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 9 March 2015
6. Report of the Faculty Honors Committee (Academic Year 2014-15) 299
27 Senators attended. Dean Scholz chaired the meeting, calling it to order at 3:45 p.m.

1. Announcements and updates.
   a. Dean Scholz offered congratulations and thanks to Dr. Greg Smith, the founding director of the FIGs program, who recently retired. A national search was conducted; Dr. Nathan Phelps, a former UW-Madison student who went on to earn his doctorate and lead a similar program at Western Kentucky University will return to Madison to lead the program. Senators were encouraged to contact the FIGs program if they wish to participate in Fall 2016.
   b. A brief progress report on the L&S policy on mandatory major declaration was provided. This policy holds that students must declare a major by the time they accumulate 86 credits; after that, they will get a registration hold that can be lifted after consulting an advisor and developing a plan for declaration. Senators asked for clarification of the registration hold and how “credits in progress” are treated; these are included in the 86 credits. An update on the implementation of this policy will be included in the Fall 2015 L&S Curriculum Committee report.
   c. In anticipation of requirements related to the new HR system, Dean Scholz encouraged departments to prepare to conduct regular performance review, and noted that a template process was being piloted in L&S Administration.

2. Notes of the L&S Senate meeting held on 24 November, 2014 were approved.

3. Dean Scholz provided an overview of the L&S perspective on the budget reductions. The UW System has been asked to make a $340 million cut, meaning a $90 million cut for each year of the biennium without reserves. He reiterated a point made by the Chancellor: “these cuts are too large.” He explained that the college will manage the cuts by curtailing hiring in the upcoming academic year.

4. Questions for Dean Scholz
   a. When asked what the role of “Academic Analytics” would be and concerns about the effectiveness of these kinds of quantitative measures of departmental activity, Dean Scholz said the use of other metrics for departments could be used but there needs to be a guiding force to allocate the limited resources. Academic Analytics seems to be the best way to do so, but departments will be able to make a case for other measures that may be more suited to their discipline.
   b. Dean Scholz was asked what the window in which departures and hiring will be considered, to which he replied that despite the cuts, hiring activities still in progress will move forward. When Senators asked about other hiring, the dean responded that gift funded positions will also likely move forward.
   c. When asked if L&S will need to admit more students to earn more tuition dollars, Dean Scholz responded that budget reductions are unrelated to tuition revenues.
d. Senators expressed concern about the contradiction between encouraging departments to offer “high-impact, low-enrollment” courses, at the same time they are encouraged to increase enrollments overall. Dean Scholz responded that a mixture of small and large classes is valuable and normal at a large the university.

e. Senators asked about changes in graduate funding for tuition waivers for TAs. The dean responded there will be an increase in the tuition charged for RAs and PAs. Also, there will be hardship for federal grants when they are not going up.

The meeting adjourned at 5:00 p.m.

Submitted by

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

- Biology Major Annual Report, 2013-2014, included an update on the relocation of the CALS and L&S Biology Major and subject listing from ICBE to the departments of Bacteriology (CALS) and Zoology (L&S).
- Changes in the (cross-college) Institute for Biology Education (former home of the L&S / CALS undergraduate Biology Major) to create the new (campus-level) Wisconsin Institute for Science Education and Community Engagement (WIScience).
- Division of International Studies: Request to Rename, Relocate and Revise the Mission of the Division, and to reformulate the International Institute as the Institute for Regional and International Studies. These changes included development of an academic partnership agreement between L&S and IRIS, to clarify administrative responsibilities vis-à-vis the L&S academic programs that continue to be housed in the division.
- East Asian Languages and Literature: Permission to Plan to Restructure
- German, Scandinavian Studies, Slavic: Permission to Plan to Restructure (working name: Northern European Studies)
- Mosse Center for Jewish Studies: Permission to function as a "Department-like Body" (per FP&P 5.40)
- Languages and Cultures of Asia (LCA): Permission to Plan to Restructure
- Linguistics: Permission to Plan to Restructure
- Theatre & Drama Department: Plan to transfer the department to the School of Education. The plan included creation of new School of Education program (BS-Education with a major in "Theatre & Drama," and a teach-out plan to ensure that L&S undergraduate Theatre & Drama majors will be able to complete their baccalaureate degrees.
- Theatre & Drama Graduate Programs: Plan to rename the MA, PhD in Theatre and Drama (now “Interdisciplinary Theatre Studies”) and transfer academic responsibility to an interdisciplinary program committee housed administratively in the English Department. (MFA-Theatre & Drama to remain with department, and move to School of Education.)

L&S Program Actions

L&S APC considers for approval proposals to create, rename, restructure/move, suspend admission to, or close programs. In 2014-2015, the council approved several program changes arising from prior years’ department/program restructuring.

The Department of Classical and Ancient Near Eastern Studies (which arose from a restructuring of Classics and of Hebrew and Semitic Studies) submitted requests to:
- Close admissions to MA-Hebrew and Semitic Studies and PhD- Hebrew and Semitic Studies
- Discontinue MA-Greek, MA-Latin
- Rename academic programs MA, PhD from “Classics” to “Classical and Ancient Near Eastern Studies”
- Create new options in graduate programs, “Classics” and “Hebrew Bible”

Similarly, the council approved several requests submitted by the Department of Comparative Literature and Folklore Studies (created when the Folklore Program joined the Department of Comparative Literature):
- Rename academic programs BA/BS, MA, PhD from “Comparative Literature” to “Comparative Literature and Folklore Studies”
- Create new graduate program options, “Comparative Literature” and “Folklore Studies”

The Industrial Relations Research Institute, which sponsored the doctoral program in Industrial Relations, was discontinued more than a decade ago, and a teach-out plan was developed to ensure graduate students enrolled in the program could complete it. The L&S APC deleted the Industrial Relations subject listing, which was the last item associated with this discontinuation.

The council also approved several other program changes:
• Biological Aspects of Conservation (administrative home in Botany): Rename undergraduate major from “Biological Aspects of Conservation” to “Conservation Biology”
• Biology Major: Relocate Biology (205) Subject Listing from WISCIENCE to Zoology
• Chemistry: Discontinue Low Enrollment Academic Program, “ACS-Accredited BS Chemistry”
• English: Delete subject listing, ENGLISH - 350 (replaced by new listings, ENGL 352 and ESL 351)
• French & Italian: Create new “Undergraduate Certificate in Italian”
• Geography: Create new program, MS-Cartography/GIS, “GIS Development”
• Linguistics: Correct Error in Admit Status in M.A. program
• Political Science: Rename “Center for the Study of Politics” to “Elections Research Center”
• Zoology: Implement new undergraduate major in “Neurobiology” (administrative home in Zoology)

The APC also considered two proposals that were returned with requests for clarification and revision:
• Art History: Create new undergraduate “Certificate in Curatorial Studies”
• Slavic: Create new undergraduate “Certificate in East European Language, Literature and Culture” (approved by APC, pending revisions prior to submission to University Academic Planning Council)

Academic Program Review

All UW-Madison Academic Programs must be reviewed every 10 years. Reviews are convened by the dean upon the recommendation of the associate dean, in consideration of the schedule for review maintained by the Provost. The program faculty prepares a self-study narrative that is provided to a faculty review committee, and is used as the foundation for a report to the dean. The APC reviews and discusses the self-study, review committee report, and the program’s response to the report. 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 program reviews were completed this year:

• Afro Programs in the Department of Afro-American Studies (020)
  o BA/BS Afro-American Studies
  o Undergraduate Certificate in Afro-American Studies (CRT 107)
  o MA- Afro-American Studies
  o Ph.D. Afro-American Studies
• BS-Applied Math, Engineering and Physics (072)
• Programs in the Department of Art History (090)
  o BA/BS Art History
  o Undergraduate Certificate in Material Cultures (CRT 432)
Policy Matters

At the request of the L&S Curriculum Committee, the L&S APC also considered a request to implement a policy requiring undergraduates to declare a major by the time they complete 86 credits. (The Mandatory Major Declaration policy was presented for discussion with the L&S Senate as L&S FacDoc 296 on March 9, 2015.) The council endorsed the proposal.
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 comment on the following proposals:

- CALS: Geodesign Certificate Program
- Engineering: Create New Option in MS-Engineering Professional Development
- Education: Discontinuation of BS-Education in Russian and in Polish
- UW System Programs:
  - BA - Art History (UW Oshkosh)
  - BA - Create Enterprise (UW-Whitewater)
  - BS - Geospatial Analysis and Technology (UW Eau Claire)
  - MA - Communication and Leadership (UW Eau Claire)
  - MS - Clinical Mental Health Counseling (UW-Parkside)
  - MS - Computer Science (UW-Whitewater)
  - BA Creative Enterprise (UW-Whitewater)
  - Ph.D. Aquatic Sciences (UW-Milwaukee)

Consultations of the Dean

The Dean often seeks the counsel of the L&S APC on issues related to the College. In 2014-2015, Council members discussed the State Budget would have on the university, the L&S Career Initiative, strategies for promoting curricular and instructional innovation in L&S, and the role of certificate programs relative the L&S program array.

For More information About the L&S Academic Planning Council:

About: https://kb.wisc.edu/ls/page.php?id=19956
Bylaws, meetings, deadlines: https://kb.wisc.edu/ls/page.php?id=19987
Agendas and Notes: https://kb.wisc.edu/ls/page.php?id=27288  Contact:
  Elaine M. Klein, Ph.D.
  Assistant Dean for Academic Planning
  College of Letters & Science
  elaine.klein@wisc.edu
2014-15 L&S Academic Planning Council Members and Observers

Chair
John Karl Scholz, Dean

Elected and Appointed Members
Harry Brighouse, Philosophy
Anna Gemrich, Spanish & Portuguese
Jan Edwards, Communication Science & Disorders
Brian Heyer, Music
Diane Gooding, Psychology
Clark Johnson, Geoscience
Dan Kapust, Political Science (Chair, L&S Curriculum Committee)
Jennifer Noyes, Inst for Research on Poverty
Angela Powell (CSIC appointee)
Matt Turner, Geography

Ex Officio Observers
Greg Downey, Associate Dean for the Social Sciences
Kimbrin Cornelius, Curricular Administrative Specialist
Susan Ellis-Weismer, Associate Dean for Research
Gery Essenmacher, Associate Dean for Student Academic Affairs
Anne Gunther, Associate Dean for Budget, Planning & Finance
Elaine M. Klein, Assistant Dean for Academic Planning
James Montgomery, Associate Dean for Fiscal Initiatives
Nancy Westphal-Johnson, Senior Associate Dean for Administration and Undergrad Education
Eric Wilcots, Associate Dean for Natural Sciences
DeVon Wilson, Assistant Dean and Director, Center for Academic Excellence
Sue Zaeske, Associate Dean for Advancement and for Arts & Humanities
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/ls/page.php?id=20092. At the Dean’s request, the committee considers other issues related to undergraduate education for purposes of advising him, the faculty and L&S departments and programs, and the L&S division of Student Academic Affairs. Below are brief descriptions of issues addressed by the committee this past academic year.

Curricular Policies, Procedures, and Guidelines
Mandatory Major Declaration

Change: The Committee reviewed and approved a proposal to require L&S undergraduates to declare a major before the completion of 86 credits (including credits from transfer, AP, test, study abroad, or retro-credits). The requirement will be enforced by means of registration holds.

In Spring 2014, Dean Scholz charged the LSCC to review the existing major declaration policy in L&S. After LSCC conversations in the spring, a subcommittee was formed to meet in Summer 2014 to discuss further details and create a proposal for change. Committee members identified many benefits of declaring a major, including planning for timely graduation and being connected to department resources. At the same time, members agreed that exploration is an important part of a Liberal Arts experience. Eighty-six credits was chosen as a limit because it allows students, even if they arrive as freshmen with many credits, the opportunity to explore. Yet, the limit also encourages students to meet an important milestone well before they graduate. (First Year students in their first two terms and transfer students in their first term will be exempt from the requirement). Please see Attachment A for the approved proposal that changed the existing policy.

Implementation: A subcommittee with campus stakeholders was formed to address
implementation issues. The implementation subcommittee focused both on broad concepts, such as changing the culture of major declaration in L&S, as well as on the technical details to enforce declaration with registration holds. Communication with advisors, staff, and faculty across campus is well underway. Registration holds will begin early spring 2016. In general, the hold will be removed once students have declared a major. Students who are having difficulties with the major declaration process should speak with their advisor about their particular situation for more assistance.

**Obsolete Course Project**
On request of the Academic Planning and Institutional Research, the committee reviewed and provided feedback on a campus draft policy/process to delete courses not recently taught. The feedback was incorporated, and the policy was strongly endorsed by the committee.

**Policy on Credit by Examination**
At the request of the Academic Planning and Institutional Research, the committee reviewed and provided feedback on a proposed campus policy on credit by examination.

**Graduate Learning Outcomes**
At the request of the Graduate School, the committee reviewed and proposed feedback on the draft document on Graduate Level Learning Outcomes.

**Graduate Course Attribute**
The Graduate School implemented a new course attribute to identify graduate courses numbered below 700. The attribute will be used to ensure graduate students are completing at least 50% of their course requirements at the graduate level. Departments were able to request a designation for their courses where appropriate; these requests flowed through the committee. Changes were implemented by APIR and the Registrar’s Office.

**Course Related Issues**

**L&S Career Initiative / Inter - L&S 210: L&S 2nd Year Career Development: Taking Initiative.**
The committee approved an L&S Career course, targeted towards sophomores. The course is a cornerstone of Dean Karl Schultz’s Career Initiative. It is designed to help second-year students from across the college’s disciplines sift through the wide array of options available to them—from classes to majors to careers. The course asks students to assess and reflect on their strengths, and then connects them to classes and majors that will lead them toward careers that draw on and enhance those strengths. Students also have opportunities to connect with alumni mentors. It was taught by Greg Downey, Professor and Associate Dean for Social Sciences, for the first time in Spring 2015 to over 225 students.

**Peer Learning Courses in L&S**
The committee received several new course proposals involving undergraduate peer mentoring/tutoring. In these courses, students engage with content and instruction on leadership, mentoring and tutoring, and then apply that learning to tutoring undergraduate students outside the classroom. Given the unique and shared characteristics of the courses, committee members developed advice based on existing
campus and college policies for departments proposing such courses. The proposed courses have not yet
been approved, but in the 2015-2016 academic year the committee anticipates receiving revised
proposals that incorporate its advice.

**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 2014-2015 academic
year, the LSCC approved proposals to change 170 courses, create 109 new courses, delete 97 courses, and
add L&S designations to 31 non-L&S courses

**Other Curricular Items**

**Certificate Exceptions**
Committee members reviewed a report of L&S certificate exception trends. The analysis and report was
performed by Academic Information Management, in L&S Student Academic Affairs. Committee members
discussed college and campus expectations for certificate exceptions and discussed potential strategies to
address the high rate of exceptions in some programs.

**Time to Degree**
The L&S Curriculum Committee had conversations about factors that may contribute to higher time to
degree for students and potential strategies for addressing time-to-degree issues in L&S. These
conversations will likely continue in the 2015-2016 academic year.

**Program Changes**
LSCC guidelines regarding changes to requirements for academic programs remain in effect
(https://kb.wisc.edu/ls/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 Literature: New “Language Pedagogy Track” in MA Program**
  Created a new Language and Pedagogy track within a terminal M.A. to allow students to focus on this discipline at the M.A. level and then immediately seek employment as language instructors or pursue admission to doctoral programs in Second Language Acquisition.

- **Biology: Undergraduate Major.** Clarified and simplified the lab requirement.

- **Classical Humanities: Undergraduate Major.** Corrected some small issues with the major requirements, and reduced the number of credits that may be shared between the Classics and Classical Humanities majors.

- **Communication Arts: Entrance Requirements to Undergraduate Major.** Removed all entrance requirements to the major. The department strategically redeployed funds to create additional space in high demand courses, and anticipates having sufficient room for additional students.

- **English: Honors.** The changes aligned the honors program with the changes to the English major approved the previous spring.

- **Gender and Women’s Studies: Graduate Certificate.** Reduced the number of credits required; removed the breadth requirement and replaced it with a requirement to take a ‘foundational’ course.

- **Linguistics: Undergraduate Major.** The request expanded the list of courses that can meet the Linguistics major elective requirements. The expansion reflects the interdisciplinary nature of Linguistics, and identifies courses with this focus across campus. The change also allows DARS to automatically identify electives, no longer requiring manual entry of the exception.

- **Math: Undergraduate Certificate.** The changes reduced the number of required credit from 25 to 12 in courses numbered above 306. While the requirements will no longer include the full calculus sequence, the department anticipates most students will continue to take them as preparation for the required courses

- **Neurobiology major: New Proposed Major.** L&S Curriculum Committee provided comments/feedback on the new program proposal and endorsed the program for approval.

- **Physics: Undergraduate Major and Honors.** The changes added courses in quantum mechanics and thermodynamics to the requirements, to better prepare students for graduate programs and technical/scientific careers.

- **Polish: Undergraduate Major (and Honors)** The change increased flexibility in the major by dropping from the course requirements one specific course and allowing students, instead, to choose to take this course or another as an elective.

- **Psychology: Undergraduate Major.** The change reduced the number of required capstone courses from two to one and aligned Biology requirements to reflect recent changes to Bio 151/152. Students may now meet the Biology requirement by taking 151 alone.

- **Social Work: Master’s Program.** The change clarified language and changed the criteria for satisfactory progress in the program.

- **Honors courses "B or Better"**
  The committee approved the change to require that all courses that count towards L&S honors
requirements, including non-honors courses, must have a grade of B or better. (Previously, it was not explicit that non-honors courses used to meet honors requirement must reflect a grade of B or higher)

**L&S Curriculum Committee Members:**

**Chair:** Dan Kapust, Political Science  
**Members:**  
Cécile Ané, Botany and Statistics  
Barbara (Suzy) Buenger, Art History  
Ivy Corfis, Spanish & Portuguese  
Stephen Gammie, Zoology  
William Jones, History  
Galen McKinley, Atmospheric & Oceanic Sciences  
Karen Redfield, English  
Lyn Van Swol, Communication Arts  
Peter Timbie, Physics  
Ethelene Whitmire, Library and Information Studies  

**Student Members appointed through ASM:**  
Samantha Stowers  
Madeline Krahn  

**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
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/CertificateDeclaration 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.
Overview

It is the mission of the L&S Honors Program to enhance and enrich the undergraduate experience for 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 2014-2015 academic year and the summer of 2015. The Letters & Science Honors Program currently enrolls 1250 students. Three hundred and fifty-one first year students matriculated as L&S Honors students in the fall of 2014. 88 students graduated with Honors in the Liberal Arts (HLA), 84 students graduated with Honors in the Major (HM), and 41 completed both tracks earning Comprehensive Honors (CH) (all numbers: actual degrees conferred). Of the 213 Honors graduates, 63.3% identified as female and 6.1% identified primarily as a member of a targeted minority group. The average GPA at graduation was a 3.743.

The L&S Honors program has an overall budget of close to half a million, detailed as follows: $200,562 general 101 funding for salaries and supplies is supplemented by approximately $27,000 annual gift endowment income used for essential operational expenses and student hourly help. Honors also awards a total of $192,000 in Undergraduate Initiative Funds a) to support instructional costs for departments offering additional Honors courses and sections and b) for the Honors Summer Senior Thesis research grants.

In addition, the Honors program expends a total of approximately $80,000 ($45,000 estimated annual endowment income, plus donor gifts in non-endowed gift accounts) to support student research, outreach, travel, and community-building events.

Administratively, the Program’s staffing remained at the previous year’s level, with Sissel Schroeder, Professor of Anthropology, as 50% Faculty Director, Mary Czynszak-Lyne as 100% administrator, and two Associate Directors: Jacqui Guthrie for Academic Services at 100%, Matt Kohlstedt for Administrative Services at 75%. The Advising Team under Jacqui Guthrie’s supervision consists of 2 senior advisors (50% graduate student PAs) and three peer advisors (part-time hourly undergraduates), and Honors hires two student hourlies for office tasks, website assistance, Honors online newsletter, and help with invitations and mailing.

2014-2015 Faculty Honors Committee Members

Sissel Schroeder, Anthropology, Chair 2012-2015
Scott Straus SS: Political Science 2012-2015
Jenny Saffran; SS: Psychology 2012-2015 (1st semester)
Diane Gooding; SS: Psychology 2015 (2nd semester)
David Danaher; H: Slavic Languages 2014-2017
Marc Kleijwegt; H: History 2012-2015
Susan Lederer; H/NS: Medical History and Bioethics 2012-2015
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.
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 UW-Madison. With a more flexible deadline for admission and acceptances to the Honors Program (implemented in 2013-14, when the change resulted in an increase to 692 applicants from 519 the previous year), we continued to see an increase in applications, to a total of 748 in 2014-15.
The increased workload is difficult to handle with a position reduced to 75% (Associate Director of Administration), and current staffing constraints would not allow us 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.

Events and Programs
Senior Honors Thesis Symposium
Each year, about 100 students produce a senior honors thesis/creative project. The fourth annual Senior Honors Thesis Symposium was held in the spring of 2015 and featured 42 seniors who shared their research in a professional-style conference. Thanks to funding by an Honors donor, the Symposium is now an annual event.

Welton Summer Sophomore Apprenticeship Program
This is a successful early-research-experience program for which students apply as Freshmen or Sophomores, funded through grants from the Brittingham Fund and the Kemper Knapp Bequest and by a donor, the Welton Family Foundation. For the summer of 2015, the Faculty Honors Committee reviewed 32 applications and selected 28 apprentices, who had faculty and academic staff mentors in 19 different academic departments across four colleges (L&S, Education, CALS, and the School of Medicine and Public Health). We want the program to offer research opportunities as well as build a community of apprentices. To achieve the latter, we hold an early reception-cum-orientation at which students and mentors get to know each other, and a second meeting in which students learn about the logistics of the retreat in July. The highlight is the annual retreat for students and their mentors, where students present their project (see below).
We’ve encouraged students to establish a Facebook page for participants to communicate with one another during the summer, and we invited the apprentices to join the welcome party for new first year students at the beginning of the semester, where they could share their experiences with the incoming first-year students and generate interest in the program.

**Welton Sophomore Apprentice Retreat**
In late July each year the Program sponsors the annual summer retreat at Hilltop Farm outside 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, and participants embrace the opportunity for exchange offered by this day-long special event.

**Go Big Read Luncheon**
2014-2015 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 and several First Year Interest Groups (FIGs), which allows our students to engage with the author in an intimate setting. In 2014-2015 the Go Big Read book was *I am Malala*, by Malala Yousafzai. We had more than 80 students, staff and faculty participate at this event.

**Annual Fall Retreat**
The 2014 annual Fall Retreat for our first-year Honors students provided them with an opportunity 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 how to obtain balance in their lives.

**Commencement**
As in previous years, the Honors Program hosted two Commencement ceremonies for students and their families, one in May and a more intimate one in December.

**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**
25 Honors in the Major curricula were revised and approved through governance (Faculty Honors Committee and L&S Curriculum Committee) during the 2014/15 school year. This is an unusually high number. Most revisions were the result of the finding that many Honors in the Major curricula had been using graduate-level coursework, not a best practice by Higher Education Commission standards, and resulting revisions to individual curricula were minor.
In addition to shepherding the revision of these Honors in the Major curricula, the Program also worked with partners across the college and campus to put in place DARS fixes to honor policy set long ago but not previously coded, put in place revised policy around elective study abroad coursework and how it will count for a student’s Honors requirements, and finalized a *Thesis Away from UW-Madison* that is now fully implemented. These relatively minor revisions to policies and DARS coding corrections help streamline our student’s progression on their curricular journey and cut down on the need for manual exceptions to requirements.

The Honors Program is interested in partnering with the FIGS Program and instructors to plan for Honors FIGS. In fall 2014, the Honors Program offered two Honors FIGs: *Goodness, Happiness and the Meaning of Life* (19 enrolled) and *Molecular Archaeology and the Legacy of Greece and Rome in Modern Culture* (18 enrolled).

The Honors Program awards Undergraduate Initiative Funds to strengthen the UW-Madison Honors curriculum, supporting departments willing to increase or maintain their curricular offerings for Honors students. 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. (See below: Program Grants and Awards/Curriculum)

We continue to work closely with departments as they develop their honors 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**

The Honors Program employs two 50% graduate Project Assistants (PAs) to serve as the primary advisors to Honors students, from SOAR through graduation. These positions provide both support and a professional development experience for two graduate students. By learning the basics of academic advising, curriculum, and administration, these graduate students have more opportunities for careers in universities and colleges after graduation. Furthermore, the opportunity significantly enhances their understanding of undergraduate students, which better prepares them to teach and mentor undergraduates in future roles.
Advising is a demanding job that requires significant training and mentorship around both content (academic policies, curriculum and non-academic opportunities) and counseling theory. It takes many years to become a skilled advisor, fully prepared to support and mentor Honors students through the many opportunities and challenges that they face in college. Relying on PAs to staff our advising team, when many roll off within 1-3 school years, is resource-intensive in requiring hiring, training and close mentoring by the Associate Director for Academic Services. This ensures accurate and appropriate advising of our most curious and enthusiastic students, who benefit from the enthusiasm and general relatability of PA advisors.

In addition to two PAs, the Advising Team employs three peer advisors – undergraduates who are trained and mentored to answer basic questions from students. As is the case with PAs, supporting undergraduate peer advisors is resource-intensive. The peer advisors benefit from an excellent professional development opportunity and Honors students appreciate being able to discuss their goals and concerns with someone their own age.

SOAR Advising
The L&S Honors Program continues to advise at every first-year student SOAR session. During the 2015 summer, we served 344 incoming first-year honors students over 27, two-day SOAR sessions. 93% 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 continued to offer small-group advising (Honors 181 and Honors 182) in the fall semester. These small group meetings are well-attended and survey results indicate that students appreciate learning about their DARS and other academic tools. In addition to group advising, first-year students are encouraged to access advisors via drop-ins, email and individual appointments to assure a strong transition to college.

Advising for Graduating Seniors
L&S Honors Program Advisors continues to audit students for graduation (based on students’ declared intent to graduate in each semester), and proactively contacts students about dropping honors, or coming in for advising to discuss graduation options. Additionally, we offer 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.

Program Grants and Awards

Curriculum
For the 2015-2016 academic year, the Faculty Honors Committee and L&S Honors Program awarded $125,000 to departments in support of 35 Honors-only courses (either small stand-alone Honors courses or faculty-taught sections of larger courses) and Honors curriculum development.
Student Research and Leadership Opportunities
The Faculty Honors Committee recommended funding for grants and awards totaling over $125,000 to 66 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 par.), 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 being continued by subsequent generations of students. In 2014-2015 the Faculty Honors Committee selected two Leadership Trust awardees: Hannah Mast (who initiated a Bayview after-school recycling program) and Monica Gresset (who designed an inclusive MCAT preparation program making study materials that have been proven successful available to participants at no cost). A 2013-14 Leadership Trust awardee, Jacob (Jake) Roble, paused for a year and has now resumed his project, a community health initiative for South Madison. These students have designed and are implementing leadership service programs and developing important leadership skills in the process.

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, are attended by students and their families, and attract over 1,000 registered guests during the calendar year. 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 and the Powers-Knapp Program. Honors has an active presence at other Outreach events across and beyond campus such as the Major’s Fair and Summer Collegiate Experience. During the fourth Wisconsin Science Festival hosted by UW-Madison in October 2014, Washburn Observatory was a featured sight and was visited by over 350 elementary and high school students along with members of the public.

Parents’ Day:
The Honors Program hosts a Saturday-morning breakfast event for the families of Honors students. We provide an overview of the Honors Program, with ample opportunity for parents (and students) to ask questions and engage in conversation with Honors Program representatives.

**Community Building and Communication, on campus and beyond**

*The Honors On-Line Blog*
The Honors Program makes weekly blog posts about opportunities that may be of interest to Honors students. The Honors Online (HOL) weekly emailed newsletter points students to these blog entries. Students tell us how much they appreciate being informed of grant opportunities, study abroad information sessions, honors course offerings and more. During the 2014-2015 school year, we tracked approximately 2,100 individual page views of blog entries each month.

*“The Honors Challenge”*
The annual full-color newsletter of the Honors Program is sent to approximately 6,000 alumni and other interested parties. The November 2014 newsletter featured stories around the theme of “Why We Explore”.

*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 2014-2015, 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 Lakeshore Nature Preserve clean-up days, co-sponsored a two-day group study café at the beginning of final exam week each semester, coordinated a scavenger hunt for new students, 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*
Inaugurated in the fall of 2010, the Honors Fall Kickoff has become an annual tradition, now in the form of a Wisconsin-style tailgate picnic on the lawn at Washburn, where we welcome our incoming and returning Honors students. Attendance has been growing each year, up to about 150 students (plus some staff, and faculty) in September 2014.

*Additional Engagement across Campus*
Staff in the L&S Honors Program participated in a number of different campus committees and activities.

- Mary Czynszak-Lyne - HR Design, high and mid-level administrative search committees, L&S Classified Issues Committee, L&S Climate 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, numerous ad-hoc and standing shared governance committees

- Jacqui Guthrie – Ex-officio member of the L&S Curriculum Committee, L&S CC Sub-Committee on Mandatory Major Declaration Implementation, 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.


- 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.

Speech Team of UW-Madison
The L&S Honors Program assumed sponsorship of the UW Forensics Team – now named “Speech Team of Wisconsin” – in 2003. Defunct since 1992, Forensics had been resurrected by a core of active students in 2001, who subsequently sought official sponsorship at the university. The Honors Program with donor support also subsidizes a portion of the part-time salary of a coach for the team, Ben Jedd, who has helped make the team competitive at all levels. Honors also helps with travel arrangements and logistics.

Challenges:
Like all units of the College our main challenges concern resources. For 2014-2015 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 (through gift-fund support) 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 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. In covering SOAR in summer 2015, we effectively over-extended our resources.

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 increasingly in demand to fund other programs. The generosity of donors has
allowed the Honors Program to maintain its offerings in times of significantly reduced state support.

With all of the budget cuts over the past eight 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 take on an overload in order to sustain an honors program.

The cumulative effect of the budget cuts over the past eight 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 keep searching for additional efficiencies that will allow us to continue to meet our mission and programmatic goals with fewer state resources. We improve and simplify the workflow of student forms whenever possible. To maintain our mission goal of high-impact advising we use well-trained peer advisors who are supported by unrestricted gift funds, in addition to the two 50% PAs and the Associate Director for Academic Services. We continue to transition grant and scholarship applications to electronic web-based submission: all applicable L&S Honors Program grant applications are now live on the scholarships.wisc.edu portal.

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