ivy Corfis (Spanish & Portuguese)
Stephen Gammie (Zoology)
John Hawks (Anthropology), *Chair*
Dan Kapust (Political Science)
William Jones (History)
Clark Landis (Chemistry)

Bret Larget (Botany and Statistics)
Galen McKinley (Atmosp & Oc Sci)
Karen Redfield (English)
Lyn Van Swol (Communication Arts)
Ethelene Whitmire (Library and
Information Studies)

Ex Officio members:

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

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 University Curriculum Committee. 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/lsc/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 Change Requirements for Academic Programs

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

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 University Curriculum Committee. During the 2013-2014 academic year, the LSCC approved proposals to create 208 changes, 105 new courses, 22 course deletions, and 11 non- L&S proposals for LAS designations

Additional course related issues:

Sociology major changes. As a result of an undergraduate program review, Sociology determined that students needed more structure to guide them through the Sociology curriculum. Though courses were offered at the elementary, intermediate, and advanced level, the lack of enforcement of prerequisites meant in practice, and student could take

any course. This created a situation where seniors in the major were still working to complete elementary courses, and students early in the major were inadvertently taking advanced level coursework.

To address this issue, Sociology created a clear pathway through requirements for students, which encourages students to take elementary material course, and progress to more advanced courses. They identified the core courses that give students the skills required to be successful in advanced courses. And, they added enforced prerequisites that require students to take the coursework they need *before* they may enroll in advanced coursework.

As a result of this project, Sociology submitted a significant number of course change proposals. The changes requested added prerequisites, and also updated titles and descriptions.

Curricular Policies, Procedures, and Guidelines

The L&S Curriculum Committee is responsible for L&S policies, procedures and guidelines related to college curricular issues, and advises the Dean regarding campus-wide issues. This year, the L&S Curriculum Committee discussed and approved the following items:

- A common pass/fail policy for all undergraduate students on campus
- Alignment of [L&S guidelines on Directed Study](#) with the new [campus Directed Study policy](#)
- Clarification of the [L&S Foreign Language Retrocredit policy](#)
- Updates to the [guidelines for courses to be listed in the L&S Interdisciplinary subject listing](#)

In addition, the committee had first discussions or provided feedback regarding:

- The [Career Initiative](#), a comprehensive L&S program proposed by Dean Karl Scholz to transform career advising, increase alumni engagement with students, and define and articulate the transferable – and highly desired – skills learned in majors, certificates, and courses. Conversations regarding the Career Initiative, in particular regarding a critical career development course, will continue next year.
- Requiring L&S undergraduate students to declare a major by a certain milestone (the committee plans to continue this conversation in 2014-2015).
- Allowable overlap between majors
- Exceptions data on all L&S programs, and curricular implications of programs that have high exception rates (see [Trends in Curricular Exceptions in L&S Academic Programs](#)).
- Assessment plan for L&S

Other Curricular Issues

As a new pilot this year, the L&S Curriculum Committee served as the review committee for the Sociology undergraduate program review. Faculty from the Sociology department visited the L&S Curriculum Committee during meetings, and a subcommittee also met with the department and Sociology undergraduate students. The subcommittee also generated a program review report. Sociology was chosen as a pilot for this because their programs are highly regarded, and they had identified the need to make significant changes to their undergraduate program.

Attachment A: Changes to Academic Programs (AY 2013-2014)

Program Changing

Description of Change

Undergraduate Programs

Communication Sciences and Disorder - Honors	Changed the GPA requirement from 3.3 in both overall undergraduate courses and major courses to 3.5 in both GPAs. Students with lower GPAs tend to drop the honors program after a year, or have great difficulties in finishing.
English Honors Program	The changes aligned the honors program with the changes to the English major changes approved the previous spring.
Gender and Women's Studies (and Honors)	Removed a 9-credit "concentration" requirement in the major (reducing the total number of credits to complete the major from 39 to 30)/ The Research Option was also updated to included this change. The Honors in the Major were also clarified the number of honors credits required above the Elementary level.
Jewish Studies - Track in Modern Hebrew Language, Literature, and Israeli Culture	This change is prompted by the dissolution of the Hebrew & Semitic Studies Department. These program changes create a Hbrew and Israeli Culture 'track' in the Jewish Studies major, and closely mirrors the closed Hebrew major. Through this track, students will continue to have the opportunity to study modern Hebrew lanugage, literature, and Israeli culture.
Music Education	Changes to increase learning opportunities outside of the Euro-American classical music tradition, requiring students to be dual certified to increase employability, and reducing overlap.
Political Science	Describe quality of work requirements for the undergraduate major.
Religious Studies (and Honors)	Updated and restructured requirements to model the current discipline, to reduce bottlenecks, and align course offerings with requirements.
Slavic Studies	Undergraduate students will no longer be required to read and site original Russian sources (which had to be approved individually by the advisor) for an approved Area Studies course to meet the Area Studies requirement.
Sociology	Sociology added appropriate, enforced prerequisites to courses to create a more structured pathway for undergraduates to engage in the department's curriculum, from elementary to advaced. The changes also now require four upper level courses.

Undergraduate Certificates

Gender and Women's Studies	Changed the GPA requirement from a 2.75 cumulative GPA in certificate courses to a 2.0, to align with typical certificates in L&S.
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Graduate Certificates

Teach English to Speakers of Other Languages (TESOL)	The changes reduce the required number of credits, create a clear distinction between undergraduate and graduate level of study, and reduce overlap between the certificate and the MA in Applied English Linguistics.
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Proposed Changes to Major Declaration Policy

Overview and Context

During the summer of 2014, a working group met at the request of Dean Karl Scholz to consider revising the Major Declaration Policy for the College of Letters and Sciences. Specifically, the group was tasked to create a plan ensuring all L&S undergraduate students declare a major by an appropriate time in their undergraduate career.

The working group included Michael Pflieger, Elaine Klein, Jo Ann Meier, Gery Essenmacher, John Hawks, Daniel Kapust, Nancy Westphal-Johnson, and Kimbrin Cornelius. The group met three times to discuss the need for such a policy, consider what one might look like, and how it might be implemented.

Current Policy

The current L&S Major Declaration Policy states:

“Students must declare a major through the department administering that program. The effective date of major declaration determines the major requirements to be completed. Students should request a Major/Certificate Declaration form from the academic department/unit administering the major. This form should be completed by the student and left at the department office administering the major. If a student decides to change his/her major later, the student should return to that department office and cancel his/her major. Students may have as many majors as they wish, but they must complete the Major/Certificate Declaration form for each major and cancel any major they feel they cannot complete.”

Proposed changes

The attached document includes the new proposed policy. The essence of the change is to *require* L&S undergraduate students to declare a major before they have completed 86 credits. If students have not yet declared when they complete 86 credits, registration hold will be placed on these students' records. A student may not register until they have declared a major or until the student has been granted an exception.

Rationale for Change

Declaration of a major is a fundamental part of a student's progression in their academic career, and integral to timely graduation. Declaring a major benefits students in a number of ways, including:

- Students who declare early are more likely to complete their degree within four years.

- Declared students are connected to important pedagogical benefits, such as participation in a department's culture and membership in a cohort of students, and are connected to resources such as advising, faculty connections, and course access;
- Declaration helps departments identify students who intend to complete one of their majors, and assists with outreach to those students;
- The process of declaring 'locks in' students to current requirements, and ensures they have the right to complete under those requirements.

Despite these critical benefits, and the clear connections to timely graduation, L&S policy allows students to take courses indefinitely without declaring a major. Identifying undeclared students with a significant number of credits could represent a clear and critical advisor intervention point. Advisors help guide undeclared students through important and sometimes difficult decisions that must be made to continue degree progress. For example, what majors meet the student's interests and talents? What should the student do if she/he isn't able to meet his/her preferred program's entrance requirements? What are other resources on campus that can help? Placing a hold that delays registration is a significant intervention, and it is intended to help students who may have stumbled on the path to timely completion of their academic program.

This policy change will also help the college align communication about the importance of major declaration, so messaging is intentional and consistent from arrival to graduation. This required change will promote critical interventions by advisors who will guide students toward majors that suit their talents and interests. By implementing this policy, we are also ensuring the best use of student's resources, as well as University resources, by encouraging students to develop a plan for continuing their studies.

Considerations regarding time of the hold intervention

86 credits was identified as a suitable/optimal threshold because it marks the minimum credit level for "senior standing." In addition, when looking at student declaration data, the majority of L&S students have identified majors by this point. We hope this is a point where targeted intervention makes good sense, and we are not needlessly interfering with students who cannot yet declare their major because they are still working on their entrance requirements.

Students enter L&S with a widely varying number of credits completed; they may enter with retro, transfer, text, and/or AP credit. All types of credits are included in the limit. Inevitably, some students will encounter this policy much sooner in their residence than others. Nevertheless, because 86 credits represents such significant progress towards a degree, the policy will apply to all L&S undergraduate students. As with other policies, students with special circumstances may speak to an advisor or dean for an exception.

Some students declare majors late in their academic careers because they hope to gain admission to restrictive programs either inside or outside L&S (for example, the Business School). We intend such students to be advised effectively by an advisor rather than delay making alternative plans.

Implementation

The Dean will charge an implementation committee that will develop an overall implementation plan. Once the plan is fully developed, L&S Student Academic Affairs will be responsible for coordinating all aspects of it.

The implementation plan should adhere to several principles:

- Close coordination with other campus units to support positive action for students (Registrar's Office, Cross-College Advising, L&S departments, SOAR, etc).
- Coordinated, college-wide communication about major declaration throughout the life-cycle of the student experience. The messaging may be different for targeted groups (freshman are encouraged to explore, for example, but are also given information on how to declare).
- Online resources to help students understand how to declare, and how to get assistance with choosing a major.
- Multiple modes of messaging to ensure students receive fair warning
- A clear identification of who may remove holds, documentation of the process to do so quickly, and training to advisors, staff, and faculty who may encounter students with this registration hold.
- Understanding the declaration process for all L&S programs, and identifying best practices to ensure students will not encounter 'bureaucratic' or processing delays between the time students indicate what they will declare, and when they may register.
- Document exception policies, and provide guidance to advisors and faculty about what is a reasonable exception.

Major Declaration Policy

Policy

All L&S undergraduate students are required to declare a major or be admitted into a program before or upon the completion of 86 credits (including credits from transfer, AP, test, study abroad, or retro-credits).

If an undeclared student has completed 86 credits, a registration hold will be placed on the student's record. This prevents the undeclared student from registering for additional classes until the student declares a major. To clear this registration hold, undeclared students must either declare a major or consult with an academic advisor or an assistant dean. Students who demonstrate reasonable academic progress toward declaring a major can be allowed to continue for another semester even if they are not able to declare a major immediately.

The effective date of major declaration determines the major requirements to be completed. Students may have as many majors as they wish, but they must complete the Major/Certificate Declaration form for each major. They must also complete the Major/Certificate Declaration form if they want to cancel any major or certificate they do not wish or plan to complete.

Reason For Policy

Major declaration has benefits that are critical to student success. Students with majors:

- Can plan for timely graduation, which uses their resources wisely. Graduating on time lowers the overall cost of education and allows students to pursue their next life goals.
- Connect to the major department, gaining access to departmental advising resources, faculty contacts, and courses limited to majors.
- Connect with other students who are pursuing similar academic interests.
- Get timely and important information about the major (advising hours and workshops, upcoming courses, social events, student groups, speakers, opportunities, etc.).
- "Lock in" major requirements, so if those requirements change, students are held to the rules in place when they declared.

Declaring a major is an essential part of a student's academic career, and is integral to timely graduation; the great majority of students *do* declare their majors by the time they earn 86 credits. This policy is intended to help undeclared students reach out to advisors, so they find majors that suit their talents and interests. This policy is also intended to make the best use of both student and university resources, to help students and their advisors create a plan for academic success and timely graduation.

How to Declare and Cancel a Major

Students must declare a major through the department administering that program. Students should request a Major/Certificate Declaration form from the academic department/unit administering the major. This form should be completed by the student and left at the department office administering the major. If a student decides to change his/her major later, the student should return to that department office and cancel his/her major.