



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 8 – December 6, 2017
Public Site: President’s Conference Room
Lieuallen Administration Building, 207D
12:00pm – 1:00pm**

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR’S WELCOME

III. CONSENT AGENDA

- 1) Approval October 12, 2017 meeting minutes

IV. ACTION ITEMS:

- 1) Proposal for new minor in public history

V. REPORT & DISCUSSION ITEMS:

- 1) Academic Affairs status update: 180 credit to degree and general education planning
- 2) HB 2998 efforts
- 3) Student Affairs updates
- 4) Academic and Students Affairs development efforts towards Strategic Plan implementation
- 5) Other

VI. ADJOURNMENT



DRAFT MINUTES

**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE (ASAC)
REGULAR MEETING**

Meeting No. 7, October 12, 2017

**President's Conference Room, Lieuallen Administration Building
10:00 – 12:00 PM**

(1) Call-to-Meeting and Roll Call

Committee Chair Lane Shetterly called the committee meeting to order at 10:00 AM. Trustees Shetterly, Dr. Cornelia Paraskevas and Gloria Ingles in attendance. Although a quorum was present, Chair Shetterly moved action items until after Trustee Kelsee Martin joined the meeting at 10:30 AM. Provost and Vice President for Academic Affairs Stephen Scheck and Vice President for Student Affairs Gary Dukes were present.

Invited guests attending: Dr. Sue Monahan, Associate Provost; David McDonald, Associate Vice President; Dr. Adele Schepige, President of Faculty Senate; Dr. Mark Girod, Dean of the College of Education; Dr. Kathy Cassity, Dean of the College of Liberal Arts and Sciences.

(2) Approval of April 14, 2017 Draft Minutes

Minutes were unanimously approved as drafted.

(3) Action items:

Proposal for a new B.A./B.S. degree in Sustainability

Scheck reviewed the proposal with the committee. Trustee Martin moved approval; Trustee Paraskevas seconded -- the committee members unanimously recommend forwarding the proposal to the full Board of Trustees for approval. The program capacity is already in place so essentially a no-cost program.

Proposal for a new B.A./B.S./B.F.A. degrees in Art & Design

Scheck reviewed the proposal with the committee and how the reorganization of existing art and visual communication design degrees will better serve student options for career goals. Existing art and visual communication design degrees will

continue to be supported by the art department in order to service existing 2+2 international transfer articulation degree MOUs with partner Chinese universities. Trustee Paraskevas moved approval; Trustee Martin seconded -- the committee members unanimously recommend forwarding the proposal to the full Board of Trustees for approval. The program capacity is already in place so effectively a no-cost program.

(4) Reports & Discussion Items

- a. Scheck and Monahan provided printed copies of the final fall 2017 Ad Hoc Report to Northwest Commission on Colleges & Universities (NWCCU). Copies will be provided to other Trustees at the October 25, 2017 Board meeting. An electronic copy of the report can be found at:

<http://www.wou.edu/provost/files/2017/09/NWCCU-Ad-Hoc-Report-9-15-2017.pdf>

- b. University staff are pleased with the progress noted in the report and the university will be in good position for submitting a March 2018 updated Year One report to NWCCU. As previously noted to the Board at its July 2017 meeting, the university's March 2017 Year One report was removed from consideration by NWCCU until after the new Mission and core themes proposal to NWCCU had been approved; hence, the need for an updated Year One report.
- c. Dukes reviewed with the ASAC how President Fuller has assigned him with responsibility for oversight of undergraduate admissions and all financial aid operations. This was necessary because of the recent appointment of former Associate Provost Dave McDonald to a new position as Associate Vice President for Public Affairs and Strategic Initiatives.
- d. Dukes updated the ASAC on the latest enrollment statistics: overall headcount down about 1.9% and total credit hours down about 1.4%. These percentages will remain relatively constant for the remainder of the fall term. The positive aspect is that the university had been modeling its budget around a 3-5% drop in enrollment. Oregon freshmen are down, transfer students up, out-of-state and international counts are up.
- e. Dukes updated the ASAC on the October 2nd dedication of the new Health and Counseling Center. Trustee Cec Koontz represented the Board at this dedication. The facility is in full operation.
- f. Dukes reviewed the latest Campus Climate Survey report and the National Study of (student) Learning, Voting and Engagement results.
- g. Scheck updated the ASAC on activities that have been on-going since originally sharing strategies (the 30-60-90 initiative) with the ASAC on revision of general education, majors, minors and transfer friendly programming to achieve realistic attainment of the 180 credit to degree. Much work is progressing on the revision of the general education framework with multiple town hall meetings this fall.

Intent is to have general education redesign adopted by the Faculty Senate in winter term.

Senate President Schepige, a member of the general education task force, noted that early feedback from the faculty about the new general education framework could be lumped into three categories: general questions, concerns about time demands for implementation and suggestions for positive opportunities to participate in general education programming. Schepige noted that the task force will be sharing the new design with student groups; Trustee Martin volunteered to assist. Much operational planning will follow adoption of the framework for launching the curricular offerings in fall term 2019.

- h. Invited guests engaged in a general discussion with ASAC on types of development work on-going for production of new undergraduate and graduate degrees. Some proposals may be coming before the ASAC before the end of the academic year. The university is focusing on unmet need in the state.
- i. Scheck noted that Dr. Tad Shannon, associate professor of computer science and former Faculty Senate President, is serving on the HECC-facilitated committee to address HB 2998 -- the "transfer student bill of rights" legislation. The university's on-going work on general education/180-credit degree will position WOU to readily comply with outcomes of the HB2998 work.

(5) Adjournment

Chair Shetterly asked for any further discussion, hearing none, he thanked all for their participation; meeting was adjourned at 11:35 AM.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Social Science/ Liberal Arts and Sciences

Department/Program Name: History

Degree and Program Title: Public History Minor

Program Description

Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The National Council on Public History defines public history this way: “public history describes the many and diverse ways in which history is put to work in the world” (<http://ncph.org/cms/what-is-public-history/>). Public historians are educators and interpreters at historic sites and museums. They connect community members with history through public programming, exhibits, film, oral history, and web-based resources. Public historians are archivists and research librarians who preserve and manage historical records in state and private institutions. Public historians also connect communities with their history through research and public partnerships with community organizations and institutions, non-profits, government entities, and businesses. Public historians may be found working in all six of the career categories identified by the American Historical Association: historians as educators, researchers, communicators, information managers, and advocates, and historians in business and associations (<http://www.historians.org/jobs-and-professional-development/career-resources/careers-for-history-majors>).

Faculty members in the Department of History propose an interdisciplinary minor in Public History that will give students experience in “putting history to work in the world” and connect them to the cross-disciplinary content, skills, and internship experiences. The minor will be a strong complement to many majors on campus. History faculty members have established partnerships with numerous archives, historical societies, and museums. We will connect students with these and other organizations for internships and with projects in the History 301 Introduction to Historical Research course and the History 410 Introduction to Public History and Community Partnerships course for practical experience and professional networking. The minor contains a basic core of courses and draws on an array of interdisciplinary options for students to personalize their experience and skills in electives. The programs providing classes in the core and electives express their strong support for these classes being a part of the new minor. As this is an interdisciplinary minor with required coursework outside of the History department, History majors will be able to minor in Public History. The Public History minor encourages students to use their historical research, interpretation, and writing skills and apply them to a more diverse audience than a traditional History degree.

Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Public History Minor (27-28 hours) with at least 16 upper-division hours

Public History Core (16 hours):

There are no prerequisites for these courses.

HST 301 Introduction to Historical Research (4)

HST 403 Practicum/Internship (under direction of history faculty) (4)

HST 410 Introduction to Public History and Community Partnerships (4)

ANTH 360 Museum Studies (4)

Electives (select 11-12 hours with advisor approval)

Business

BA 310 Principles of Marketing (3)

BA 361 Organizational Behavior (3)

BA 362 Business Ethics (3)

Computer Science

CS 195 Fundamentals Web Design (3)

CS 196 Web Design Using HTML and JavaScript (4)

Creative Arts

A 204 Art History: Prehistoric through Late Antiquity (4)

A 205 Art History: Middle Ages through Renaissance (4)

A 206 Art History: Baroque through Contemporary (4)

Art 304 History of Modern Art, 1789-1914 (4)

Art 305 History of Modern Art, 1914-1965 (4)

Art 306 History of Modern Art, 1965-Present (4)

Mus 101: Pop Music in America (3)

Mus 102 Rock Music: A Social History (3)

Mus 103 Jazz History (3)

Mus 310 Women in Music (3)

Mus 367 History of American Vernacular Music I (3)

Mus 368 History of American Vernacular Music II (3)

Mus 369 History of American Vernacular Music III (3)

TA 381 Theatre History I (Greeks through the Renaissance) (4)

TA 382 Theatre History II (Restoration through the turn of the 20th century) (4)

TA 383 Theatre History III (20th Century) (4)

TA 386 International Theatre (non-Western, Asian, African, Latin American) (3)

Education

ED 200 Foundations of Education (3)

Social Science

GEOG 340/ES 340 Cartography (4)

GEOG 341/ES 341 Geographic Information Systems (4)

GEOG 386 Making Digital Video for the Social Sciences (4)

HST 406 Archival Science (4)

HST 408 Oral History (4)

PS 350 Introduction to Public Policy (3)

PS 351 Introduction to Public Administration (3)

SOC 225 Social Problems (3)

Other course with consent of advisor (3-4)

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

We will deliver the program on the WOU campus and through internships and community partnerships we will connect students with off-campus sites such as archives, museums, businesses and non-profits. Students will gain skills in the technology needed for use in classrooms, archives, museums, and other heritage institutions.

Adequacy and quality of faculty delivering the program. Adequacy of faculty resources – full-time, part-time, adjunct. Other staff.

Our History faculty will provide the coursework to sustain this program. The core includes Anthropology 360: Museum Studies, which has been taught for many years by a part-time adjunct instructor who is a museum professional. We also hope to draw on other public history professionals such as archivists for teaching when possible.

Adequacy of facilities, library, and other resources.

Classroom, library, and technology and software facilities are in place for this new minor. The Public History minor as outlined here draws entirely on existing courses at Western. There are no additional costs associated with this minor.

Anticipated start date.

Fall 2018.

Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The interdisciplinary minor in Public History fulfills key elements of the Western Oregon University Mission to create lasting opportunities for student success through transformative education and personalized support.

The minor will move WOU forward in vital areas of our Strategic Plan for 2017-2023. These include:

- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.
- Create opportunities for all undergraduate programs to include high-impact activities that support achievement of undergraduate learning outcomes (such as internships, community-based learning, and capstone projects).
- Community Engagement to enhance access to and support for experiential learning and co-curricular activities, internship or service learning opportunities for all academic.
- Increase institutional engagement with local, regional and global communities.
- Strengthen partnerships with community organizations and businesses and local, regional

and state government agencies.

- Improve the connections between university programs and activities and surrounding communities.
- Expand activities and partnership with local and regional organizations.

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The Public History minor will offer students additional choices in how to apply the knowledge they gain in history and related fields in the workplace and will welcome diverse students with interdisciplinary interests. The minor will give students internship options to preserve Oregon history and culture and to create innovative programs to help Oregonians learn more about their history and heritage. Students who gain the skills of “putting history to work in the world” with a public history minor will be able to interpret the history and culture of Oregon in institutions across the state. The Oregon Heritage Commission’s “Heritage Impacts Statement” notes: “There are nearly 200 history-related museums across the state. In addition, more than 800 other non-profit organizations gather our heritage and/or make it available to the public.” And, the Heritage Commission notes, Heritage Tourism is growing in Oregon, with 83 percent of leisure travelers in the state noting that they choose travel including “cultural, historic, and natural resources.” The national average is 78 percent. Cultural and heritage travelers “spend nearly \$4 billion annually in the state.” (Oregon Heritage Commission, “Heritage Impacts Statement”:

<https://www.oregon.gov/oprd/HCD/OHC/docs/HeritageImpactsStatement.pdf>)

Manner in which the program meets regional or statewide needs and enhances the state’s capacity to: improve educational attainment in the region and state; respond effectively to social, economic, and environmental challenges and opportunities; and address civic and cultural demands of citizenship.

A vital way to improve educational attainment in the region and state is to provide students with the skills to help all Oregonians learn more about their diverse history and heritage. Public historians help residents chart social and economic change and environmental challenges and opportunities. The civic and cultural demands of citizenship require strong connections to our many shared pasts as we create community in the present and future. The Public History minor will empower students to make these contributions.

Accreditation

Not applicable at this time.

Need

Anticipated fall term headcount and FTE enrollment over each of the next five years.

The courses for the Public History minor are part of the history department and other department curriculum. We anticipate that the minor will result in a specific cohort of 10 students per year in the first five years and expect growth thereafter.

Expected degrees/certificates produced over the next five years.

After the second year we expect 10 degrees per year for the Public History minor.

Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

Students from all categories – resident, nonresident, international, nontraditional, full and part-time will all be served by the Public History minor.

Evidence of market demand.

We have established working partnerships for internships and other shared resources with the Oregon State Archives in Salem, the Willamette Heritage Center in Salem, the Oregon Historical Society in Portland and the Oregon Women’s History Consortium. We have strong relationships with other institutions including archives and museums throughout Oregon. The Oregon Heritage Commission’s “Heritage Impact Statement,” referenced above, indicates promising trends in heritage and history in the state.

Students who complete a Public History minor can contribute the specific skills they learn to almost any workplace, public or private. Experience in research methods, writing, exhibit production, and archiving and preserving materials will provide additional credentialing for students in any major on campus.

Students demonstrate interest in the proposed Public History Minor. During the winter 2017 term, the History Department invited every student enrolled in its classes to complete a short survey. We asked students: “Would you be interested in this as a minor option?” Forty-three percent of students in history courses surveyed during winter 2017 indicated personal interest in the Public History minor (Definite interest 89 of 240, 37%; Might be interested 14 of 240, 6%). Another 14 percent felt the minor was a good one but were not personally interested. Written responses suggest a range of student goals associated with the proposed minor:

“Yes, I would be interested in this because I think that it would be very interesting to work in museums, archives, and historical societies to teach and show people.” [first year student]

“I think it is relevant to the real world. Students are going to face real life jobs once they are done with college so they should be trained for what to expect.” [second year student]

“Yes, that sounds very fascinating and helpful in being able to find a job after college if you had a minor that gave you such good experiences.” [third year student]

“Absolutely, that way I would have some tangible understanding of how I can best utilize my degree in the real world.” [fourth year student]

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

The interdisciplinary nature of this minor will enable students to plan for a variety of jobs in public history and heritage, and in businesses and non-profits as they combine this minor with other majors at Western. Students who seek the best possible jobs in these fields will want to consider graduate study. This program will prepare students for graduate study in regional programs such as the Public History M.A. at Portland State University, the Archives and Records Management History M.A. at Western Washington University, and in programs nationally.

Outcomes and Quality Assessment

Expected learning outcomes of the program.

History courses in the Public History minor will fulfill the learning outcomes identified by the History Department for our courses:

- Critically analyze, synthesize, and evaluate primary and secondary historical sources.
- Engage multiple historical methodologies and multiple sources to produce well-researched written work.
- Explain historical developments across multiple cultures and regions.

Courses from other disciplines will reflect those department and discipline-specific learning outlines.

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

We will assess student learning via their participation in the practicum and public history core courses as part of regular program review and contributions to undergraduate learning outcomes assessment as sponsored by the Office of Academic Effectiveness.

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Program faculty are evaluated as per guidelines established in the WOU – WOUFT Collective Bargaining Agreement for tenure-track/tenured faculty.

Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

Undergraduate students at Portland State University may choose a concentration in public history as history majors. PSU also has a Public History M.A. (See <https://www.pdx.edu/history/public-history-program-course-and-degree-information>). Other universities in the state offer internships that may be related to Public History but do not have other coursework nor a specific Public History program.

PSU students often concentrate their internship projects and thesis work in the Portland metro area. Our students will also be able to choose projects in Portland, but are also more likely to choose Willamette Valley locations. Two of our major institutional partners, the Oregon State Archives and the Willamette Heritage Center, are located in Salem. PSU undergraduate coursework would transfer to Western's Public History minor and Western students would be strong candidates for graduate work in Public History at PSU. Therefore, Western's program will complement the programs at PSU.

Potential impacts on other programs.

None anticipated.

External Review

Not applicable.

Budgetary Implications

This program utilizes existing faculty and curricular capacity and will be managed within the current budgetary allotment.

ASAC, Proposal for a new degree program: Minor in Public History

The Department of History at Western Oregon University (WOU) is proposing a new minor in Public History. The minor will be housed in the department but will integrate expertise from several other departments.

Public History is a growing field that allows historians to use their skills in researching, interpreting, and presenting history to a broad and diverse audience. Public Historians work in a variety of positions in archives, museums, heritage societies, corporations, non-profits, and government entities, and may be found working in all six of the career categories identified by the American Historical Association: historians as educators, researchers, communicators, information managers, and advocates, and historians in business and associations (<http://www.historians.org/jobs-and-professional-development/career-resources/careers-for-history-majors>). WOU currently offers the courses that provide necessary skills for public history, but does not have the framework for a recognizable minor.

This interdisciplinary minor is open to all WOU students, including history majors. While many of the courses offered are in the History department, students are required to take courses outside the department and to complete an internship, which are components unique to the Public History minor. While Public History minors will draw from similar skills in researching and writing as History majors, the Public History minor is designed to prepare students to use these skills for a more diverse audience. Internships in particular will help students network in their fields, and will provide students with important connections outside the university after graduation.

Other programs at WOU will not be negatively affected, and the Department of History has collaborated with programs across campus to incorporate appropriate courses into the Public History minor framework. We have also developed partnerships for student internships at local archives, historical societies, and museums.

This is a no-cost minor as it draws from the existing strengths of the History department and affiliated departments.

The proposed Public History minor received Faculty Senate Approval on October 24, 2017 and has been approved by the dean of the College of Liberal Arts and Sciences and has Provost Scheck's endorsement.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new minor in Public History as included in the docket materials.