

WESTERN WASHINGTON UNIVERSITY
BOARD OF TRUSTEES
AGENDA
December 12, 2013

THURSDAY, December 12, 2013

Location: OM 340

Time: 3:00 p.m.

1. **CALL TO ORDER**
3:00 – 3:05

2. **JOINT SESSION WITH FOUNDATION BOARD, Liberal Arts in the University of the Future**
3:05 – 4:30 Presentation: Brent Carbajal, Provost and Vice President for Academic Affairs
Johann Neem, Faculty Senate President
Katie Thompson and Taylor Snyder, Students

3. **EXECUTIVE SESSION MAY BE HELD TO DISCUSS PERSONNEL, REAL ESTATE AND LEGAL ISSUES AS AUTHORIZED IN RCW 42.30.110.**
4:30 – 5:00

1. CALL TO ORDER

**WESTERN WASHINGTON UNIVERSITY
ITEM SUBMITTED TO THE BOARD OF TRUSTEES**

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Provost Brent Carbajal

DATE: December 12, 2013

SUBJECT: **JOINT SESSION WITH FOUNDATION BOARD, Liberal Arts in the University of the Future**

PURPOSE: Presentation and Discussion Item

Purpose of Submittal:

Professor Johann Neem and Provost Brent Carbajal, along with two students from Professor Neem's class "Going to College in America," will explore with members of the Board of Trustees and the Foundation Board various perspectives on the liberal arts and sciences. Presenters will engage board members in a conversation about the liberal arts generally, about a WWU undergraduate education, and about the values and sensibilities this training fosters. The two students, one a freshman and one a senior, will offer their views and describe how their experience at Western has changed how they perceive and value the liberal arts and sciences. How we are able to respond to the needs and demands of the future will depend largely on how well we listen to our students and to those who interact with our graduates. We look forward to this conversation as it very much represents one of the ways in which we verify the fact that a quality liberal arts and sciences education does indeed nourish and promote "active minds changing lives."

Supporting Information:

Syllabus: **HIST 131: Going to College in America (Fall 2013)**
Johann Neem, History Department

HIST 131: Going to College in America (Fall 2013)

Johann Neem, History Department (johann.neem@wwu.edu)

Office hours: Wednesdays 2-4pm, and by appointment. Bond Hall 332

Course Goals

What is thinking? College is the one institution in society devoted to *thinking* as an activity of inherent worth as well as of practical utility. But thinking is a disciplined activity. It requires knowledge to provide a foundation for thought, but it really requires *disciplined work*—it requires us to take random ideas and fragments and turn them into coherent, logical, interesting *thoughts*. Thoughts are like buildings: they need a strong foundation, but then each architect must also construct something new that can withstand the pressures of the world. It is painstaking. This course aims to make you thinkers through reading, discussion, and writing. Each activity will be focused on helping you develop more clear ideas that emerge from critical scrutiny but can also withstand scrutiny. In short, this course hopes to help you *craft a thought*.

Knowledge

- To understand the historical context of development of higher education in the United States;
- To distinguish between competing goals for higher education in the past and present;
- To think through your own goals at Western.

Skills

- Learning to *think* critically through reading, discussion, and writing;
- Becoming a better writer;
- Reflecting on your own goals and purposes in college and beyond.

Required Books

Rebekah Nathan, *My Freshman Year: What a Professor Learned by Becoming a Student* (2006);

Richard Arum and Josipa Roksa, *Academically Adrift: Limited Learning on College Campuses* (2011).

Office Hours

The purpose of office hours is to enable you to learn through personal conversations. Please come to office hours even if you are not having any particular problems. Learning happens through conversation.

Assessment

Nathan Reflective Worksheet	Due	9/30	15%
Reflective Essay (5-7 pages)	Due	10/25	20%
Final Essay (10-12 pages)	Due	12/10	30%
Participation			25%
Question for the President	Due	12/3	10%

* There may also be short response questions assigned, which will be used as part of the participation grade.*

Please complete and bring all readings to class for discussion.

Schedule

Introduction: Your Mission?

W 9/25: Course introduction

Read and discuss in class: Mark Edmundson, "[Education's Hungry Hearts](#)," *New York Times* (2012).

F 9/27: The Purposes of College Today

Read:

1. Alina Tugend, "[Reflection or Vocation?](#)" *New York Times* (2012).
2. [Western Mission Statement and Strategic Plan and Values](#).

M 9/30: The "Extra-Curriculum"

Read: Nathan, *My Freshman Year*, all except chapter 3.

WORKSHEET DUE IN CLASS.

The expansion of higher education and its transformation

W 10/2: The early American college/seminary

Read:

1. Harvard Curriculum of 1636;
2. University of North Carolina curriculum of 1810 (both on Canvas).

F 10/4: Turning Points in American Public Higher Education: The Morrill Act and the GI Bill

Read: [The Morrill Act](#) (1862).

M 10/7: From College to Research University

Read: Daniel Coit Gilman, "The Benefits Which Society Derives from Universities" (1885) (on Canvas).

W 10/9: Growing and Changing Student Population since World War II

Read: Kevin Dougherty, "Mass Higher Education: What is its impetus? What is its impact?" *Teachers College Record* (1997) (on Canvas).

F 10/11: NO CLASS.

The Liberal Arts Tradition

M 10/14: Ancient Roots and Disputes

Read: Bruce Kimball, "The Founders of 'Liberal Education': The Case for Roman Orators against Socratic Philosophers," *Teachers College Record* (1983) (on Canvas).

W 10/16: General Education and the Cold War

Read: James Conant, *General Education for a Free Society* (1945), ch2 (pp42-78, 42-51(sec1) optional) (on library e-reserve).

Economics and Higher Education

F 10/18: Higher Education as Workforce Training: The Spellings Commission

Read:

1. U.S. Department of Education, *Report of the Spellings Commission* (2006) (on Canvas);
2. The [White House College Scorecard](#).

M 10/21: Do market values corrupt higher education?

Read: Ellen Schrecker, "Touch Choices": The Changing Structure of Higher Education," in *The Lost Soul of Higher Education: Corporatization, the Assault on Academic Freedom, and the End of the American University* (2010), ch6 (on library e-reserve).

W 10/23: The Rise of the For-Profit Sector

Read:

1. Stephen R. Greenwald, "The Challenge to the Traditional College by the For-profit College," in *The University: International Expectations* (2002) (on library e-reserve);
2. Senate Committee on Health, Education, Labor, and Pensions, [For Profit Higher Education: The Failure To Safeguard the Federal Investment and Ensure Success](#) (July 2012), Executive Summary.

F 10/25: The Liberal Arts and Sciences and Economic Success

Read:

1. Anthony Carnevale et al., [What's It Worth? The Economic Value of College Majors](#), Georgetown University Center on Education and the Workforce (2011), selected findings;
2. "[Salary Increase by Major](#)," *Wall Street Journal*.

PAPER 1 DUE.

M 10/28: Why does college cost so much?

1. Dylan Matthews, "[The Tuition is Too Damn High- 3 Reasons Why Tuition is Rising](#)," *Washington Post* (Aug. 28, 2013);
2. Benjamin Ginsberg, "[The Administrators Ate My Tuition](#)," *Washington Monthly* (Sept./Oct. 2011).

Optional:

1. [Higher Education Costs and Funding in Washington State](#) (Feb. 2011);
2. Katherine Long, "[UW Tuition: What's Behind the Rising Costs?](#)," *Seattle Times* (Sept. 21, 2013).

Civic Purposes of Higher Education

W 10/30: The University's Responsibilities to the Republic

Read:

1. Ellen Condliffe Lagemann & Harry R. Lewis, "[Renewing Civic Education: Time to Restore Higher Education's Lost Mission](#)," *Harvard Magazine* (Mar.-Apr. 2012);
2. Bill Destler, "[The President's New Higher Education Agenda](#)," *Huffington Post* (Sept. 3, 2013).

Humanistic Purposes of Higher Education

F 11/1: Charles Eliot vs. Woodrow Wilson

Discuss in class:

1. Charles W. Eliot, "The Elective System" (1869);
2. Woodrow Wilson, "The Spirit of Learning" (1909).

M 11/4: A Place of Learning

Read: Michael Oakshott, "A Place of Learning" (1975) (on library e-reserve).

Optional additional reading

1. John Henry Newman, "Knowledge Its Own End," in *The Idea of a University* (1854), 131-37 (on library e-reserve).

The Liberal Arts Today

W 11/6: Why can't we do liberal education anymore?, part 1: Policymakers and Administrators

Read:

1. [Washington State Strategic Master Plan](#) (2008);
2. Derek Bok, "The Roots of Commercialization," in *Universities in the Marketplace*, ch1 (on library e-reserve).

F 11/8: Why can't we do liberal education anymore?, part 2: Faculty

Read:

1. Harry Lewis, *Excellence without a Soul*, introduction (on library e-reserve);
2. Joseph Epstein, "[Who Killed the Liberal Arts?](#)" *Weekly Standard* (Sept. 12, 2012), OR Kate Bilotte, "[Conservatives Killed the Liberal Arts](#)," *Salon* (Sept. 14, 2012).

M 11/11: NO CLASS: VETERANS' DAY

W 11/13: Why can't we do liberal education anymore? part 3: the students

Read:

1. Victor Ferrall, *Liberal Arts at the Brink* (2011), ch3 (on library e-reserve);
2. Peter Burian, "[Defending the Humanities](#)," *Inside Higher Ed* (2012).

F 11/15: Major Workshop

Read:

1. Elizabeth Dunn & Michael Norton, "[Don't Indulge. Be Happy](#)," *New York Times* (June 8, 2012);
2. Jeff Selingo, "[Skill Gap? Employers and Colleges Point Fingers at Each Other](#)," *Chronicle of Higher Education* blog (Sept. 12, 2012);
3. American Association of Colleges and Universities, "It Takes More Than A Major" (2013) (PowerPoint presentation on Canvas).

M 11/18 **Writing Workshop**

Our Underachieving Colleges?

W 11/20: *Academically Adrift*, ch 1.

F 11/22: *Academically Adrift*, chs 2, 3.

M 11/25: *Academically Adrift*, chs 4, 5.

Conclusion

M 12/2 The Future: Do it yourself online?

Read:

1. Alex Williams, "[Saying No to College](#)," *New York Times* (Nov. 30, 2012);
2. Nathan Heller, "[Laptop U.](#)," *The New Yorker* (May 2013).

W 12/4: Discussion with President Bruce Shepard

F 12/6: Concluding Thoughts: What is college for?

Assignments

Reflective Worksheet – Due Sept. 30 in class.

Worksheet on Nathan's *My Freshman Year*.

Essay 1 (5-7 pages) – Due Friday Oct. 25 in class.

Based on the readings of October 14 and October 16, please explain what you have learned about the *purposes* of liberal education. What do *you* think about these goals?

How do they relate to Western's General University Requirements (GURs)

(<http://www.wvu.edu/depts/registrar/pdfs/gur.pdf>)?

- Provide specific evidence from the readings for your answers.
- Please refer explicitly to Western's GUR criteria.
- Have an argument/thesis that lays out a question and offers an answer.

Final essay (10-12 pages)- Due Dec. 10 by Noon in the History Department office.

Option 1: In a paper guided by a clear *thesis*, explain how your understanding of the goals and purposes of college education have changed as a result of readings/discussions over the past term. Be sure to refer explicitly to *at least 5* readings, including making clear each author's argument, the evidence he or she used, and *how and why* their argument changed the way you think about the goals and purposes of college education.

Option 2: In a paper guided by a clear *thesis* and using evidence from *at least 5* readings, please offer a well-argued exploration of why and how college education might be improved for the future. Be sure to make clear each author's argument, the evidence he or she used, and how and why it relates to your thesis.

Question for President Bruce Shepard (1-2 pages)- Due Dec 3 by 3pm via email.

Invoking a reading we have done for this class, please ask a specific question about your concerns, hopes, etc., for Western Washington University. Cite a quote by one of the authors, and then base your question on the author's and your own concerns. Connect your question to what we have read about the purposes of college education, changing student demographics, and/or challenges and opportunities associated with new technologies.

3. EXECUTIVE SESSION

Executive Session may be held to discuss personnel, real estate, and legal issues as authorized in RCW 42.30.110.