

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

**LETTERS AND SCIENCE
FACULTY SENATE**

November 14, 2016

Materials are available online in the L&S Administrative Gateway

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

COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING

**14 November 2016
3:45 – 5:00 p.m.
228 Ed Sciences
Agenda**

L&S Faculty Document

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| 1. Report of the L&S Curriculum Committee (Academic Year 2015-16) | 300 |
| 2. Announcements and Updates | |
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| 4. Approval of notes of the L&S Faculty Senate meeting held 30 November 2015 | |
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COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING
NOTES
30 November 2015
165 Bascom Hall

The meeting began at 3:45 p.m. 27 Senators were in attendance.

1. Dean Scholz congratulated UW-Madison's most recently named Rhodes Scholar, Colin Higgins, who graduated in May 2015 with comprehensive honors in Environmental Studies, Geography, and History; he is currently completing his Master of Public Affairs in the LaFollette School. The dean also congratulated Professors Mark Eriksson and Gary Shiu (both in Physics) who were recently elected as fellows of the American Association for the Advancement of Science.
2. Dean Scholz provided an update with respect to the report of the L&S Academic Planning Council. Per governance processes articulated in Faculty Policies and Procedures and mediated by University and College Academic Planning Council Guidelines, the L&S APC approved proposals to create a new Department of Asian Languages and Cultures (from the departments of East Asian Languages and Literature and of Languages and Cultures of Asia) and a new Department of German, Nordic, and Slavic (from the Departments of German, of Scandinavian Studies, and of Slavic Languages & Literature). These proposals will next be discussed at the University APC and will be presented to the university-level Faculty Senate. The L&S APC approved the Department of African Languages and Literature request to rename itself as the Department of African Cultural Studies; that, too, will move on to the University Academic Planning Council and to the university-level Faculty Senate.
3. With apologies for the change in the order of business, Dean Scholz asked Sabine Gross (Professor of German and Director, L&S Honors Program) to present the annual Report of the Faculty Honors Committee (Academic Year 2014-15), which was distributed as *L&S Faculty Document 299*. Professor Gross cited a few highlights from the report, noting that the recently named Rhodes Scholar had earned comprehensive honors, and that he is the third UW-Madison Rhodes Scholar to have achieved that. The program aspires to provide to students the experience of a small liberal arts college within (and with access to the resources of) a comprehensive research university. It provides excellent advising as well as access to and mentoring in research. The program is distinctive among such programs in that student achievement is not driven primarily by GPA: L&S Honors students are not only high achieving but highly motivated. There is a lower GPA requirement to participate, but students must apply for admission and must actively participate in the program. With only limited resources to support this high quality experience, membership is limited to 350 students, though applications have been increasing. There were no questions about the report.

4. Dean Scholz gave an overview of the State of the College, citing achievements and challenges in 2014-15 and looking ahead to the coming year. Highlights included the many teaching awards earned by L&S faculty, the key role of L&S faculty and staff played in the discovery of *homo Naledi*, the decision to locate the Consortium of International Humanities Centers and Institutes at UW-Madison effective 2017, and major awards granted to L&S physicists. The dean noted significant “headwinds:” large budget cuts to the university (and the large cuts to the college budget), challenges to tenure and shared governance, and damage to morale and the UW brand. At the same time, the university received 80% of the funding needed for a new Chemistry Building, a new HR system, and permission to join the Common Application System. (When asked about the last item, the dean explained that applications could rise from 33,000 to 50,000, and the system is expected to attract a wider range of applicants from across the nation and around the world.)

Dean Scholz explained that L&S will meet its cut via a hiring freeze (unless positions are supported by gift funds). Many departments are meeting their cuts by giving up positions as they become empty. The dean noted that it is useful to document the effect these reductions: with fewer faculty and staff, the college will teach fewer courses and deliver fewer seats/credits and fewer services to students. The time needed to do things will increase, because fewer people are doing the work. In discussion about the impact of cuts, one senator noted that reducing lectures with TA-taught discussions means less experience for graduate students, smaller support packages, and smaller graduate student cohorts. Further, courses that need TAs may be forced to recruit students who are not training in the discipline, perhaps affecting the quality of instruction. Several senators expressed concern that the university is not losing high quality students to peers, but to lesser institutions that offer them better support.

Turning to the continued excellence of the college, the dean again noted that ten of twelve campus distinguished teaching awards were earned by L&S faculty. He shared the success of the L&S Career Initiative, which seeks to help students convert what they learn in L&S into skills that can be applied to a career. A new course has been created to support these goals, corporate sponsors are interested in and are supporting the initiative, and a recent survey of L&S alumni suggests that for recent graduates, a degree in the liberal arts and sciences is just as competitive as a degree from the College of Engineering or School of Business. Most important: nearly 90% of L&S alumni are happy with their degrees and believe they get a competitive advantage for having the degree. Citing several publications, the dean noted the importance of getting this information out – to “tell the L&S story” beyond campus about what we’re trying to do, and that we do it well.

The dean noted several other initiatives under way that support L&S goals, including revenue-generating programs that allow departments to receive some of the funds generated by the programs and a new budget model for summer programs. (When asked about demand for summer instruction, Dean Scholz reported that two peer institutions offer twice as many

credit hours as UW-Madison, so there is likely to be room for growth.) In addition, the college has benefited from philanthropy; most notably, “the Morgridge Match” has helped endow chairs and distinguished chairs. Overall, the program has brought more than \$100 Million to the college, with 45 new professorships that have benefited all L&S divisions.

The dean noted that the college fielded 30 outside offers in 2014-15; so far, in 2015-16, there have been 43. Of those that have been resolved, L&S has successfully retained 16 out of 18, including cases where colleagues had excellent offers from Cornell, Princeton, Northwestern, Minnesota, Ohio State, and Purdue.

Finally, the dean noted that the university has undertaken an ambitious comprehensive campaign, expressing hope that it will be successful enough to have a remarkable impact on the university.

In the question and answer period, senators asked clarifying questions about the retentions and outside offers and about the Morgridge gift and gifts by other donors to other units. One senator expressed concern about the deleterious effect outside offers have on departments, noting, in particular, the growing and persistent inequities between those who get salary increases via such offers and the “loyalty tax” imposed on those who don’t. The Dean agreed that this is a concern, and expressed regret that the recent 3-year exercise (in which all faculty members were reviewed and some found eligible for increases) cannot be repeated until the budget cut has been met. The aspiration is that the college will engage in a regular process for review and increase; until that can happen, this will be a tension.

Senators noted a tension between the emphasis on excellence in teaching and learning and the demand to generate more credits. Similarly, the emphasis on generating credits seems to be at odds with the need to pursue, promote, and produce excellent research. Dean Scholz explained that departments have been encouraged to strike a balance between large and small courses, and to understand that students will necessarily take a mixture of courses. The college takes note of participation in high impact practices, since we care about how students learn. The emphasis on these things is not turning away from research – but it is about balance.

Finally, senators noted that the hiring freeze means that short-term budget reductions are non-strategic and very circumstantial; the dean agreed, but noted that all department budgets were cut differentially and the college will navigate toward those budgets over time.

5. Notes of the L&S Faculty Senate meeting held 9 March 2015 were approved.
6. Dean Scholz presented the Report of the L&S Academic Planning Council (Academic Year 2014-15), which was circulated as *L&S Faculty Document 297*. He noted that the L&S APC had been very busy in the past year, having approved plans submitted by several departments

seeking permission to restructure, approved curricular changes related to prior years' departmental restructurings, and completing the reviews of many academic programs. There were no further questions on the report.

7. Ivy Corfis, Professor of Spanish and Chair of the L&S Curriculum Committee, presented the 2014-15 Report of the L&S Curriculum Committee (*L&S Faculty Document 298*). She began by thanking the previous chair (Dan Kapust, Professor of Political Science) and the L&S staff who support the committee. Among the committee's most notable work was the approval and implementation of a policy requiring L&S undergraduates to declare a major before reaching 86 credits (if they do not do so, they receive a registration hold that can only be lifted after they seek advising and meet with a dean); the policy is being piloted in Fall 2015 and will be implemented in Spring 2016. The committee also considered and approved the request to create a large enrollment undergraduate course associated with the L&S Career Initiative (discussed above). There were no questions concerning the report.

The meeting adjourned at 4:50 p.m.

Submitted by Elaine M. Klein, Ph.D.
Assistant Dean for Academic Planning
Secretary, L&S Faculty

L&S Curriculum Committee Annual Report (2015-2016)

Overview

The L&S Curriculum Committee (LSCC) is comprised of faculty representatives from all L&S divisions, advisors, and ex-officio members from L&S Administration and L&S Student Academic Affairs. The 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/lis/page.php?id=20092>. At the Dean's request, the committee considers other issues related to undergraduate education for purposes of advising him, the faculty and L&S departments and programs, and the L&S division of Student Academic Affairs. Below are brief descriptions of issues addressed by the committee this past academic year.

Program Changes

LSCC guidelines regarding changes to requirements for academic programs remain in effect (<https://kb.wisc.edu/lis/page.php?id=20013>). 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 effective student learning. As part of the approval process for changes to existing programs, implementation dates and teach-out plan are established to ensure that students on the "old" programs are still able to complete those requirement or that they may transition to the new requirements without adversely affecting their progress.

Information about these undergraduate program and policy changes are emailed to the advising community through advisor-link, to better communicate recent changes to advising staff across campus.

African Languages and Cultures: Undergraduate Honors program. Eliminates the need to take graduate-level courses, adds an entrance requirement, incorporates the "B or better in Honors work" policy, and adjusts language and structure to render the curriculum easier to interpret.

American Indian Studies: Undergraduate Certificate. Restructures the breadth requirement, requires students to take an introductory course, and reduces the total number of credits requirement.

Biochemistry: Undergraduate major (in L&S and CALS). Effectively increases the number of required credits for the program, due to a course change. The L&S Curriculum Committee reaffirmed that Biochemistry may continue to require a high number of credits for their program because the inherently interdisciplinary nature of the program supports the outcomes of a liberal arts degree.

Chicana/Latina Studies: Undergraduate Certificate. Organizes requirements around two introductory courses and higher-level electives, and removes a portfolio writing requirement that wasn't enforced.

Computer Science: Undergraduate Certificate: Restricts instances in which special students may complete the certificate, and clarifies ambiguous wording in requirement text.

Computer Science: Undergraduate major: Allows current students to substitute a different course for one of the core required courses.

Environmental Sciences: Undergraduate major (L&S and CALS). Small revisions align major requirements and Undergraduate Catalog text between L&S and CALS.

French and Italian: Masters Program Restructures requirements so students are no longer required to take 10 credits in a field outside the French department.

Japanese Professional Communications: Undergraduate Certificate. Removes EA 374 from the list of elective courses in the certificate

Library and Information Sciences: Masters Program. Adds more opportunities for students to learn management skills and research/evaluation methods, which are increasingly important for employment. Reduces overlap between existing courses, and reduces the total number of credits.

Math: Undergraduate Certificate. Reduces the total required credits from 25 to 12 credits. While the requirements no longer include the full calculus sequence, the department anticipates most students will continue to take them as preparation for the required courses.

Social Work: Bachelors in Social Works. Reduces curricular redundancy and adds a new required course in psychopathology and generalist practice. Better prepares students for beginning level social work practice and future graduate coursework.

Statistics Honors Program. Adds GPA entrance requirements, raises the GPA required to complete the program, and allows students to take three credits of statistics elective in lieu of 6 credits of Honors option coursework in their major elective courses.

Curricular Policies, Procedures, and Guidelines

The L&S Curriculum Committee is frequently invited to comment on the development of campus policies. The committee commented on and supported the following proposals:

- Proposed Campus Policy for Honors Program Designations
- Proposed Campus Policy on Named Options
- Draft Campus Major Declaration Policy

The L&S CC also discussed and approved:

- L&S Peer Learning Course Guidelines
- L&S Guidelines and advice to departments renumbering their course array
- Discontinuation of the Interdivisional breadth designation

Proposal to Create a Foreign Language Attribute. The L&S CC reviewed a proposal to create a foreign language attribute, submitted by an ad-hoc working group that convened by the chairs of Van Hise departments and programs. The proposal requests a new course designation to transparently communicate to students how foreign language courses meet their L&S undergraduate degree foreign language requirement. The proposed designation will indicate the level of the foreign language, and the DARS system will use the designation to audit how students are meeting the requirement. Students and advisors could also search for the designation in Course Guide.

The L&S CC expressed strong support for the creation of this designation. Before approving, however, the committee asked the ad-hoc working group to also create a similar designation that would identify courses eligible for retro-credit. Identifying these courses is also a confusing process for students, and many courses that will carry the proposed foreign language designation are also eligible for retro-credit. The L&S CC advised the Van Hise ad-hoc working group this was an opportune time to address this retro-credit issue.

Course Related Issues

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 to the college-level Curriculum Committee for approval.

A review is conducted to evaluate whether the proposed courses or changes 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 cross-listing 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 2015-2016 academic year, the LSCC reviewed and approved 373 course proposal: approved proposals to change 221 courses, create 101 new courses, delete 35 courses, and add L&S designations to 15 non-L&S courses

Other Curricular Items

Certificate Implementation Report. Committee members reviewed a report from L&S Academic Information Management (AIM), regarding implementation of new campus guidelines for certificates. AIM held certificate workshops for department to share the new guidelines, and the new processes for declaring, reporting, and managing certificate programs.

Comments on APC proposals. The L&S Curriculum Committee is often invited to comment on curricular proposals submitted to the L&S APC. The committee offered comments, and supported, the following proposals:

- Proposal for New course Subject: Integrated Arts (Arts Institute), School of Education
- Certificate for Japanese Studies for Engineering Majors, expanding to L&S students
- Proposal to Establish Integrated Science Subject Listing, WIScience

Implementation of Mandatory Major Declaration Policy. In 2014-2015, the L&S Curriculum Committee approved enforcement of a policy that would require L&S undergraduate students to declare a major

prior to achieving 86 credits. The L&S Curriculum Committee approved enforcement of this policy because of its substantial benefits to students, including:

- Students who declare early are more likely to complete their degree within four years;
- Declared students are connected to 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 department identify students who intended to complete one of their majors, and assists with outreach to those students; and the process of declaring
- The process of declaring 'locks in' students to current requirements, and ensures they have the right to complete under those requirements.

Enforcement of the policy began Spring 2016, with registration holds (First year students and first-semester students do not receive registration holds). The implementation subcommittee submitted a progress report to the L&S Curriculum, outlining the steps for successful implementation of the enforcement hold.

L&S Curriculum Committee Members:

Chair: Ivy Corfis, Spanish and Portuguese

Members:

Cécile Ané, Botany and Statistics

Michael Wagner, Journalism and Mass Communication

Stephen Gammie, Zoology

Galen McKinley, Atmospheric & Oceanic Sciences

Dan Quint, Economics

Karen Redfield, English

Peter Timbie, Physics

Student Members appointed through ASM:

Justin Skiba

Ex Officio:

Kimbrin Cornelius, L&S Administration

Elaine Klein, L&S Administration

Christopher Lee, L&S Student Academic Affairs

Jacqui Guthrie, L&S Honors Program

Michael J. Pflieger, L&S Student Academic Affairs

Nancy Westphal-Johnson, L&S Administration

Assistant to the Committee:

Joni Brown, L&S Administration

College of Letters and Science Academic Planning Council
Annual Report to L&S Faculty Senate (2015-2016)

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>

Substantial Changes to L&S Departments/Academic Units

Proposals and issues related to department and unit restructuring comprised a substantial amount of L&S Academic Planning discussion this year. Several small L&S departments are considering restructuring to address issues of resources and/or effective governance. Restructuring requires substantial department discussion and work with L&S Administration – issues of internal governance and committees, budget, research structure/affiliations, nature and scope of academic programs, redistribution of participating faculty and staff lines must all be considered and planned. To facilitate these discussions and help ensure alignment with campus policy established by Faculty Policies & Procedure (FP&P) 5.02 and guidelines issued by the University Academic Planning Council, staff in L&S Administration developed a template for a restructuring proposal that enumerates topics to be addressed in it, and directs authors to specific offices and individuals in L&S administration who can provide data, information, and counsel. That template has been shared with all departments/programs that initiated the restructuring process after January 2015:

The following proposals and action items were reviewed and approved by the council:

- Create new academic departments:
 - Create “Asian Languages and Cultures” from the Departments of East Asian Languages and Literature and Languages and Cultures of Asia
 - Create “German, Nordic, Slavic” from the Departments of German, Scandinavian Studies, and Slavic Languages and Literature
- Request for Permission to Plan to Restructure
 - History and the Department of History of Science
 - Urban and Regional Planning (L&S) and Landscape Architecture (CALs): Request For Permission to Plan to Restructure
 - Linguistics provided an update on their Request for Permission to Restructure

The council also approved several other program changes:

- Request to Change Name:
 - Rename “Department of African Languages and Literature” to “Department of African Cultural Studies”
 - Rename “School of Music” and Concert Hall to “Mead Witter School of Music” and “Mead Witter Foundation Concert Hall”
- Request to Relocate Academic Program, from College of Engineering to L&S, Department of Zoology:

- MS-Freshwater and Marine Sciences
 - Doctor of Philosophy, Freshwater and Marine Sciences
- Request to Establish a New L&S Center for Healthy Minds
- Request to change status of Religious Studies to Department-Like Entity

Academic Program Review

All UW-Madison Academic Programs must be reviewed every 10 years. Reviews are convened by the dean, with consideration given to the schedule for review maintained by the Provost and the Office of Academic Planning and Institutional Research. The program faculty prepares a self-study narrative provided to a faculty review committee that reviews the self-study, interviews faculty, staff and student representatives for the program, and prepares a report to the dean. The APC reviews and discusses the self-study, review committee report, and the program's response to the report. Council members advise the dean and associate deans about program strengths, contributions student learning in the discipline, and what might be done to promote improvement. The following programs completed reviews in 2015-16:

- Chemistry
 - BA/BS Chemistry
 - MS Chemistry
 - PhD Chemistry
- Gender and Women's Studies
 - BA/BS Gender and Women's Studies
 - MA Gender and Women's Studies
- East Asian Languages and Literature
 - BA/BS, MA, PhD Chinese
 - BA/BS, MA, PhD Japanese
- Sociology, Graduate Programs (L&S and CALS)
 - PhD Sociology
- Microbiology Undergraduate Program (L&S and CALS, housed in Bacteriology)
 - BA/BS Microbiology
- Molecular Biology (housed in Zoology)
 - BA/BS Molecular Biology
- Mead-Witter School of Music
 - BA/BS Music
 - Bachelor of Music: Education
 - Bachelor of Music: Performance
 - MA Music
 - Master of Music: Education
 - Master of Music: Performance
 - PhD Music
 - Doctor of Musical Arts
- School of Journalism and Mass Communication
 - BA-Journalism

- BS-Journalism
 - MA-Journalism
- German, Nordic, Slavic
 - BA/BS German
 - BA/BS Polish
 - BA/BS Scandinavian Studies
 - BA/BS Russian
 - BS of Education: German
 - MA German
 - MA Scandinavian Studies
 - MA Slavic Languages and Literatures
 - PhD German
 - PhD Scandinavian Studies
 - Slavic Languages and Literatures
- Religious Studies Undergraduate Certificate
- Social Work
 - BA/BS Social Welfare
 - BSW (Bachelor of Social Work)
 - MSW (Master of Social Work)
- Library and Information Studies
 - MA Library and Information Studies
 - PhD Library and Information Studies

In addition, a summary review of L&S undergraduate major and certificate programs administered by the Institute for Regional and International Studies (IRIS) was conducted. The following certificates were reviewed in this process:

- African Studies
- East Asian Studies
- European Studies
- Middle East Studies
- Russian, East European, and Central Asian Studies
- South Asian Studies
- Southeast Asian Studies

The review of the BA/BS in Latin American, Caribbean and Iberian Studies continues to be under way. Because it may be reconfigured or discontinued as part of the reorganization of programs in Asian Languages and Cultures, the review of the BA/BS major in Asian Studies was placed on hold. Similarly, since admission to the Certificate in Global Cultures have been suspended, the council awaits a request for action concerning that program.

L&S Program Actions

L&S APC considers many different types of requests that have implications for academic programs (create, rename, restructure/move, suspend admission to, or close), centers (create, restructure, close), and academic activity. The following topics were discussed in 2015-16:

- A new Undergraduate Certificate in “Health and Humanities” was approved.
- The “Lubar Institute for the Study of Abrahamic Religions” was renamed and its mission refocused, to become the “Center for Religion and Global Citizenry.”
- Admissions were suspended in the following programs:
 - Named Option “Neurobiology” in Biology Major (related to creation of new BA/BS major in Neurobiology)
 - Celtic Studies Undergraduate Certificate
 - “Ethnomusicology” program tracks in Music PhD programs
- The Named Option in the International Studies Major: “Global Commons/Global Environment” was discontinued.
- Two technical corrections to L&S Centers and Institutes were approved:
 - Rename L&S Center, COWS
 - Remove L&S LEAD Center from list of current Centers
- Economics: A Change in Classification of Instructional Programs (CIP) Code for Graduate Programs will allow the university to more accurately represent these programs as among the quantitative sciences.
- Math: Revisions to Lowest Level Math Courses and the Math Placement strategy will align UW-Madison practice with peer programs and newly articulate statewide expectations about remedial Math instruction.

The council was also asked to consider actions related to the “Specialist Certificate in Gerontology,” which was renamed to become the “Undergraduate Certificate in Aging.” The program sought permission to transfer from the School of Medicine and Public Health to L&S, with a departmental/administrative affiliation with Psychology. The council provisionally approved this request; those provisions concerned undergraduate program oversight by the department and compliance with institutional expectations about the assessment of student learning in it. After extensive discussion, the faculty sponsor withdrew the request.

The council was also consulted about a strategy for sharing Less Commonly Taught Languages with institutions beyond the Big Ten Academic Alliance (formerly known as the Consortium for Institutional Collaboration). A template for engaging in very small-scale language exchanges, taking into account institutional responsibilities (e.g., FERPA, credit-hour requirements, instructor qualifications) and processes (e.g. adequate notice for course scheduling, room and technology management), was approved by the council. The University APC later considered and approved two MOUs based on this template, praising this strategy.

Requests for Comment, Consultation, or Support

L&S is frequently invited to comment on the development of programs and policies outside of L&S, at the college, campus or UW System level. The council offered critique and comment on the following proposals:

- Campus Policy or Guidelines Changes:
 - Proposed Campus Policy on Named Options
 - Proposed Revisions to UAPC Program Review Guidelines
 - Proposed Revisions to UAPC Policy on Low-Award Producing Academic Program
 - Proposed Campus Policy on Minimum Qualifications for Instructors
- Request to create new subject listings:
 - School of Education (WISCIENCE), to create “Integrated Science”
 - Arts Institute (School of Education), to create “Integrated Arts”
- College of Engineering
 - Request to Extend Program Access to L&S Undergraduates, Undergraduate Certificate in Technical Japanese
 - Proposed new Capstone Certificate in Foundations of Professional Development
- Notice of Intent:
 - UW-Madison, Education Policy Studies (SoE), create new Bachelor of Science Education, Education Studies
 - UW-Madison, Biomedical Informatics (SMPH), create new MS/PhD in Biomedical Data Science
 - UW-Eau Claire, create new BA/BS in Neuroscience
 - UW-La Crosse, create new MS Applied Statistics
 - UW-Milwaukee, create new MS/PhD in Atmospheric Science
 - UW-River Falls, create a new BS in Neuroscience
 - UW-Superior, create new BA/BS majors in Environmental Studies and in Environmental Sciences

Consultations of the Dean

The Dean often seeks the counsel of the L&S APC on issues related to the College. In 2015-2016, Council members discussed impact of budget cuts, the process and documentation for Department/Program Restructuring, and articulating more clearly the Dean’s aspirations for students in the liberal arts and sciences.

This report was approved by the L&S APC on October 18, 2016.

Submitted by Elaine M. Klein, Associate Dean for Academic Planning

2015-2016 ANNUAL REPORT OF THE FACULTY HONORS COMMITTEE AND HONORS PROGRAM (COLLEGE OF LETTERS & SCIENCE)

Overview

It is the mission of the L&S Honors Program to enhance and enrich the undergraduate experience for high-achieving and highly motivated students, to provide them with opportunities to engage in research and scholarship with faculty, to create a community within the larger College, to offer high-quality and comprehensive advising, and to promote leadership, service, and engaged citizenship through a liberal-arts education.

This report covers the 2015-2016 academic year and the summer of 2016. The Letters & Science Honors Program currently enrolls 1254 students. 374 first-year students matriculated as L&S Honors students in the fall of 2015. In AY 2015-16, 74 students graduated with Honors in the Liberal Arts (HLA), 64 students graduated with Honors in the Major (HM), and 29 completed both tracks earning Comprehensive Honors (CH) (all numbers: actual degrees conferred). The average GPA at graduation was a 3.716. Of the 167 Honors graduates, 62% identified as female and 2.4% identified primarily as a member of a targeted minority group (down from 6.1% of graduates in the previous year). Targeted minorities made up 8.7% of the total Honors population of 1254; the percentage has increased gradually since 2013.

The L&S Honors Program has an overall budget of close to half a million, detailed as follows: \$235,764 general 101 funding for salaries and supplies is supplemented by approximately \$21,000 annual gift endowment income used for essential operational expenses and student hourly employees. Honors also receives an annual allotment of \$192,000 in Undergraduate Initiative Funds, of which up to \$150,000 support instructional costs for departments offering Honors courses and sections that maintain or strengthen our curriculum and \$42,000 are awarded as Honors Summer Senior Thesis research grants.

In addition, the Honors program expends a total of approximately \$85,000 (\$45,000 estimated annual endowment income, plus donor gifts in non-endowed gift accounts) to support student research, outreach, travel, and community-building events.

Staffing

Administratively, the Program has undergone some changes this past year. In August 2015, Sabine Gross, Professor of German, succeeded Sissel Schroeder, Professor of Anthropology, in the 50% Faculty Director position. While the full-time position of Associate Director of Academic Services (Jacqui Guthrie) remained unchanged, in November we received permission to increase Matt Kohlstedt's position as Associate Director of Administrative Services, which had been reduced to 75% in a previous budget reduction, to 100%. The Program Administrator position was reduced from 100% to 60% with the loss of long-time Administrator Mary Czyszak-Lyne, who retired in October 2015 and was replaced by Erin Warner in December 2015. Losing an administrator with more than a decade of experience and knowledge of the program was a challenge, but also led to welcome restructuring and redesigning of numerous processes and responsibilities. Total Program FTE: 3.1

In addition to the core staff, the Honors program employs two academic advisors (50% graduate student PAs) and three peer advisors (part-time hourly undergraduates), as well as two student

hourlies for office coverage, website assistance, Honors online newsletter, and help with events, invitations, and mailing.

With five of the six faculty members on the Honors Faculty Advisory committee having rotated off in summer 2015, the committee was reconstituted as follows in fall:

2014-2015 Faculty Honors Committee Members

Sabine Gross, German, Chair	2015-
Harry Brighthouse, H; Philosophy	2015-
David Danaher; H: Slavic	2014-
Diane Gooding; SS: Psychology	2015 -
Tony Ives, NS: Zoology	2015-
Rita Kaushanskaya, SS: Comm. Sciences and Disorders	2015-
Jim Weisshaar, NS: Chemistry	2015-
Qihong Lu; Student: PSYCH and MATH majors	through graduation
Cole Randolph, MATH major	through graduation

Ex Officio:

Erin Warner, Program Administrator

Matt Kohlstedt, Associate Director of Administrative Services

Jacqui Guthrie, Associate Director of Academic Services

Admissions

Students mainly join the Honors Program in one of two ways, via initial acceptance or if they decide to pursue Honors in the Major. It is possible to join the Program (by application) anytime, including as a transfer student.

Initial acceptance into the Honors Program is not determined by test scores or other numerical data – motivation and interest are crucial factors. An invitation goes out to all applicants who are accepted to the College of Letters & Science. The number of 683 completed applications to the Honors Program was roughly in line with the two previous years. Of those applications, 523 students were admitted, an acceptance rate of 77%. Of these students, 392 decided to attend UW-Madison, an Honors-specific yield rate of 75%. Staffing constraints would not allow us to increase the number of admitted students measurably.

Events and Programs

The Honors Program hosts a total of about 20 events each year, with attendance ranging from 15 to 300-plus guests, in addition to a number of student workshops.

Fall Kickoff Picnic

The Honors Fall Kickoff outside Washburn Observatory has become a popular annual tradition, the first in a series of Honors community-building events for incoming students. In September 2014, about 200 students attended; on September 1, 2015, we welcomed more than 260 new Honors students.

First-Year Dinner

In fall 2015, we introduced the dinner format for what had previously been a Saturday-morning retreat. Attendance was almost double of what we had previously achieved at the fall retreat (185 students registered, with actual attendance somewhat lower), and we have made this an annual event. The dinner offers Honors students the opportunity to meet faculty and staff, talk to them informally, learn about their career path and personal choices, and ask questions about campus resources, research, disciplinary and career interests, study abroad, and service learning opportunities.

Go Big Read Luncheon

Fall 2015 marked the fourth year in which the Honors Program collaborated with UW-Housing to co-host a luncheon with the Go Big Read author for Honors students and several First-Year Interest Groups (FIGs), which allows our students to engage with the author in a more intimate setting. The 2015-16 Go Big Read book was *Just Mercy*, by Bryan Stevenson. We had about 150 students, staff, and faculty participate at this event.

Senior Honors Thesis Symposium

The fifth annual Senior Honors Thesis Symposium, funded by an Honors supporter, was held in April 2016 and featured 35 seniors who shared their research in a professional-style conference.

Welton Summer Sophomore Apprenticeship Program

This is a successful program offering an early research experience for which students apply as freshmen or sophomores, funded by a donor, the Welton Family Foundation, and through grants from the Brittingham Fund and the Kemper Knapp Bequest Fund. For the summer of 2016, the Faculty Honors Committee reviewed 45 applications and selected 37 apprentices, who had faculty and academic staff mentors in 26 different academic departments across four colleges (L&S, Engineering, CALS, and the School of Medicine and Public Health). To help build community, this year we held a Welton dinner (rather than an afternoon meeting) for the first time at which students and mentors got to know each other, which was well received. A workshop helped students prepare for the retreat in July (see below). Students may communicate by Facebook and other social media during the summer, and we invited some of the apprentices to join the welcome party for new first year students at the beginning of the semester, to share their experiences with the incoming first-year students and generate interest in the program.

Welton Sophomore Apprentice Retreat

In late July the Program sponsors an annual day-long retreat at Hilltop Farm outside Spring Green for Welton Apprentices and for their faculty and staff mentors. Student presentations are quite polished and impressive in the grasp of research problems the students have been studying. In three working groups and during meals, the retreat provides a setting for discussion of the presentations and broader exchange.

Grants and Awards Workshops, Symposium/Retreat Workshops

For all major grant categories – Welton, Trewartha, Summer Research, Leadership Trust – we offer one or several workshops to assist students in putting together a strong application. For the Senior Thesis Symposium and Welton Retreat, workshops focus on public speaking skills and effective strategies for giving an academic presentation.

Curriculum

Four Honors in the Major curricula were revised and approved through governance (Faculty Honors Committee and L&S Curriculum Committee) during the 2015/16 school year: STAT, BIOCHEM, AF LANG LIT and COM ARTS. Proposals for NEURO and GEOG/GEO SYS are expected in the 2016/17 school year.

The Program is partnering with departments that have historically listed Honors offerings in unique or one-off ways to bring them into alignment with standard methods of listing and offering Honors courses. Approximately half of this “curricular clean-up” was completed in the 2015/16 school year, making Honors offering easier to understand and helping students to enroll correctly for Honors components of courses.

The Honors Program partnered with APIR and the Registrar’s Office on several initiatives this past year: creating a more efficient, accurate and query-able way to track who is enrolled in a university Honors Program, preparations for the new Guide and CIM (Curricular Information Management) Courseleaf tools implementation, and a clean-up of erroneous catalog-level Honors course offerings. Projects are well underway and should create several efficiencies for students and faculty/staff alike.

The Honors Program continued its practice of offering two fall Honors-only FIGs (First-Year Interest Groups). *Legacy of Greece and Rome in Modern Culture* and *Goodness, Happiness and the Meaning of Life* were the fall 2015 offerings, enrolling 18 and 14 respectively.

We continue to work closely with departments as they develop their Honors course offerings. This includes helping them determine which honors course designation is a best fit for a particular course, verifying that courses are set up with correct Honors designations and requisites, and promoting the courses that departments are able to create happens throughout the year. Additionally, as departments adjust to budget constraints, the Honors Program Director and Associate Director for Academic Services spend significant time working with departments that are eliminating Honors courses or trying to find more efficient ways of teaching their Honors offerings. When course offerings are eliminated or altered, associated curricula also need to be adjusted. Maintaining a variety of Honors course offerings and ample offerings for the number of students pursuing the degree is a priority for us, and increasingly this happens in individual consultations with departments.

Advising

Staffing

Associate Director of Academic Services Jacqui Guthrie supervises the 5 part-time members of the Advising Team (two graduate-student advisors and three undergraduate peer advisors), including hiring, training, and mentoring. The Graduate PA advisors serve as primary advisors; Honors students also relate well to our peer advisors, who are trained to answer basic questions and are themselves in the Honors Program. In 2015, we transitioned from a phone-based

advising appointment system to the campus Scheduling Assistant online tool, which has made more staff time available for advising and to field inquiries.

By the Numbers

During the 2015-2016 school year, the Honors Program Advising Team held 570 individual 30-minute advising appointments, 398 drop-in appointments and responded to 972 advising-related email inquiries from students. (SOAR contacts are tracked separately and can be found just below).

SOAR Advising

The L&S Honors Program continues to advise at every first-year student SOAR session. During the 2016 summer, we served 335 incoming first-year honors students over 28 two-day SOAR sessions. 95% 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”.

Advising for First-Year Students

The L&S Honors Program Advising staff provides mandatory interaction-focused small-group advising (Honors 181 and Honors 182) for all first-year students in the fall semester. In addition to group advising, first-year students are encouraged to avail themselves of advisors via drop-ins, email, and individual appointments to assure a successful transition to college.

Advising for Graduating Seniors

L&S Honors Program Advisors audit the records of students who intend to graduate in the next two terms and proactively contact students with graduation deficiencies. Additionally, the Advising Team offers drop-in advising specifically for graduation checks so that graduating Honors students can confirm whether they are able to graduate in their intended semester, a service much appreciated by students and parents alike.

Grants and Awards

Curriculum

An annual call in fall semester invites applications from departments seeking funds for lecturer replacement or S&E to enable faculty to teach Honors courses or Honors-only discussion sections. For the 2015-2016 academic year, the Faculty Honors Committee and L&S Honors Program awarded \$120,000 to departments in support of 32 Honors-only courses (15 small stand-alone Honors courses and 17 faculty-taught sections of larger courses).

Student Research and Leadership Opportunities

The Faculty Honors Committee recommended funding for grants and awards totaling over \$170,000 to 75 students in several categories: Welton Sophomore Summer Research Apprenticeships, Trewartha Undergraduate Honors Research Grants, Honors Senior Thesis Summer Research Grants, the Leadership Trust Award (see following), and several study abroad and 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 while allowing the students to develop leadership skills. Since 2003, we have awarded funds for more than twenty different projects, many of which are being continued by subsequent generations of students. In 2015-2016, the Faculty Honors Committee selected two Leadership Trust awardees (one funded through the Leadership Trust Award, one with Pathways to Excellence support):

1. Junior Arielle Mitchell (with emeritus and former Honors Faculty Director Chuck Snowdon as mentor) is developing a project on music engagement against memory loss for older citizens, with significant student volunteer involvement, that has the potential markedly to improve participants' lives and well-being.
2. Freshman Jordan Madden (with faculty mentor and Assistant Professor of Gender and Women's Studies Araceli Alonso) is developing a campus-wide campaign named "Bleeding Love" with the dual goal to increase awareness of the need for menstrual products for women living in poverty, and to encourage donations.

National and International Awards

Honors students continued to be successful as candidates for prestigious national and international awards. In 2015-2016, student awardees and nominees included: Colin Higgins (Rhodes), Hannah Mast (Goldwater), Jacob Roble (Truman Finalist), and Chandler Davis (Schwarzman Finalist).

Recruitment and Campus Presence

Honors Programs at large research universities are generally considered one of the best bargains in Higher Education, and an important component in attracting the best high-school students. (See Frank Bruni, http://www.nytimes.com/2015/08/09/opinion/sunday/frank-bruni-a-prudent-college-path.html?_r=0) For many of our students, admission to the Honors Program is a significant component of their decision to attend the UW-Madison. The yield rate of students admitted to Honors is double the campus rate. (In fall 2016, 75% of students admitted to the L&S Honors Program chose to attend UW-Madison, compared with 37% of students overall.) In cooperation with the Office of Admissions, the Honors Program hosts approximately 45 prospective student information sessions for students and their parents each year, which are led by Matt Kohlstedt. Over 450 student participants register, and combined with their families the sessions attract more than 1000 registrants annually. Matt Kohlstedt also attended the Office of Admissions prospective student recruitment fair in Milwaukee, and was a panelist and information session participant for the four spring 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, the Powers-Knapp Program, and the Center for Academic Excellence. The Honors Director, Associate Director and team members are always available to meet with families individually and answer questions.

Honors has an active presence at other events across and beyond campus such as the Major's Fair and Summer Collegiate Experience.

Parents' Day and Family Day

the Honors Program participated in both events by hosting a Saturday-morning breakfast with a presentation and Q&A for the families of Honors students, attended by 37 on September 26, 2015, and 27 on October 1, 2015. The Honors Director provided an overview of the Honors Program, with ample opportunity for parents (and students) to ask questions and engage in conversation with the Director and members of the Honors Program team.

Community Building, Outreach, and Communication on Campus and Beyond

The Honors On-Line Blog

The Honors Program makes weekly blog posts about opportunities of interest to Honors students such as grant opportunities, study abroad information sessions, honors course offerings and more. The Honors Online (HOL) weekly emailed newsletter points students to these blog entries. During the 2015-2016 school year, we tracked approximately 2,300 individual page views of blog entries each month, confirming student interest.

Honors Student Organization (HSO)

The Honors Program provides some staff assistance to HSO, a student-led organization that works to build a sense of community among Honors students. In 2015-16, the HSO continued with the successful Wednesdays@Washburn monthly event. Students select and invite UW-Madison faculty to have a conversation with Honors students in an informal setting at Washburn Observatory over supper provided by the Honors Program. HSO also co-hosted the Fall Kickpff Picnic, co-sponsored a two-day group study café at the beginning of final exam week each semester, organized events such as Lakeshore Nature Preserve clean-up days, and attended cultural events at the Madison Opera, Overture Center, and campus venues.

Alumni Newsletter "The Honors Challenge"

The annual full-color newsletter of the Honors Program is sent to approximately 6,300 alumni and other interested parties. The November 2015 newsletter featured stories around the theme of "Honors Makes a Difference".

Open Doors Madison Event

The Honors Program participated in the "Open Doors" community outreach event on Sunday, April 24, 2016, offering snacks, beverages, and information about Washburn to all interested community members. The Faculty Director personally welcomed more than 100 visitors to Washburn during this successful event.

Honors partners with the Astronomy Department – with whom we are happy to share Washburn Observatory – for events such as this throughout the year.

Additional Engagement across Campus

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

- Sabine Gross: University Honors Committee; Faculty Honors Committee (Chair); University Library Committee; Search Committee for the Associate Dean of L&S Student Academic Affairs / Director of L&S Undergraduate Advising (December

- 2015-March 2016, Chair); Graduate School Fall Research Competition Committee (fall 2015); Named Professorship Selection Committee (fall 2015); L&S Dean's Prize Committee (spring 2016); various committees in the Department of German, including Personnel Review committees (chair) and Library.
- Jacqui Guthrie: Ex-officio member of the L&S Curriculum Committee and sub-committee on Mandatory Major Declaration Implementation, Member of Council on Academic Advising (CAA), Orientation Advising Team (OAT), Cete (committee on the biosciences), Campus Pre-Health Committee, ASEC-appointed Student Misconduct Hearing Panel Committee, FIG Selection Committee.
 - Matt Kohlstedt: University Honors Committee, L&S Career Initiative Retreat, Scholarship Stewardship Committee, L&S Scholarships Evaluation, Equity & Justice Institute 2016.

Speech Team of UW-Madison

The L&S Honors Program assumed sponsorship of the UW Forensics Team – now named “WI Speech and Debate Team” – in 2003. Defunct since 1992, Forensics had been resurrected by a core of active students in 2001. The Honors Program assists with grantwriting and fundraising for coaching and team travel and subsidizes a portion of the salary of the part-time coach for the team, Ben Jedd. 2014-15 was a year of re-building for the team after key members graduated.

Challenges:

Resources continue to be a challenge – as they are throughout the College – and constrain the reach of the Honors Program and what we can offer. Our staffing (see above) gives us one of the smallest FTE-to-student ratio of any of the Honors Programs/Colleges among our Big Ten Academic Alliance (formerly CIC) peer universities. The Honors Program continues to subsidize our coverage of summer SOAR with our own personnel and hiring additional staff. In summer 2016 we were able to partner with CFYE, sharing costs for hiring a graduate-level advising intern, which worked well.

The Honors Program has no designated faculty; our curriculum, while meeting most Honors students' needs, is entirely dependent on the willingness of L&S Departments to offer Honors (and Honors-optional) courses and Honors sections for large lecture courses. Given recent budget cuts and an emphasis on teaching larger-enrollment courses, it has become increasingly difficult for departments to collaborate with us in offering such 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 faculty members are accepting teaching overloads in order to be able to teach an honors class.

We continually monitor and try to optimize all aspects of our work, searching for additional efficiencies that will allow us to continue to meet our mission and programmatic goals with fewer state resources, to publicize the Honors Program as a resource across campus and beyond, and to connect and to share information about Honors effectively with current and prospective students, faculty, and parents. The Honors Program draws on its Foundation funds for many of its activities; the Faculty Director engages in a number of stewardship activities.