

Board of Trustees
Committee on Academic and Student Affairs
September 15th 10AM-NOON

AGENDA

1. NOI's
 - a. Grad certificate in Community and Public Health (Ahern/Porter/Gaechter)
 - b. Hybrid Format Master's in Social Work (Carman/Pickett)
 - c. Bachelor of Applied Science (BAS) Organizational Leadership (Carman/Pickett)
 - d. Hospitality (Godby/Barrett)
 - e. Public Humanities (Sailor/Barrett)
 - f. BA and Undergraduate Minor in Social Justice (Bridgeman/Barrett)
 - g. Honors Online Major (Parolin/Barrett)
2. Report of first year and sophomore return to campus events. (Chestnut Steich)
3. Update of 2-13 committee work (Carman)
4. Discussion on benchmarks (Sullivan)
 - a. Student Involvement
 - b. Low student Debt
 - c. Retention
 - d. Graduation
5. Equity, Diversity & Inclusion (Chestnut Steich)

AGENDA ITEM TITLE: Notice of Intent, Graduate Certificate in Community & Public Health, Ahern

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
 - Driving Excellence
 - Inspiring Students
 - Impacting Communities
 - High-Performing University
- No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:

The Division of Kinesiology & Health (DK&H) proposes an online, asynchronous University Graduate Certificate in Community & Public Health (CPH). Students in the certificate program will complete four, three-credit courses [the “core” classes]:

- HLED 5022: Unlocking the Potential of Public Health. C&I approved course, first version was offered Fall 2020.
- HLED 5023: Using Epidemiology to Build Healthier Communities. C&I approved course, first version was offered Spring 2020.
- HLED 5021: Creating Conditions for Community Health. C&I approved course, first version was offered Fall 2016.
- HLED 5024: Increasing Support for Public Health Projects. Course pending C&I review of CARF. First offering proposed for Spring 2021.

In addition to these four core courses, we propose to give students the option to add a 3-credit specialization to their certificate. Thus, students could either earn a 12-credit University Graduate Certificate in Community & Public Health or a 15-credit University Graduate Certificate in Community & Public Health, Specializing in [Specialization Name]. Specialization options will include rural health, emergency response management, and food systems.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the new degree program.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent, Graduate Certificate in Community & Public Health.

PROPOSED MOTION:

“I move to authorize administration to approve the Notice of Intent for the Graduate Certificate in Community & Public Health.

PRESIDENT’S RECOMMENDATION:

The President recommends approval.

Notice of Intent: Proposed University Graduate Certificate in Community & Public Health

Drafted using the outline provided for UW's [New Degree and Certificate Proposal Process](#).

A) Name: The Division of Kinesiology & Health (DK&H) proposes an online, asynchronous *University Graduate Certificate in Community & Public Health* (CPH).

B) Outline of the anticipated curriculum and learning outcomes: **Students in the certificate program will complete four, three-credit courses** [the “core” classes]:

1. **HLED 5022: Unlocking the Potential of Public Health.** C&I approved course, first version was offered Fall 2020.

Learning objectives: 1) Explain public health history, philosophy and values. 2) Identify the core functions of public health and the 10 Essential Services. 3) Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health. 4) List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program. 5) Discuss the science and examples of primary, secondary and tertiary prevention in population health. 6) Explain the critical importance of evidence in advancing public health knowledge. 7) Identify determinants of health throughout the socio-ecological model 8) Discuss ways that globalization affects global burdens of disease. 9) Describe and discuss an ecological perspective on the connections among human health, animal health and ecosystem health (One Health).

2. **HLED 5023: Using Epidemiology to Build Healthier Communities.** C&I approved course, first version was offered Spring 2020.

Learning objectives: 1) Define epidemiology. 2) Understand the relevance of epidemiological data in decision-making at the community level. 3) Correctly interpret the results of epidemiological studies. 4) Find epidemiological evidence that is relevant to a chosen topic. 5) Assess the quality of available epidemiological evidence.

3. **HLED 5021: Creating Conditions for Community Health.** C&I approved course, first version was offered Fall 2016.

Learning objectives: 1) Define and describe the discipline and roles of public health in the US. 2) Discuss social determinants of health and health inequities in the US. 3) Describe the socio-ecological model of public health. 4) Describe the prevalence, trends, and consequences of a health issue you select that is an issue in your community. 5) Discuss the rationale for and process of applying an ecological approach for planning health interventions. 6) List key child and adult behaviors contributing to excessive weight gain in children and to your selected health issue. 7) Use the literature to assess environmental factors contributing to excessive weight gain in children and to your selected health issue. 8) Use the literature to assess and prioritize predisposing, enabling, and reinforcing factors related to excessive weight gain in children and to your selected health issue. 9) Discuss the rationale and approaches for building and facilitating effective collaborations for addressing community health issues. 10) Identify appropriate intervention methods and strategies for addressing priority predisposing, enabling, and

reinforcing factors contributing to excessive weight gain in children and to your selected health issue. 11) Develop an action plan for addressing your chosen health issue in your community.

4. HLED 5024: Increasing Support for Public Health Projects. Course pending C&I review of CARF. First offering proposed for Spring 2021.

Learning objectives: 1) Identify achievable public health goals. 2) Identify and connect with community shareholders to achieve public health goals. 3) Learn ways to build partnerships and coalitions. 3) Learn how to successfully incorporate community members in project planning and decision making. 4) Practice public health communication skills. 5) Develop preliminary budgets and identify potential funding sources.

In addition to these four core courses, we propose to give students the option to add a 3-credit specialization to their certificate. Thus, students could either earn a 12-credit *University Graduate Certificate in Community & Public Health* or a 15-credit *University Graduate Certificate in Community & Public Health, Specializing in [Specialization Name]*. Specialization options will include rural health, emergency response management, and food systems.

C) How the Academic Program may relate to other offerings: A formal public health curriculum is not available at UW or elsewhere in the state. In addition to occasional seminars and the courses above, DK&H currently offers the following community and public health courses: HLED 3020 Community and Public Health, HLED 4005 Global Health, HLED 4020/5020 Food, Health & Justice, and HLED 3025 Emergency Preparation & Management. Kinesiology & Health students in the Master of Science program have the option to concentrate in Community & Public Health by taking these courses, seminars, and courses offered in other departments and schools. This proposed Graduate Certificate will expand course offerings, formalize this study concentration for DK&H students, and make our public health program available to students well beyond UW's existing student body. Courses developed as part of this certificate program will also benefit a wider audience of UW students, including those in the Biomedical Sciences, who are required to take an epidemiology course, and those in the College of Health Sciences who wish to expand their public health knowledge.

D) Plan for obtaining a market analysis of anticipated student demand and enrollment, and a plan for evaluation and analysis of post-graduation employment market demand: We are working with Jayne Pearce in the Office of Distance Education to compile nationwide data from the Gray Associates database. In Wyoming, DK&H found nearly unanimous support for a formal, online public health program among the 52 public health professionals we surveyed in 2014. Our survey further found that 37% of WY's public health professionals do not have formal training in public health. At the same time, we surveyed existing students and found an unmet demand for additional public health training within the UW community. To evaluate success of our students after earning the proposed Graduate Certificate in CPH, we plan to augment standard alumni networking and follow-up procedures. We are working with the Advising • Career • Exploratory

Studies Center to increase overall DK&H participation in First Destination Surveys. The existing CPH staff has the capacity to gather additional data, specific to certificate alumni, as needed.

E) Preliminary budget: The DK&H has budgeted the proposed *University Graduate Certificate in Community & Public Health* as part of our overall CPH program. There are immediate cost savings attached to the proposed certificate via the new lecturer positions associated with it. These positions will allow us to avoid hiring adjunct instructors and are projected to generate net income by Year 3. Please see full budget details and assumptions in the attached Appendix.

Summary of Projected CPH Program Expenses:

- Year 1 = \$120,372: One FT Academic Professional Lecturer at \$80,248 (salary and fringe) and one 50% (starting mid-year) APL at \$40,124 (salary and fringe)
- Year 2-5 = \$160,496 annually: Two FT Academic Professional Lecturers at \$80,248 each (salary and fringe).

Summary of Projected CPH Program Revenue:

- Year 1 = \$117K - \$143K from tuition
- Year 2 = \$143- \$169K from tuition
- Year 3 = \$163K - \$189K annually from tuition meeting or exceeding our expenses

F) Proposed timeline for staged implementation over five years:

- Fall 2019: Certificate proposal developed and approved by College of Health Sciences Directors, Dean Jones, and DK&H faculty.
- Fall 2020: Sept. – Submit NOI, Sept./Oct. – Submit feasibility study, and proforma budget. Nov. – Campus review process completed. Dec. – Board review.
- Spring 2021: Soft launch of certificate (marketing limited to enrolled UW students)
- Summer 2021: Marketing to rural communities for hard launch of certificate.
- Fall 2021: Hard launch of certificate with at least 3 students enrolled in certificate program (and at least 5 students enrolled in each certificate course)
- Fall 2023: Enrollment in certificate program increases to at least 5 per year (and at least 10 students enrolled in each certificate course)

G) Information on other required approvals: We have begun the substantive change determination process with AVP Steven Barrett. No other approvals are required.

H) Aligns with the University’s mission: By training rural public health practitioners across the country, our proposed certificate unquestionably constitutes “breaking through” as we expand to serve those off campus and even out of state. While helping UW meet all four of its [Strategic Plan](#) goals, the certificate particularly enhances Goal Three, Impacting Communities. It would also serve as a response to Provost Miller’s call for expanded distance learning opportunities to “contribute to the state’s needs for a citizenry and workforce prepared to meet the demands of Wyoming’s future” (email to UW employees, 10/10/2019).

I) Rationale that clearly defines the need for the new Academic Program: The need for individual institutions and local governments to now manage the COVID-19 pandemic is an unfortunately apt example of why public health training is essential in our communities. According to the [CDC](#), only 20-25% of our national public health workforce has graduated from an accredited school or program of public health. The DK&H’s 2019 survey of existing regional online graduate certificates in public health indicates that the University of Montana provides an

affordable and comparable certificate option for Montana residents. All other related online programs in the region are either very distinct from what we propose to offer (e.g. focusing exclusively on mental health), require more credits than our proposed certificate, and/ or cost substantially more per credit than what UW charges.

APPENDIX – CPH PROGRAM BUDGET

Preliminary Budget

Startup Expenses

- In FY19 DK&H was awarded a Distance Education Development and Innovation grant from UW Academic Affairs to fund the certificate startup costs and course development
- Direct costs invested in startup/development was \$35,900 which covered salary for the program developer, course development, and minor equipment purchases (laptop).
- This grant was renewed for FY20, and will be used for similar expenses as indicated above

Projected Expenses

- As part of the overall Community & Public Health program, we will be hiring two Academic Professional Lecturers. These instructors will teach the majority of the certificate courses and all the undergraduate CPH courses. The undergraduate courses are currently taught by temporary lecturers.
- Current faculty will teach 1-2 certification courses per academic year on-load
- In Year 1, we expect our expenses to be \$120,372 which includes one FT Academic Professional Lecturer at \$80,248 (salary and fringe) and one 50% (starting mid-year) APL at \$40,124 (salary and fringe)
- In Year 2-5, we expect our expenses to be \$160,496 which includes two FT Academic Professional Lecturers at \$80,248 each (salary and fringe).

Projected Funding Sources

- All courses are offered via distance model and will generate revenue
- 70% of this revenue will return to the DK&H per current agreement

Potential Revenue

- Course Offerings and Student Enrollment Assumptions:
 - 4 certificate classes taught in year 1, 5 students per course
 - 6 graduate classes taught in year 2, 8 students per course
 - 7 graduate classes taught in year 3 and beyond, 10 students per course
- Revenue generation figures include the entire CPH program, since the new lecturers will cover all of these courses, includes both graduate and undergraduate classes
- In Year 1, we expect to generate between \$117K - \$143K which approaches or exceeds our expenses for that year (120K)
- In Year 2, we expect to generate between \$143- \$169K, the higher estimate exceeds our expenses for that year (\$160K)
- By Year 3, we expect the program to be self-funded, generating between \$163K - \$189K, meeting or exceeding our expenses (\$160K)

AGENDA ITEM TITLE: Masters of Social Work program extension to UW Casper campus, Carman/Pickett

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
 - Driving Excellence
 - Inspiring Students
 - Impacting Communities
 - High-Performing University
- No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:

The proposal is for an extension of the Laramie Masters of Social Work Program (MSW) to the UW Casper campus. The expansion is designed to address the growing need for social work professionals in Wyoming by increasing accessibility to graduate education through a second geographical location and a part-time delivery model.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Board has requested UWC to provided at least one proposal for the innovation funds.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the Masters of Social Work to extend a new location on the UW Casper campus.

PROPOSED MOTION:

“I move that the Notice of Intent for the Masters of Social Work to extend a new location on the UWC campus be approved.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval of the Notice of Intent.

Notice of Intent – University of Wyoming Board of Trustees

Date: August 23, 2021

A. Name

- Masters of Social Work: UW Casper Campus (hybrid modality and for part-time students)

B. Description of Expanded Academic Program:

The proposal is for an extension of the Laramie Masters of Social Work Program (MSW) to the UW Casper campus. The expansion is designed to address the growing need for social work professionals in Wyoming by increasing accessibility to graduate education through a second geographical location and a part-time delivery model. The current full-time MSW program has been fully accredited by the Council on Social Work Education (CSWE) since 1997 and is designed to train social workers for rural and frontier areas of practice. The Laramie MSW program is structured as a hybrid delivery format utilizing traditional face-to-face instruction, synchronous Zoom instruction, and on-line delivery. The hybrid model effectively meets accreditation requirements and the proposed expansion to Casper would be fully accredited implementing the same hybrid model in a part-time format. The proposed part-time program builds on the existing expertise, resources, and experience of the UW Division of Social Work, thus insuring accreditation by CSWE.

A part-time program would permit working adults to maintain their current positions while obtaining an advanced degree. Two locations (Laramie and Casper) and two timeframes (full-time and part-time) will increase access for Wyoming residents and those in neighboring states while addressing Wyoming's increasing need for professional social workers. Students would be required to meet on the Casper campus three weekends a semester, rather than five as Laramie MSW students do, carry six academic credits per semester rather than 16 credits, attend synchronous Zoom classes one or two evenings per week, and complete on-line electives. Internships would be completed in qualified agencies in each student's home community.

Students who have completed a Bachelor of Social Program from a CSWE accredited program are eligible to obtain an MSW in three full-time semesters (Advanced Standing Program). The part-time program would extend Advanced Standing Program to six part-time semesters. Students with a Bachelor's degree in another discipline are required to complete five full-time semesters in order to obtain an MSW (Standard Program). The part-time Standard Program would be extended to nine part-time semesters over three calendar years.

Curriculum for the proposed expanded program would be identical to the Laramie MSW Program that meets the requirements of CSWE. Curriculum is designed to meet the nine Core Competencies required by CSWE which serve as the learning outcomes for the program. The learning outcomes include: professional and ethical conduct, diversity, human rights, research, policy, engagement, assessment, intervention, and evaluation of client systems at multiple levels (CSWE Educational Policy and Accreditation Standards). Course content and internships are designed to meet the competencies and students are required to demonstrate proficiency in each of the nine areas prior to graduation.

C. Relationship to Other Offerings

Students graduating from UW with a BSW from either the Laramie or Casper campuses are qualified for admission to the UW MSW Program. The Program also draws students from other

UW disciplines who have undergraduate degrees in psychology, sociology, the arts and sciences, human development and family studies, and education.

D. Market Analysis

Market analysis – Refer to section I: Rationale

E. Preliminary Budget

Pro forma analysis indicates the program will become self-sustaining in year two based on the following assumptions: Beginning in year one 15 Advanced Standing students will be admitted. Subsequent years will include fifteen Advanced Standing students and 10 Standard students. Staffing will consist of a program coordinator, part-time administrative assistant, and necessary adjunct faculty.

Year one: tuition revenues will generate an estimated \$102,150; and expenses, consisting of staffing, marketing and accreditation, travel requirements, are estimated at \$147,552 for a loss of \$45,402. However, in year two with the enrollment of an additional two cohorts there is a net revenue of \$78,106. Years three and four are estimated net revenues of \$198,157 and \$363,713 respectively.

F. Proposed timeline for implementations over five years

The first year of the program, 15 Advance Standing students would be admitted. In the second year and each subsequent year, 15 Advanced Standing and 10 Standard Students would be admitted. At the end of the fourth year and each subsequent year, approximately 22 professional social workers would graduate from the program, given relatively low student attrition rates.

G. Required Approvals

As stated above the proposed program is an expansion of the current accredited program with an identical course delivery system and curriculum. Therefore, the program would begin as fully accredited and become part of CSWE's seven year re-accreditation cycle. There would be no need for Higher Learning Commission or other approvals.

H. Alignment with the University's Mission, Strategic Plan, and Academic Programs

The Social Work Division's stated mission:

“The Division of Social Work envisions a global community in which our graduates serve as ethical social work leaders who promote social, economic and environmental justice, human rights, and health and well-being for individuals, families, organizations, and communities.”

The Division's Mission is consistent with the University's mission, as the program prepares graduates to address “the complexities of the modern interdependent world”, understand the needs of a “global society” and fosters health and wellness while respecting Wyoming's rich human and environmental diversity. The current social work program has established itself as one of excellence and the proposed expansion will continue that level of excellence. The program trains professionals for interdisciplinary practice and for ethical use of technology including telehealth. Social workers are trained to empower individuals, families, organizations, and communities to reach their full potential thus making positive contributions to the life and work of Wyoming while increasing health and wellbeing.

Consistent with the strategic plan to increase graduation rates, the UW MSW Program has a 98% graduation rate, and a licensure pass rate that exceeds national standards which increases

employability. According to University statistics (<https://webdev.uwyo.edu/uw/degree-programs/social-work-ms.html>) 79-87% of social work graduates practice in Wyoming.

I. Rationale

A number of reliable sources have been utilized to establish the need for an additional and alternative formatted program in Casper. These sources include Wyoming Workforce data, the US Bureau of Labor Statistics data, focus group meetings with Casper and Laramie students, alumni surveys, and meetings with Wyoming human service and governmental agencies. Wyoming has a high suicide rate and high rates of substance and opioid abuse, as is typical in the Mountain West (Wyoming Department of Health & SAMSHA). Professionally trained social workers are the single largest group of providers of services for individuals with mental illness and substance use disorders (SAMSHA). The US Bureau of Labor Statistics estimates that there will be a 14% increase in the number of social workers needed over the next ten years, which is above the national average. According to the Wyoming Department of Work Force Services: Research and Planning Office, the short-term projected need for social workers in Wyoming includes an additional 39 health care social workers and 52 mental health and substance abuse social workers per year. There is also a need for 148 educational, guidance, school, and vocational counselors per year. MSW graduates are qualified to fill these positions in schools as certified school social workers, in educational settings such as Head Start, and in rehabilitative settings. Social workers are also employed in the criminal justice system, nonprofit management, research institution, and governmental agencies working in primary, secondary and tertiary prevention.

Due to the present limited opportunity to obtain an advanced social work degree through the University of Wyoming, citizens are attending out-of-state institutions or on-line programs and thus diverting tuition monies out-of-state. Further, these institutions are often in urban settings and do not train social workers specifically for a specialization in rural and frontier practice.

Interest in pursuing a graduate social work degree is evidenced by the number of annual applicants to the current UW MSW Program, which can only accept about 50% of the applicants. Limitations to pursuing an advanced degree include child care and work responsibilities. A part-time Casper MSW Program would provide easier access to graduate education for those seeking an MSW as well as increasing access to potential students from more northern parts of the state. Graduate social work programs attract a large number of non-traditional students including those increasing their skills from an undergraduate degree, career changes in mid-life, and retired military personnel. These individuals are more likely to have family responsibilities and full-time employment. Approximately 10% of the Laramie students are residents of neighboring states, many utilizing their WICHE tuition privilege and being drawn to the quality and excellent reputation of the Wyoming program and its rural and frontier emphasis. Therefore, we anticipate a similar percentage of non-resident students in the Casper program.

The need to expand the UW social work program is further substantiated by recent research conducted by Gray Associates. According to their research, social work positions are in the top 5% of job openings and the current unemployment rate for social workers is 2%. Demand for social workers is in the 70th percentile and completion rates are in the upper 5% according to Gray. Social workers leave the UW Social Work Program job ready, prepared for professional licensure in all 50 states, and prepared to pursue Wyoming clinical licensure (LCSW).

AGENDA ITEM TITLE: Accelerated Bachelor Of Applied Science(BAS) in Organizational Leadership(OL), Carman/Pickett

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

APPLIES TO STRATEGIC PLAN:

Yes (select below):

- Driving Excellence
- Inspiring Students
- Impacting Communities
- High-Performing University

No [Regular Business]

EXECUTIVE SUMMARY:

To provide a more desirable degree program for adult learners, it would be beneficial for UW-Casper to offer an accelerated version of the Bachelor of Applied Science (BAS) in Organizational Leadership (OL) degree. This proposed initiative helps get UW to the forefront of a shift in the way nontraditional students learn that is rapidly gathering steam in higher education.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Board has requested UWC to provided at least one proposal for the innovation funds.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the Accelerated Bachelor of Applied Science (BAS) in Organizational Leadership (OL).

PROPOSED MOTION:

“I move that the Notice of Intent for the Accelerated Bachelor of Applied Science (BAS) in Organizational Leadership (OL) be approved.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval of the Notice of Intent.

University of Wyoming
Board of Trustees' Academic and Student Affairs Committee

Notice of Intent

Date: August 20th, 2021

Accelerated Degree Program for Working Adults

Context and Rationale

To provide a more desirable degree program for adult learners, it would be beneficial for UW-Casper to offer an accelerated version of the Bachelor of Applied Science (BAS) in Organizational Leadership (OL) degree. This proposed initiative helps get UW to the forefront of a shift in the way nontraditional students learn that is rapidly gathering steam in higher education. There is an increasing number of nontraditional students and online program availability (Barbera et al., 2020). The target market for a 100% online BAS degree program should be adult nontraditional students. Considering that the main selling point of a BAS degree is the transferability of Associate of Applied Science (AAS) degrees, the mindset of nontraditional adult students and Career and Technical Education (CTE) students should be at the forefront of any program considerations.

“With an increased number of nontraditional students attending college, higher education programs should be prepared to provide flexible and high-quality experiences for this unique population of students” (Mkhatshwa & Hoffman, 2019, p. 148). The ideal program best poised for significant enrollment growth will be a unique offering unlike what most public universities provide. Research shows that “the type of classes offered or assignment options could be set up differently than those for traditional students while still achieving the same competencies” (Slover & Mandernach, 2018, p. 111). This program could both grow the Wyoming workforce and bring in significant out of state revenue. This request has four components: Offering an accelerated option for an existing program, the associated funding to launch that program, a modified tuition model similar to the existing online BSN completer program model in order to be competitive nationally, and the creation of a marketing specialist position to be used by the BAS program as well as the distance education unit.

Curricular Description

In this program, students would take one course at a time, each five weeks in length. This unique calendar setup keeps students engaged the entire year, allows them to maintain full-time status for financial aid purposes, and eliminates the guesswork of scheduling that can often overwhelm adult students. The program runs year-round, except for a two-week holiday break. With 10 3-credit courses, a student can complete 30 credits per year and finish the degree in approximately two years (assuming they need 60 credits after transferring in). Although the existing BAS can

technically be completed in two years, this setup accelerates students through courses so they make faster progress and develop a connection to the University early, all while having their entire program mapped out for them in advance. They would also maintain full-time status with this setup but have less of a time commitment each week than a traditional full-time schedule would require. A three-credit course generally requires approximately 48 hours of class time (including out of class reading and work) over a 16-week semester. With five-week courses, taken one at a time, a student should only need to commit approximately 10 hours per week. Many adult nontraditional students are heavily dependent on financial aid and student loans, and this option allows them to receive financial aid as a full-time student. In addition, the flexibility of five-week modules allows for six starts per year, rather than two, and could possibly expand with enrollment.

With an accelerated program all courses and the order in which they are taken are predetermined for students. This eliminates the guesswork of which electives to take and removes the stress of understanding prerequisite requirements. This proposed program would use the same courses as the current BAS/OL just converted to an accelerated format. This eliminates the need to create new courses that must pass through a lengthy approval process. There is a large number of courses to choose from for online, nontraditional students in the BAS (considering electives). To make the program easier to market, easier to schedule, and deliver a consistent, straightforward experience, some of these courses would be removed as options for the accelerated program, and the remaining courses would be planned for the students.

Student Demand and Projected Enrollment

Major state institutions such as Arizona State University have experienced a 50% or greater online enrollment increase per year over multiple years (Arizona State University, 2018). Considering those enrollment numbers are for online in general, and not one specific program, we will propose more conservative growth numbers. With proper marketing, an initial enrollment of 50 students can be expected in year two. (Year one of funding will be used to hire personnel, bring in a financial aid consultant, and put together marketing materials.) Although enrollment info for specific BAS programs at other institutions is limited at best, one of the authors, Dr. Josh Valk, has personally been a student and employee when institutions launched new remote programs, and generally the initial enrollment is at least 100. Since this is an entirely new venture, 50 is a conservative estimate. Target growth is a year-over-year increase in new enrollments by 25% in years 3 – 4, and 12.5% in year 5. Although other schools (previously referenced) have experienced much higher growth rates, for planning purposes we are putting forward a more conservative growth estimate.

Budget

Four new employees would need to be added to support this program, as well as adjunct faculty and a one-time financial aid consultant. Over three years the total staffing cost based on enrollment projections is \$715,536. With a \$225,000 marketing allocation, and other expenses

the total projected investment is \$1,150,786. However, this is the total investment needed for the first three years, and does not account for revenue generated by the program. If the enrollments grow as expected, year two and three funding could be reduced (and potentially even eliminated for year three) because the program will become self-sustaining. With the projected growth and related revenue, the initial investment required to get the program off the ground is \$686,683, which covers all anticipated expenses for the first year and 50% of the anticipated expenses for the second and third years including staffing, marketing, and external consultant work. By the end of year three the program will be fully funded and self-sustaining.

Timeline

All of the coursework in the program already exists. The program would require updating syllabi to reflect five-week courses, hiring and on-boarding of additional staff, and the development and implementation of a robust marketing campaign. Initial enrollment should start in Fall 2022. The new Associate Director and financial aid consultant would be hired immediately, with other staff and adjunct faculty phased in over the first three years.

Other Necessary Approvals

Beyond UW approvals, there are no additional pieces, such as specialized accreditation or licensure considerations. UW will notify the Higher Learning Commission of this new, accelerated option, but that is unlikely to prompt any changes or specialized review.

Alignment with University Mission

The proposed Accelerated Bachelor of Applied Science in Organizational Leadership aligns closely with the University's mission. Although Wyoming has a high percentage of associate degree holders, bachelor's degree attainment is low. This program could provide those working adult students an option to further their education.

Brent Pickett
Dean, UW-Casper

Josh Valk
Director, BAS Program

AGENDA ITEM TITLE: B.S. Hospitality Business Management, Godby, Barrett

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
 - Driving Excellence
 - Inspiring Students
 - Impacting Communities
 - High-Performing University
- No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:

Undergraduate students majoring in this degree will learn the management skills necessary to excel in tourism, lodging, food and beverage, and event planning, with particular emphasis on application on doing business focused on natural amenities and the western Rocky Mountain region. Experiential learning will be a fundamental part of the learning process, focused on hands-on experiences to support the tourism and hospitality industry in Wyoming and the Rocky Mountain west.

The proposed name of the degree is Hospitality and Business Management (HOSP). The degree program proposed expands the existing HOSP minor to a major program, leading to a Bachelor of Science (BS) degree. The proposed delivery method is online, with select on-campus course options. The program may expand to fully on-campus at a future date contingent upon resources and demand.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the Bachelor's in Hospitality Business Management.

PROPOSED MOTION:

“I move that the Notice of Intent for the Bachelor's in Hospitality Business Management be approved.”

PRESIDENT'S RECOMMENDATION:

The President recommends approval of the Notice of Intent.



Notice of Intent of a New Degree: B.S. Hospitality Business Management

Below are responses to UW regulation 2-119 for academic program approval, Notice of Intent

A. The name of the proposed program and the mode of delivery;

Purpose: Undergraduate students majoring in this degree will learn the management skills necessary to excel in tourism, lodging, food and beverage, and event planning, with particular emphasis on application on doing business focused on natural amenities and the western Rocky Mountain region. Experiential learning will be a fundamental part of the learning process, focused on hands-on experiences to support the tourism and hospitality industry in Wyoming and the Rocky Mountain west.

The proposed name of the degree is *Hospitality and Business Management (HOSP)*. The degree program proposed expands the existing HOSP minor to a major program, leading to a Bachelor of Science (BS) degree. The proposed delivery method is online, with select on-campus course options. The program may expand to fully on-campus at a future date contingent upon resources and demand. It is intended that this will be a collaborative effort, and as done for the Hospitality Minor, we will accept specific community college course offerings in the major too. The program will work as a companion major to the Outdoor Recreation and Tourism Management major and is an essential part of the Wyoming Outdoor Recreation, Tourism and Hospitality Initiative as proposed by President Seidel. We also foresee a dual major track being possible.

The proposed HOSP degree is a partnership between the Haub School and the College of Business. As a collaborative effort, this degree will draw on the existing strengths and resources of these and other UW academic units. This program will also draw upon and support existing community college hospitality resources, including the Casper College program in Hotel Management, and the Culinary Arts program at Central Wyoming College. As noted previously, this program will focus on business management and hospitality functions and is a partner and companion program to the Outdoor Recreation and Tourism Management degree program.

B. A description of the new program that includes anticipated curriculum and learning outcomes;

Learning goals:

Students earning this major will demonstrate the ability to

- Apply the major concepts, skills and values of the hospitality industry to address industry problems both locally and globally, and to utilize practical, creative, ethical, and theoretical frameworks in diverse and complex professional circumstances.
- Demonstrate effective and ethical leadership skills necessary to be successful in the hospitality field and work in diverse and collaborative teams.
- Communicate effectively to diverse audiences to achieve the purposes and manage the situations encountered in hospitality operations. Demonstrate ability to manage dynamic relationships and demonstrate best practices in communication.
- Use decision-support tools to solve problems, identify opportunities and facilitate organizational processes within the hospitality and tourism industry environment.

- Identify and analyze hospitality industry trends.
- Identify and develop excellence in tourism and hospitality services and demonstrate awareness of industry standards and customer expectations in the tourism and hospitality sector.
- Apply effective management and marketing techniques and business principles in hospitality operations.
- Ability to implement programs and businesses appropriate for local environments that demonstrate fluency in global contexts and diverse cultures.
- Develop hands-on experience through real world experiential learning with partners throughout the state and region.

Proposed Curriculum

The proposed curriculum requires 78 credits and includes three required components:

- 1) **Core Curriculum** (33 credits) for all students with courses in:
 - Economics
 - Accounting
 - Finance
 - Business Management
 - Marketing/Sales
- 2) **Elective Concentration** (30 credits), students will complete courses in concentration areas including
 - Hospitality and Management & Marketing
 - Management of Recreation Resources
 - Outdoor Recreation Leadership
 - Cultural and International Tourism
 - Event planning, management and marketing
- 3) **Practical Experience** (15 credits), which includes:
 - Internship (400 hours, work with industry or government)
 - Professional Semester integrating with industry/government
 - Capstone project for an industry or government partner

Note the planned program intends to develop and utilize experiential opportunities, partnering with hospitality and tourism firms throughout the state to make practical and hands-on experience a cornerstone of programmatic activities.

- 4) University Studies and non-business requirements (39 credits)
- 5) Free Electives (6 credits minimum)

Total 123 credit hours minimum.

C. Information about content and how the Academic Program may relate to other offerings

The program complements the existing programs on campus and across the state. The proposed HOSP degree is a partnership between the Haub School and the College of Business. The proposed program will also be a complement to the existing and very successful Outdoor Recreation and Tourism Management Program. As a collaborative effort, this degree will draw on the existing strengths and resources of these and other UW academic units. This program will also draw upon and support existing community college hospitality resources, including the Casper College program in Hotel Management, and the Culinary Arts program at Central Wyoming College.

As noted previously, this program will focus on business management and hospitality functions and is a partner and companion program to the Outdoor Recreation and Tourism Management (ORTM) program. Proposed curriculum takes advantage of co-curricular needs in the ORTM program to develop complementary synergies between the two programs, and will provide additional opportunities for ORTM students. It also develops synergies with existing Applied Associates and Associates Degree programs at community colleges in the state, providing an opportunity for such students to continue their studies to acquire a bachelor's degree in hospitality areas without requiring them to leave the state.

D. Plan for obtaining a market analysis of anticipated student demand and enrollment, and a plan for evaluation and analysis of post-graduation employment market demand

- A market analysis with a favorable outcome was conducted in 2019 (attached)
- A 2021 market analysis update will be completed by Hanover Research.
- Intensive stakeholder input through focus groups and interviews will be conducted to identify specific areas of need in Wyoming.

E. Preliminary budget, including potential funding sources, projected expenses and revenues, and potential faculty, academic professionals, lecturers, professors of practice, and staff.

- Program is anticipated to begin with two tenure/tenure-track faculty and two professors of practice. In addition, an existing professor of practice (Dr. Sara Ghezzi) who currently is appointed 1/3 to the Hospitality minor and 2/3 to Outdoor Recreation and Tourism Management will instruct in the program. As needed, part-time instructors will also be employed.
- Current practice in the Hospitality minor is to accept credits for transfer from community college programs in hospitality and hotel management. This practice will continue.
- Budget: Projected annual operating program budget when fully implemented is as follows:
 - Faculty salaries including tenure track, new professors of practice and temporary lecturers (incl. benefits): \$635,000
 - Administration cost: \$40,000 in new salary, and utilizes WORTH, College of Business and Haub School existing resources: \$40,000

Start-up costs for HOSP program alone:

- Start-up funds for faculty: \$75,000 annually for two years
- Stakeholder engagement, program development, program start-up, search costs and marketing in first year: \$80,000

Sources of funding:

Start-up and initial three years: Trustees' Reserve, Federal funds (ARP)

Permanent Funding after ARP funds end: Internal Budget reallocation, Philanthropic gifts. Potential revenue from online programming (to be determined).

Specific enrollment numbers are difficult to anticipate. However, we anticipate enrollment will begin with 25 students, and increase by 25 students annually to 75 within three years.

E. Proposed timeline for staged implementation over five years, including campus and Board review;

Because this program is fast-tracked as part of the WORTH initiative, timeline is as follows:

Fall 2021:	Campus and Board of Trustees review
Early Spring 2022:	Approval by UW Board of Trustees
Spring 2022/early summer:	Initial Faculty search
Fall 2022:	Initial program launch
Fall 2024:	Full Program implementation
Fall 2026:	ARP funds end, internal and philanthropic gifts in place to support program.

F. Information on other required approvals, such as accreditation bodies and the Higher Learning Commission;

Program will seek accreditation by the Association to Advance Collegiate Schools of Business (AACSB) under the College of Business general accreditation by this body. We do not anticipate impact to UW's accreditation through the Higher Learning Commission.

G. Evidence of how the new program aligns with the University's mission, strategic plan, and existing academic degree program array.

The proposed program aligns with the University mission and proposed strategic initiatives outlined to the University of Wyoming's Board of Trustees in the July 2021 meeting in the following ways:

- Economic and community development: Hospitality and tourism represent the second largest industry in the state. Presently, UW does not offer degree in hospitality to directly support this complex and diverse industry. Proposed program complements the existing Outdoor Recreation and Tourism Management program by focusing on hospitality where the ORTM focuses on tourism and recreation activity.

- Entrepreneurship and Innovation: This degree will help students develop the background, skills, and intellectual acumen to innovate and develop new business and to support the Wyoming economy.
- Data and Business information through School of Computing Initiative: Students will demonstrate ability to use state of the art decision-support tools and data to solve problems, identify opportunities and facilitate organizational processes within the hospitality and tourism industry environment.
- Interdisciplinary: While the proposed program has a business-specific focus with respect to the industry, it is also intended to be interdisciplinary. To be successful in the tourism and hospitality space in the Rocky Mountain West, students in this program will be required through their elective courses to acquire expertise in non-business areas. For example, students may become expert in cultural history as a means of enhancing marketing and understanding the draw of Wyoming to national and international audiences. Students may focus on nutrition and diet to enhance culinary opportunities, basics of chemistry may be useful in understanding, brewing, distilling, baking or cooking, agricultural knowledge may an area focused on to ensure fresh farm to table or to locally source vegetables and meats on a restaurant menu, while understanding environmental resources and natural systems could allow sustainable business operations in a natural setting.

The proposed degree aligns with the strategic plan. Specifically, the proposed program supports the external objectives of the current UW Strategic Plan, and it also supports the initiatives President Seidel has developed over the past year to expand UW’s engagement in communities in Wyoming and to facilitate, enable and impact economic development in the following ways:

- *“Goal 1: Promote academic programs that address workforce needs of the state and region.”* This proposed degree addresses the needs of the tourism, hospitality and outdoor recreation industry that directly employed approximately 35,000¹ in Wyoming in 2019. UW has only recently engaged in this space in a significant way with the development of the Outdoor Recreation and Tourism Program, and the proposed Hospitality program will further enhance UW’s support of this important Wyoming industry.
- *“Goal 2: Expand and grow quality of undergraduate and graduate scholarly experiences.”* Offering this degree will directly expand the scholarly experiences for UW students, and help expand enrollment through targeted recruitment and retention.
- *“Goal 3: Facilitate collaboration between the university and its constituents to address complex economic, environmental and social challenges through research, education, entrepreneurship, economic diversification and growth.”* In particular, this degree is tightly partnered with—and was developed with extensive input from—industry across the state specifically for all five of the listed criteria.

¹ Bureau of Economic Analysis. (2020). *Outdoor Recreation Satellite Account, U.S. and States, 2019*. Table 4. Outdoor Recreation Employment by State, Selected Industries, 2019 Retrieved from https://www.bea.gov/sites/default/files/2020-11/orsa1120_1.pdf. Mining and Logging, the supersector that includes all fossil fuel extraction in the state averaged approximately 21,000 in the same year (BLS, Wyoming at a glance <https://www.bls.gov/eag/eag.wy.htm>).

H. A rationale that clearly defines the need for the new program, including market and student demand. The rationale should include evidence that the program will not produce unnecessary duplication of existing programs.

Hospitality, recreation and tourism make up the second largest source of production value in the state behind energy. Wyoming's tourism industry is steadily growing and is typically more stable than other industries in the state². In 2015 alone, visitors funneled \$3.3 billion into Wyoming, and tourism generated \$170 million in state and local tax revenues³.

This proposal is consistent with the conclusions of the market research analysis performed by Hanover Research in January 2019 for the College of Business. That report concluded that UW "develop a bachelor's degree in hospitality management with multiple specializations." Furthermore, it found "Regional hospitality-related occupations are projected to grow by 21.4 percent over the next decade." It also recommended UW "Partner with high-end hospitality businesses throughout the state to create experiential learning opportunities that integrate students into Wyoming's tourism industry."⁴ This program proposes to do exactly that.

This proposed academic degree will enhance UW's academic programs and address critical economic and workforce development needs in the state. The curriculum has been designed to take advantage of existing courses as much as possible and to be interdisciplinary utilizing faculty expertise and specifically complimenting rather than duplicating existing programs.

² Consensus Revenue Estimating Group. (2016). *Wyoming State Government Revenue Forecast: Fiscal Year 2017 - Fiscal Year 2022*.

³ Dean Runyan Associates. (2016). *Wyoming travel impacts 2000 - 2015*.

⁴ Hanover Research (2019) Market Analysis: Hospitality Management Programs: Prepared for the University of Wyoming College of Business, January 2019

Market Analysis: Hospitality Management Programs

Prepared for the University of Wyoming College of Business

January 2019

In the following report, Hanover assesses demand for programs in hospitality management, specifically highlighting demand trends within the Rocky Mountains region and the nation as a whole. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



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Executive Summary

Programs in Hospitality Management

Recommendations

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that the University of Wyoming's (UW) College of Business:

- 1 Develop a bachelor's degree in hospitality management with multiple specializations.** Leading programs offer concentrations related to the management, operations, and financial aspects of hospitality. UW should customize these standard concentrations by focusing curriculum content on the management, operations, and financial challenges of wilderness lodges, outdoor resorts, and luxury ranches. Combined with further development of the Outdoor Recreation and Tourism Management major, a new program with these specializations would enable the University to keep pace with national competitors while also highlighting the unique characteristics of Wyoming's tourism industry.
- 2 Partner with high-end hospitality businesses throughout the state to create experiential learning opportunities that integrate students into Wyoming's tourism industry.** Highly ranked programs typically require professional, hands-on experiences—which often lead to industry certifications—like working at and managing operations at hotels or restaurants. Industry partnerships typically facilitate these opportunities and in Wyoming could take the form of unique professional preparation at lodges, resorts, and ranches. Required internships at select locations such as these could serve to distinguish the new program nationwide.

Key Findings and Program Demand Forecast

For hospitality management programs throughout the nation

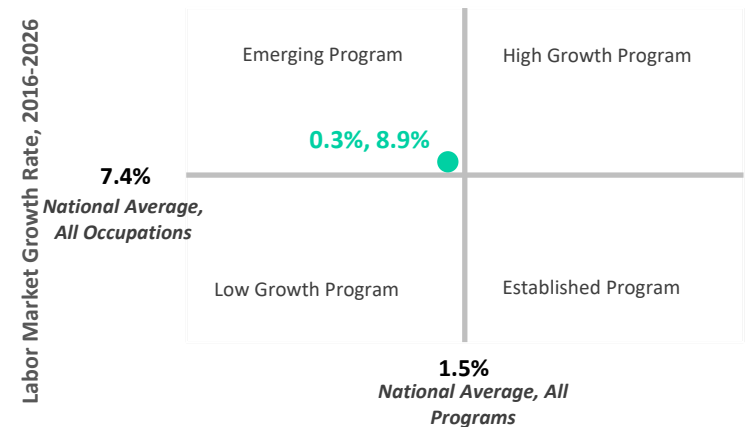
Hospitality bachelor's degree completions are growing regionally despite flat growth nationwide. This market condition indicates an opportunity for UW to develop the first bachelor's degree in hospitality management in the state, which would take advantage of the region's tourism characteristics and growth opportunities. Master's degree completions changed little nationwide over the previous five years.

Regional hospitality-related occupations are projected to grow by 21.4 percent over the next decade. Recent job postings indicate that a bachelor's degree suffices for the majority of hospitality positions that require higher education.

Leading programs distinguish themselves through unique institutional resources. Competitors offer similar specializations and program features, such as international and professional learning opportunities. Top programs, however, differentiate themselves through industry partnerships, physical resources, and coursework.

National Benchmark Analysis

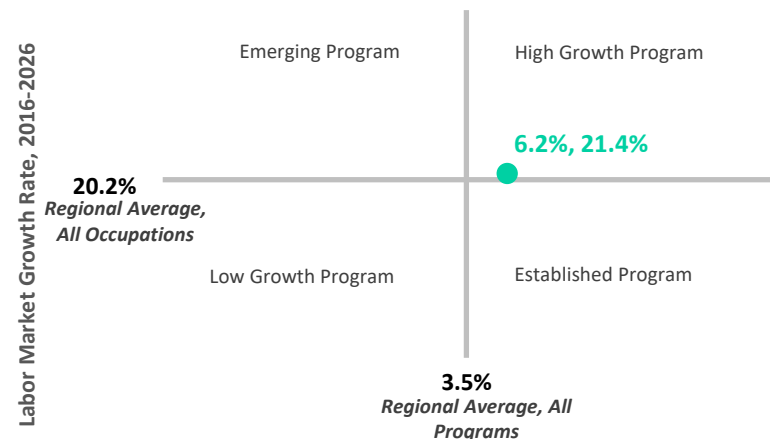
Comparison of hospitality management bachelor's completions and relevant labor market to all completions and all occupations in the country



Annualized Degree Completions Growth Rate, 2013-2017

Regional Benchmark Analysis

Comparison of hospitality management bachelor's completions and relevant labor market to all completions and all occupations in the region



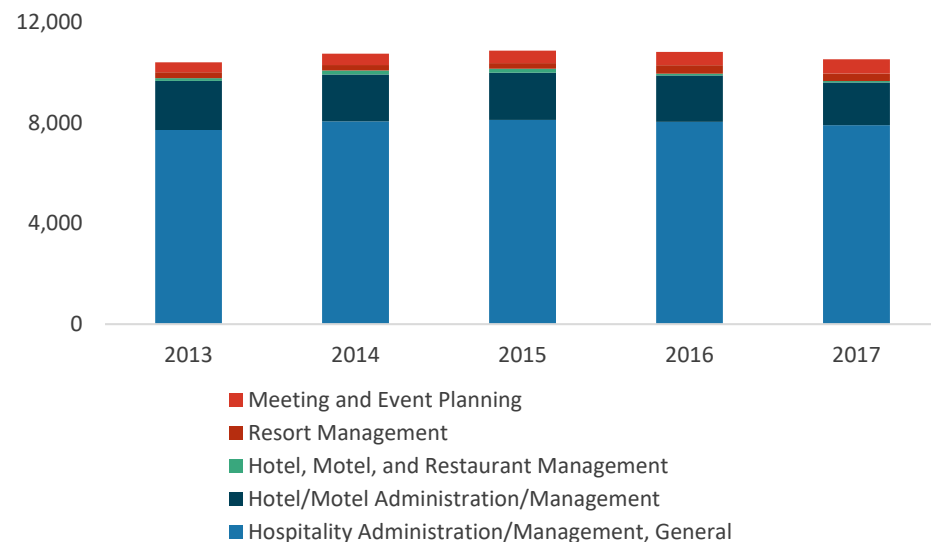
Annualized Degree Completions Growth Rate, 2013-2017

Degree Completions Analysis

Programs in Hospitality Management

National Bachelor's Degree Completions Volume

National distribution of bachelor's degree completions from 2013 to 2017



Total Degree Completions

Aggregate degree completions by geographic level (2017)

	Wyoming	Rocky Mountains	National
Hospitality Administration/Management, General	0	199	7,900
Hotel/Motel Administration/Management	0	10	1,693
Hotel, Motel, and Restaurant Management	0	0	58
Resort Management	0	0	300
Meeting and Event Planning	0	21	562
Total	0	230	10,513
Growth Rate	N/A	6.2%	0.3%

Source: [IPEDS](#)

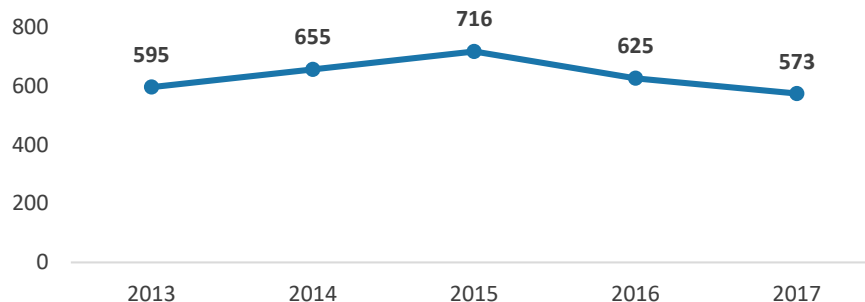
Analysis of Findings

Nationwide bachelor's degree completions in hospitality management-related fields have remained stable over the previous five years.

From 2013 to 2017, national bachelor's completions in hospitality management-related fields grew at an annualized rate of 0.3 percent, demonstrating little change over this period. Regionally, bachelor's completions grew more quickly at an annualized rate of 6.2 percent. However, degree completion volume in the region is comparatively low, with Metropolitan State University of Denver, University of Denver, and Utah Valley University conferring the majority (85 percent) of bachelor's degrees in the region in 2017.

Master's degree completions in hospitality management have remained similarly stagnant nationally, declining at an annualized rate of 0.9 percent excepting a minor spike in 2015. No institution in the Rocky Mountains region reported conferring master's degrees in this field during the five-year period.

National Master's Degree Completions Volume

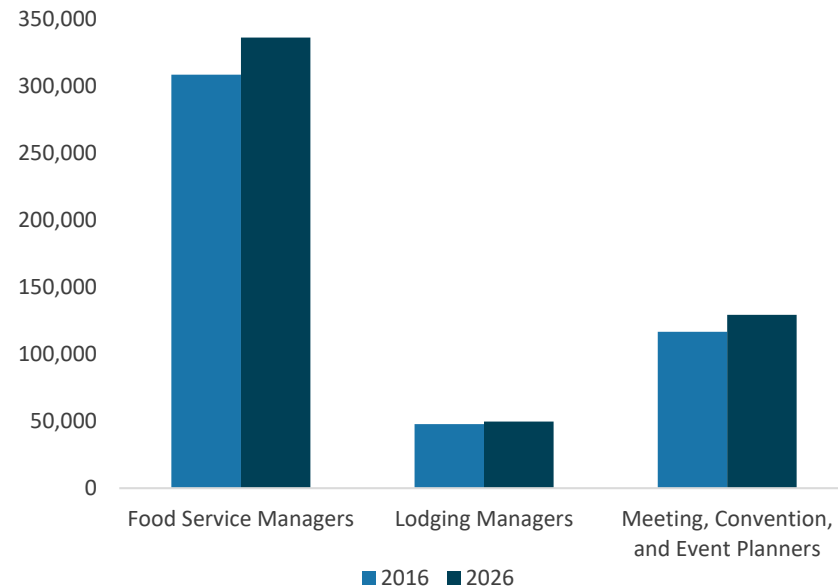


Methodology Note

In this report, the Rocky Mountains refers to the IPEDS region encompassing the states of Colorado, Idaho, Montana, Utah, and Wyoming.

National Current and Projected Job Availability

National hospitality management-related positions as of 2016 and 2026 (projected)



Analysis of Findings

Hospitality management-related positions are projected to grow most rapidly at the regional level.

Hospitality management positions in the Rocky Mountains region are projected to grow 21.4 percent from 2016 to 2026, consistent with the overall growth rate for occupations in the region (20.2 percent). Employment in hospitality management in Wyoming is actually projected to grow slower than the growth rate of 9.4 percent for all occupations in the state as a whole. However, these statistics include positions that may not require a bachelor's degree, so the growth rates for occupations needing higher educational attainment may differ.

Individuals seeking jobs at more upscale establishments can benefit from a bachelor's degree.

While not all hospitality management-related positions require higher education, the Bureau of Labor Statistics (BLS^{1 2 3}) notes that the best opportunities will likely go to individuals with a bachelor's degree in hospitality management or similar fields, such as restaurant or food service management. These occupations include opportunities at upscale hotels and restaurants or positions within higher levels of management.

The tourism and travel industry in Wyoming and surrounding states continues to grow.

In 2017, visitors to Wyoming spent a total of approximately \$3.6 billion, approximately 54 percent of which came from visitors who stayed in commercial lodging facilities overnight. This revenue is part of the 2.8 percent growth (adjusted for inflation) in travel spending per year that Wyoming has experienced since 2007 ([Dean Runyan Associates](#)). In Colorado, continued record growth in the tourism industry resulted in 84.7 million visitors in 2017, which the state attributes to the growing number of international tourists and domestic visitors from outside the region ([Denver Business Journal](#)). Meanwhile, tourists in Utah spent a record \$8.17 billion in Utah in 2015, a 12 percent increase since 2011 ([Kem C. Gardner Policy Institute](#)).

Total Labor Market

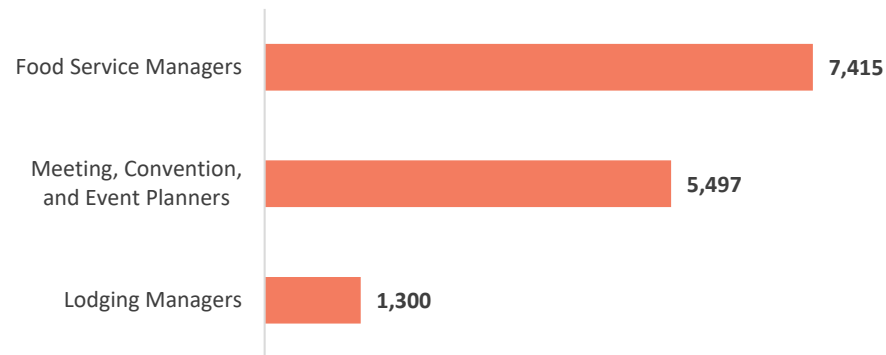
Aggregate hospitality management-related job availability by geographic level

	Wyoming	Rocky Mountains	National
Estimated Employment (2016)	1,310	13,210	473,200
Projected Employment (2026)	1,410	16,040	515,500
Employment Growth	7.6%	21.4%	8.9%
Total Annual Openings	150	1,830	56,900

Source: [Projections Central](#)

National Job Postings Analysis

National hospitality management-related positions requiring at least a bachelor's degree by occupational group during the past six months as of January 2019



Educational Attainment

Education requirements for relevant job postings over the previous six months requiring at least a bachelor's degree



Regional Employment Facts

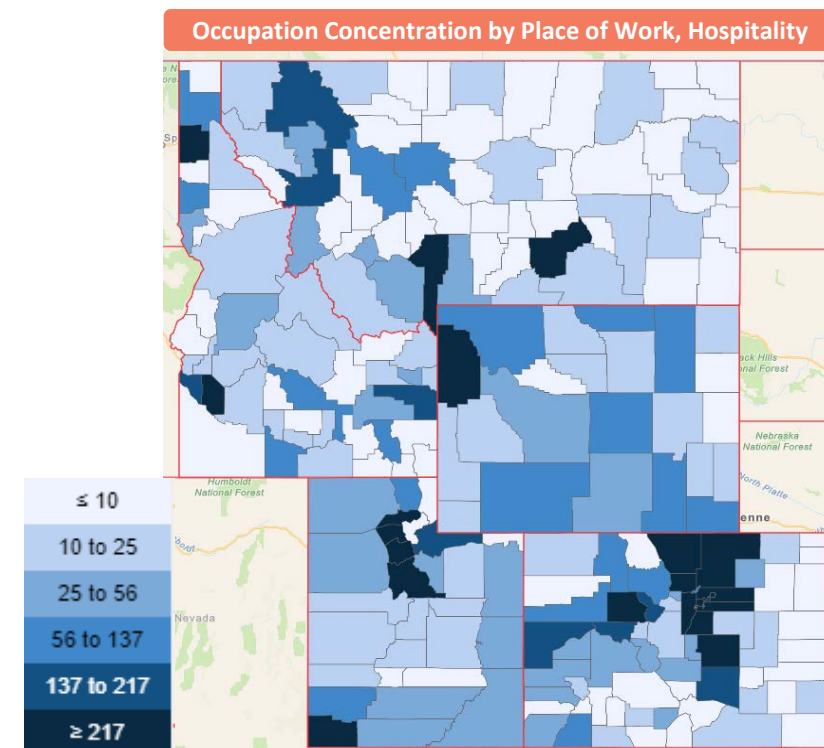
Regional hospitality management-related positions by occupational group

Occupation	Average Salary		Unemployment Rate	
	Rocky Mountains	U.S.	Rocky Mountains	U.S.
Food Service Managers	\$54,500	\$57,300	1.0%	1.2%
Lodging Managers	\$60,000	\$59,600	1.6%	1.9%
Meeting, Convention, and Event Planners	\$44,300	\$52,600	2.9%	3.5%

Analysis of Findings

Many job opportunities exist for individuals with a bachelor's degree seeking employment in hospitality management.

During the past six months, over 14,000 national online job postings in hospitality management sought individuals with higher education. However, this demand was primarily for individuals who hold a bachelor's degree, rather than a master's degree. In the Rocky Mountains region, hospitality occupations are concentrated in metropolitan areas, such as Denver, or tourist destinations that attract more visitors, such as Grand Teton or Yellowstone National Parks. Colorado has the largest concentration of hospitality workers of the states in the region. The map below shows the number of individuals employed in the region's hospitality sector by county.



Competitor Analysis

Programs in Hospitality Management

Competitor Analysis

Based on an analysis of national peers, Hanover concludes the following:

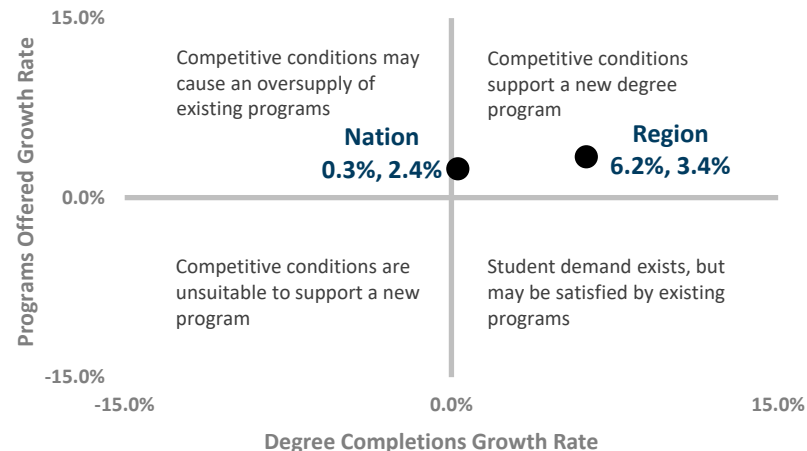
Market indicators demonstrate favorable conditions for a new hospitality management program in the region.

The reported number of programs offered and bachelor's degrees conferred by institutions in the Rocky Mountains region grew faster than aggregate regional growth rates throughout the United States. While new hospitality management programs continue to emerge throughout the country, degree completions have slowed nationally. As a result, the market may be more favorable toward a new program that takes advantage of the region's unique hospitality and tourism opportunities.

The following table briefly summarizes characteristics of the five largest programs in the region offering a bachelor's in hospitality management program based on the number of degree completions in 2017. A comprehensive benchmarking of nationally-ranked competitor institutions selected by UW begins on the next page, with the full benchmarking table provided on page 13.

National Market Saturation (2013-2017)

Do competitive conditions support an additional hospitality management program in the nation and region?

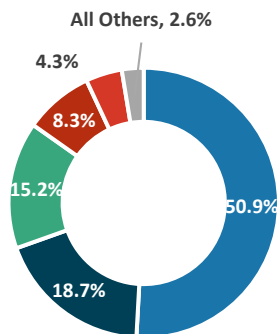


Institution	2017 Program Completions	Completions Growth Rate	Distance from University of Wyoming (miles)	State	Delivery Format	Annual Tuition (In-state)	Unique Features
Metropolitan State University of Denver	117	12.5%	131	CO	On-Campus	\$4,142.40	• Programs focusing on the beer industry
University of Denver	43	0.6%	136	CO	On-Campus	\$16,464	• Study abroad requirements
Utah Valley University	35	9.9%	406	UT	Online/On-Campus	\$2,863	• Finance and business-focused curriculum
Southern Utah University	19	2.8%	619	UT	On-Campus	\$6,006	• Department research opportunities
Johnson & Wales University-Denver	10	-17.9%	132	CO	Online/On-Campus	\$32,091	• Numerous travel opportunities
Total (All Programs)	230	6.2%	--	--	--	--	--

Note: When necessary, Hanover calculated full-year tuition from per-credit rates assuming a course load of 12 credits per semester.

Top 5 Largest Regional Hospitality Programs

2017 Relative Market Share



Specializations

Nearly every competitor institution (eight out of 10) allows its hospitality students to select a concentration.

Institutions allowing specializations offer on average 4.75 concentration options, ranging from a low of three at Cornell and Penn State to eight choices at the University of Houston. These figures exclude opportunities some institutions offer students to customize an individual concentration based on elective offerings.

Altogether, competitor institutions offer students approximately 16 different categories of hospitality management specializations from which to choose. The following chart summarizes the most common concentrations:



These are broad categorizations; for example, restaurant management also includes food and beverage management. Some competitor institutions have taken advantage of their location to offer unique concentration opportunities. The University of Nevada-Las Vegas (UNLV), for example, is the only competitor institution to have concentrations in PGA Golf Management or Gaming Management.

Complementary Program Offerings

The majority (eight out of 10) of competitor institutions also offer graduate programs in hospitality management. However, no institution offers multiple undergraduate programs in this field.

Master's and Ph.D. programs are equally popular among competitor institutions that have graduate degrees in hospitality management; seven institutions offer at least one master's program, while seven offer a Ph.D. program. Complementary hospitality degrees are uncommon at the undergraduate level. However, some institutions offer undergraduate minors or certificates, such as the University of Houston's Minor in Beverage Management and Marketing or Pennsylvania State University's undergraduate Meeting and Events Management Certificate.

Accelerated Degree Programs



Two benchmarked institutions, the [University of Houston](#) and [Virginia Tech](#), have accelerated bachelor's to master's programs that allow students to receive both degrees in a reduced amount of time.

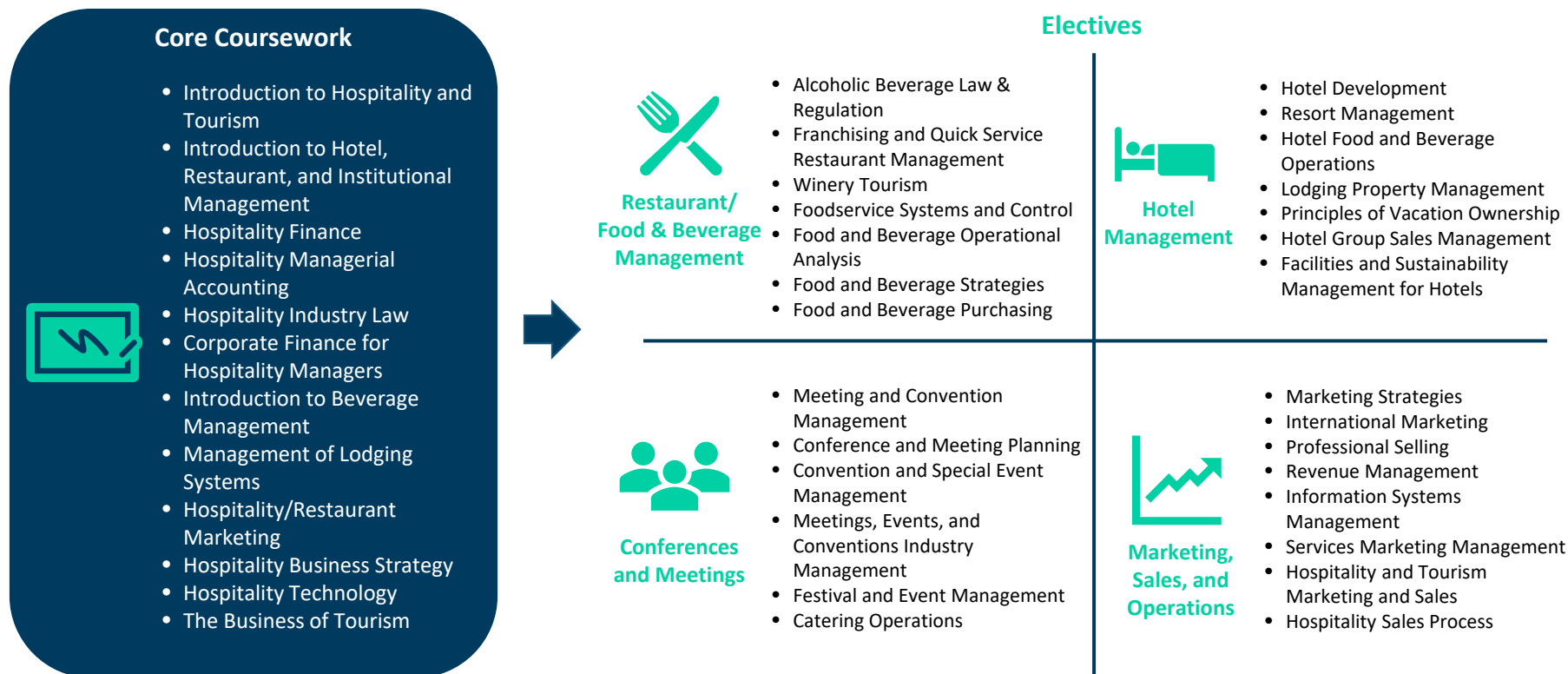
These institutions have designed these programs for individuals hoping to become leaders within the hospitality industry. Students begin completing graduate coursework in the final semester of undergraduate study, allowing credits to be double-counted toward both the undergraduate and graduate degree. Other benefits include an easier application process into the graduate program and reduced tuition for graduate courses taken as an undergraduate.

Curriculum Trends

The majority (eight out of 10) of competitor programs are located within the institution's business school or have a dedicated hospitality school, which is reflected in both the required courses as well as concentration options.

Because most programs allow for specializations, students typically first complete a core curriculum that includes coursework in business, management, and operations. Some institutions have more unique core coursework, such as Northern Arizona University and the University of Denver's foreign language requirements, meant to facilitate students' global hospitality careers. Elective opportunities are also plentiful, regardless of whether the program offers a concentration or the number of concentrations available.

The following figure provides a sampling of coursework available at competitor institutions:

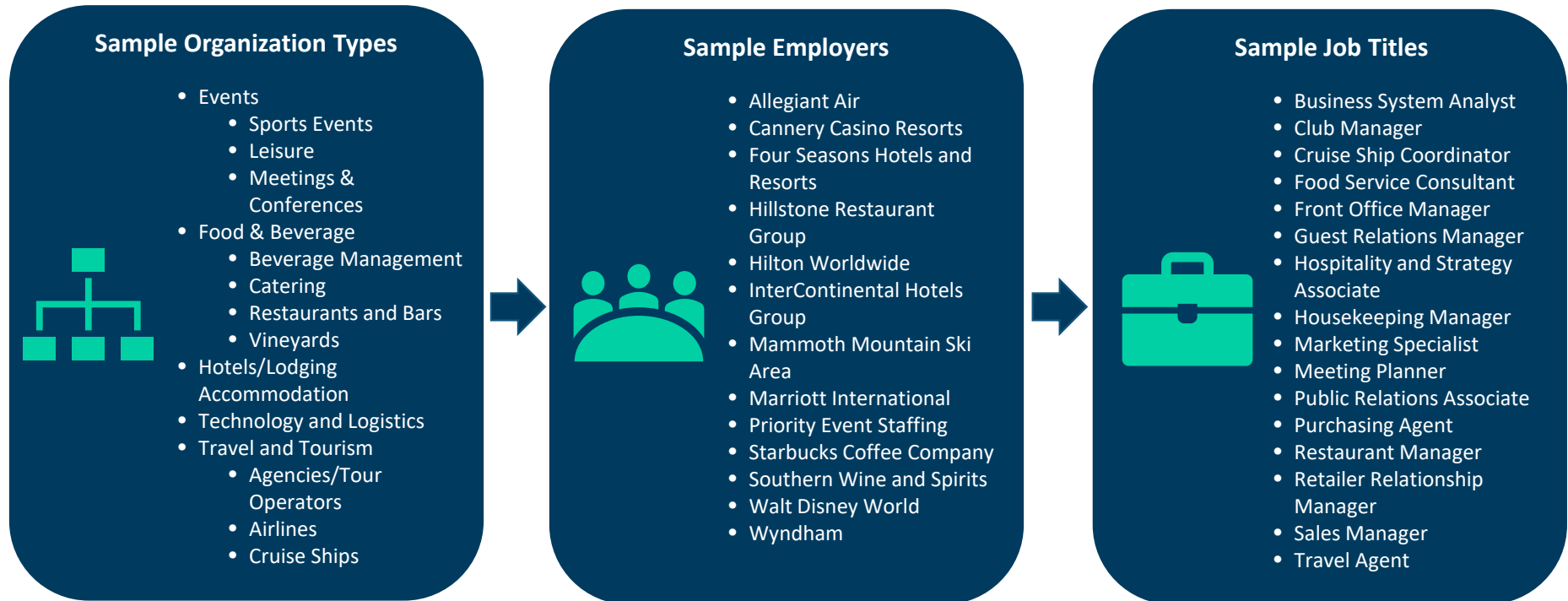


Career Opportunities

Many competitor institutions provide employment statistics for graduating classes or examples of potential career paths to illustrate the diversity of opportunities available to hospitality management students.

Hotels and resorts are common employers of hospitality management graduates, as are restaurants and food or beverage groups, reflecting the concentration opportunities available to students. Many employers are also large organizations and have a national or international presence. These organizations are frequently present at on-campus career fairs, which are commonplace at most competitor institutions.

The following figure provides examples of employers and job positions published on competitor websites:



Competitor Analysis

Programs in Hospitality Management

International Opportunities

Several competitor institutions provide study abroad or other international opportunities, sometimes in collaboration with foreign schools of hospitality.

Students are encouraged to take advantage of these opportunities. The University of Denver even requires students to spend a quarter abroad. Some institutions have developed partnerships or direct enrollment programs with international schools of hospitality, including Penn State's [global opportunities](#) at Australia's Bond University and Italy's Florence University of the Arts.

Program Spotlight: Northern Arizona University

 In NAU's [Global Business Program](#), students spend one year abroad learning about the international hospitality industry. While abroad, students attend classes at an international partner for one semester, then intern at a partner organization in Europe, Latin America, China, or Japan. Students also pursue a second dual degree in a language offered at the College of Arts and Letters.

Work and Internship Requirements

All competitor institutions require students to work or intern for an average of 860 hours at a hospitality-related organization.

Apart from the number of hours, some institutions have additional requirements. For example, Oklahoma State University (OSU) requires that at least 320 of the student's 800 work hours take place at a management internship. Meanwhile, Michigan State University requires students to separate their work hours across two internships so that they can learn from diverse environments.

Minimum: 400 hours
(Virginia Tech)

Maximum: 1,200 hours
(Northern Arizona University)

Average: 860 hours

Other Unique Experiences and Opportunities

Competitors typically offer unique experiences that take advantage of their geographical location, industry partnerships, and physical resources.



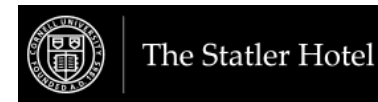
At the University of Denver, a [partnership](#) with the Ethiopian Community Development Council allows students to operate an on-campus fine dining event while selecting and training African refugee students who help with operations. Denver students gain managerial and intercultural experience while refugee students gain experience and knowledge of the American hospitality industry.

Through a [collaboration](#) with The Culinary Institute of America, Cornell students can pursue their BS in Hotel Administration while also receiving an associate's degree in Culinary Arts. This program is designed particularly for those interested in food service or restaurant management.



At [Penn State](#), students can receive training that will allow them to receive industry certifications, like the National Restaurant Association ServSafe certification and certification in hotel industry analytics.

Available physical resources can also help provide unique opportunities to students. At Cornell, the [Hotel Leadership Development Program](#) allows students to gradually progress from entry-level to management positions at the on-campus Statler Hotel while taking associated courses. At the University of Houston, students can take advantage of the [Spec's Beverage & Food Appreciation Laboratory](#) to learn about beverage management and marketing.



Marketing Trends

Competitor institutions typically focus on the national or international reputation of their program, rather than their local or regional influence. In addition, competitor institution websites do not address their programs' economic impact but may highlight how their programs have adapted to meet unique needs in the regions they serve.



Source: [University of Houston](#)

Several competitor institutions have long histories and use this to bolster their national and global reputation. Competitors also highlight national and even international rankings. Much less frequently, competitors may choose to mention unique regional characteristics. For example, UNLV highlights coursework in casino management pertinent to its Las Vegas location. On the other hand, Cornell almost exclusively focuses on its national and international reach.

While competitor institutions do not discuss how their programs may impact the local or regional economy, some institutions will highlight how they have adapted to industry trends. For example, the [University of Denver](#) mentions how its Revenue Management and Analytics concentration fulfills an industry need for which there is currently a "limited talent pipeline."

"...a curriculum that is responsive to the needs of Arizona's growing hospitality industry and the conditions of the twenty-first century."

Source: [Northern Arizona University](#)



Source: [University of Houston](#)

Competitor institutions generally do not market toward a specific target audience, per se. However, some institutions, such as Oklahoma State University, have articulation agreements with local community colleges that allow students to smoothly transition from an associate's degree program into a hospitality management bachelor's program.

Several institutions also highlight the global nature of their hospitality programs. By advertising their students' country of origin and publishing student body demographic statistics, competitor institutions help build their reputations as global leaders in hospitality education.

Program Benchmarking

Programs in Hospitality Management

Programs in Hospitality Management Institutional Benchmarking

Benchmarked programs are institutions located throughout the United States, offering nationally ranked programs in hospitality management.

Institution	Location	Program	Concentrations	Annual Tuition	Delivery Mode	Complementary Program Offerings	Notable Features/Experiences
Cornell University	Ithaca, NY	BS in Hotel Administration	<ul style="list-style-type: none"> Finance, Accounting, and Real Estate Hospitality Leadership Services Marketing and Operations Management 	\$54,584	On-Campus	<ul style="list-style-type: none"> Master of Management in Hospitality MS in Hotel Administration PhD in Hotel Administration 	<ul style="list-style-type: none"> Required 800 practice hours in the hospitality/service industry Semester-long Management Intern Program (MIP) Hotel Leadership Development Program in collaboration with Statler Hotel Collaborative partnership with Culinary Institute of America
Michigan State University	East Lansing, MI	BA in Hospitality Business	N/A	\$14,522 (Resident)/ \$39,827 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> MS in Foodservice Business Management MS in Hospitality Business Management 	<ul style="list-style-type: none"> Required two 400-hour internships Study abroad opportunities focusing on hospitality management
Northern Arizona University	Flagstaff, AZ	BS in Hotel and Restaurant Management	<ul style="list-style-type: none"> Hospitality Accounting Hospitality Event Management Hospitality Marketing and Sales Hotel Management Restaurant Management 	\$10,390 (Resident)/ \$24,654 (Non-Resident)	On-Campus/ Online	N/A	<ul style="list-style-type: none"> Required two semesters of a modern language Required 1,200 work hours Corporate Executive Experiences that send students on trips to meet industry leaders
Oklahoma State University	Stillwater, OK	Bachelor of Science in Human Sciences, Hospitality and Tourism Management	<ul style="list-style-type: none"> Club Management Conference and Meeting Planning Hotel Administration International Hospitality Restaurant Management Tourism 	\$11,610 (Resident)/ \$27,130 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> MS in Hospitality Administration PhD in Human Sciences, Hospitality Administration 	<ul style="list-style-type: none"> Required 480 work hours and a 320-hour management internship Experiential learning labs/opportunities including quantity foods kitchen, quick-service restaurant lab, beverage education center

Sources: Institutional websites (see embedded hyperlinks).

Note: Listed tuition rates are for full-year, on-campus programs. When necessary, Hanover calculated full-year tuition from per-credit rates assuming a course load of 12 credits per semester.

Programs in Hospitality Management Institutional Benchmarking

Benchmarked programs are institutions located throughout the United States, offering nationally ranked programs in hospitality management.

Institution	Location	Program	Concentrations	Annual Tuition	Delivery Mode	Complementary Program Offerings	Notable Features/Experiences
Pennsylvania State University	University Park, PA	BS in Hospitality Management	<ul style="list-style-type: none"> Restaurant Management Hotel Management Institutional Management 	\$18,436 (Resident)/ \$33,663 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> Undergraduate Certificate in Meeting and Events Management MS in Hospitality Management PhD in Hospitality Management 	<ul style="list-style-type: none"> Available industry certification opportunities Honors program in hospitality management Required 1,000 work hours across at least two internships
University of Denver	Denver, CO	BS in Business Administration in Hospitality Management	<ul style="list-style-type: none"> Lodging Real Estate Revenue Management and Analytics Restaurant/Food and Beverage Management Conference Services Management 	\$16,464	On-Campus	N/A	<ul style="list-style-type: none"> Required to spend at least one quarter abroad Must demonstrate second language proficiency Service learning program providing hospitality training to refugees Required 1,000 work hours (including management internship)
University of Houston	Houston, TX	BS in Hotel & Restaurant Management	<ul style="list-style-type: none"> Lodging Management Restaurant Management Catering Management Event Management Country Club Management Spa Management Beverage Management Sales & Marketing Management Custom student-designed concentrations also available 	\$8,433 (Resident)/ \$20,793	On-Campus	<ul style="list-style-type: none"> MS in Hospitality Management MS in Global Hospitality Business Executive Master of Hospitality Management PhD in Hospitality Administration Graduate Certificate in Hospitality Decision Making & Analytics 	<ul style="list-style-type: none"> Accelerated five-year BS/MS degree path Required 600 work hours Full-service teaching hotel Full-scale beverage management laboratory

Sources: Institutional websites (see embedded hyperlinks).

Note: Listed tuition rates are for full-year, on-campus programs. When necessary, Hanover calculated full-year tuition from per-credit rates assuming a course load of 12 credits per semester.

Program Benchmarking

Programs in Hospitality Management

Programs in Hospitality Management Institutional Benchmarking

Benchmarked programs are institutions located throughout the United States, offering nationally ranked programs in hospitality management.

Institution	Location	Program	Concentrations	Annual Tuition	Delivery Mode	Complementary Program Offerings	Notable Features/Experiences
University of Nevada, Las Vegas	Las Vegas, NV	BS in Hospitality Management	<ul style="list-style-type: none"> Gaming Management Meetings and Events PGA Golf Management Restaurant Management 	\$6,551 (Resident)/ \$21,023 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> MS in Hotel Management Executive Master of Hospitality Administration PhD in Hospitality Administration MS/MBA 	<ul style="list-style-type: none"> Required 1,000 work hours International Gaming Institute New facilities that include a Center for Professional Golf Management, executive kitchen, interactive classrooms
Virginia Tech	Blacksburg, VA	BS in Hospitality Management	<ul style="list-style-type: none"> Hospitality Operations Management Restaurant and Food Management Meetings and Event Management Global Tourism Management Club and Resort Management 	\$13,620 (Resident)/ \$31,908 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> MS in Business Administration, Hospitality and Tourism Management PhD in Business, Hospitality and Tourism Management Graduate Certificate in Hospitality & Tourism Analytics and Revenue Management Graduate Certificate in International Hospitality & Tourism Strategy Graduate Certificate in Entrepreneurship in Hospitality & Tourism Management 	<ul style="list-style-type: none"> Accelerated BS/MS program Required 400 work hours Hospitality management study abroad winter or semester sessions
Washington State University	Pullman, WA	BA in Hospitality Business Management	N/A	\$10,268 (Resident)/ \$24,504 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> PhD in Business Administration, Hospitality and Tourism Senior Living Management Certificate Culinary Certificate Wine Business Certificate 	<ul style="list-style-type: none"> Required 1,000 work hours International learning opportunities through the Switzerland International Center Preparation for careers in senior living via the Institute for Senior Living

Sources: Institutional websites (see embedded hyperlinks).

Note: Listed tuition rates are for full-year, on-campus programs. When necessary, Hanover calculated full-year tuition from per-credit rates assuming a course load of 12 credits per semester.

HR HANOVER
RESEARCH



AGENDA ITEM TITLE: Notice of Intent, new degree Public Humanities Concurrent Major and Minor, Sailor, Barrett

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
 - Driving Excellence
 - Inspiring Students
 - Impacting Communities
 - High-Performing University
- No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:

A public humanities concurrent major and minor will allow existing disciplinary programs to come together to build a new interdisciplinary, applied program that will prepare undergraduate students to enter the cultural, non-profit and public service workforce in Wyoming. Public humanities majors will leave UW with an excellent disciplinary foundation, a practical set of skills, statewide contacts and partnerships, and with the tools to make a difference in the cultural economy. The public humanities curriculum is intended to augment a traditional humanities degree.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the Public Humanities Concurrent Major and Minor.

PROPOSED MOTION: [Trustee Sullivan to provide motion.]

“I move approval on the Notice of Intent for the Public Humanities Concurrent Major and Minor.

PRESIDENT’S RECOMMENDATION:

The President recommends approval of the Notice of Intent.

Public Humanities Concurrent Major and Minor: an interdisciplinary approach to public service and entrepreneurship

Ad Hoc Development Committee

Brigida Blasi, American Heritage Center

Colleen Denney, Gender and Women's Studies

Brandon Gellis, Visual and Literary Arts

Andrea Graham, American Studies

Tracey Patton, Communication and Journalism

Rachel Sailor, Visual and Literary Arts (primary contact)

WIHR Steering Committee

Scott Henkel

Melissa Morris

Jennifer Louise Harmon

Ken Gerow

Fredrick Douglass Dixon

A: Name of the proposed academic program and mode of delivery

Concurrent Major (and minor) in Public Humanities

B: A description of the new academic program that includes an outline of the anticipated curriculum and learning outcomes

A public humanities concurrent major and minor will allow existing disciplinary programs to come together to build a new interdisciplinary, applied program that will prepare undergraduate students to enter the cultural, non-profit and public service workforce in Wyoming. Public humanities majors will leave UW with an excellent disciplinary foundation, a practical set of skills, statewide contacts and partnerships, and with the tools to make a difference in the cultural economy. The public humanities curriculum is intended to augment a traditional humanities degree. Together, the two majors will combine the critical thinking, disciplinary depth, and excellent communication skills found in traditional humanities programs with the practical skills needed for students to meet the demands of the rapidly changing job market. Creative thinkers with functional skills will be poised to make an economic impact in Wyoming and beyond. UW graduates with a concurrent major or minor in the public humanities will be well prepared for work in the private sector or public service; in the state and nation's cultural institutions like National Parks, museums, or libraries; and in non-profit organizations that focus on mission-based work.

The following curriculum focuses on writing and communication for public-facing work, non-profit and entrepreneurial training, practical skills training and courses that highlight the "grand challenges" facing Wyoming in the twenty-first century.

Curriculum: Public Humanities Concurrent Major 33 credit hours

CORE (15 credit hours)

- Public Sector course (choose one)
 - American Culture and the Public Sector (AMST 4300)
 - Intro to Public History (HIST 2050)
- Writing Course (choose one)
 - Writing for Public Forums (ENG 2035)
 - Approaches to Rhetoric...Professional Writing (ENG 3010)
 - Writing for Non-Profits (ENG 4075)
- Communication course (choose one)
 - Cross Cultural Communication (COJO 3190) or
 - Business and Professional Communication (COJO 3010)
- Grand Challenges course (choose one)
 - Ethics of Public Service—cross listed topics course
 - Topics in Structural Inequality—cross listed topics course
- Internship

Electives (18 credit Hours)

Select from the following (be aware of prerequisites and availability)

- | | |
|---|--|
| <ul style="list-style-type: none">● Entrepreneurial Mindset (ENTR 2700)● Innovation, Ideation and Value Proposition (ENTR 3700)● Business Model Creation and Launch (ENTR 4700)● Intro to Marketing (MKT 3210)● Computer Graphics (ART 2122)● History of Graphic Design (ART 2030)● Intro to Museology (AMST, ANTH, ART, HIST 2700)● Museology II (CARF in progress)● Multimedia Production (COJO 3530)● Race, Gender, Ethnicity & the Media (COJO)4233● Rhetoric & Social Justice (COJO 4260)● Foundations of Recreation and Tourism (ORTM 1000)● Natural and Cultural Resources in the West (ORTM 1050) | <ul style="list-style-type: none">● Family Business and Corporate Venturing (MKT4550)● Introduction to Historic Preservation (AMST 2400)● Historic Preservation (AMST 4800)● Field Studies in Historic Preservation (AMST 4900)● Historic Preservation and Sustainability (AMST 4400)● Culture, Communication, Work (ENG 3020)● 21st Century Issues in Professional Writing (ENG 4000)● Intro to Public Administration (POLS 2410)● Non-Profit Management (POLS 4710)● Survey of Non-Profits (POLS 4465) |
|---|--|

Public Humanities Minor 18 credit hours

- American Culture and the Public Sector (AMST 4300)
- Intro to Public History (HIST 2050)
- Writing Course (choose one)
 - Writing for Public Forums (ENG 2035)
 - Approaches to Rhetoric...Professional Writing (ENG 3010)
 - Writing for Non-Profits (ENG 4075)
- Communication course (choose one)
 - Cross Cultural Communication (COJO 3190) or
 - Business and Professional Communication (COJO 3010)
- Internship
- Grand Challenges course (choose one)
 - Ethics of Public Service—cross listed topics course
 - Topics in Structural Inequality—cross listed topics course

In addition to this formal curriculum, *extra-curricular programming* will be robust as we prepare our students for the post-university workforce. This programming will include colloquia, boot camps, workshops, career guidance, and more. The programming will address pressing issues of the day including digital literacy, public trust in information, entrepreneurship in the 21st century, our rural future, diversity and inclusion in our public institutions, and more.

Skills Development

Creative thinkers with functional skills will be poised to make an economic impact in Wyoming and beyond. In addition, the new concurrent major will reinvigorate enrollment in the humanities *by articulating a pathway from a humanities degree to employment* in conjunction with the Careers Everywhere program.

This new major will emphasize practical skills, which are necessary for a student's employability. These skills include, but are not limited to:

- 1) Management—management of human capital, facilities stewardship, etc., are important skills at all levels of public humanities work.
- 2) Advocacy—a strong ability to advocate via public speaking or writing is important for small organizations that have to advocate directly to city councils, county commissioners, or the state legislature for funding.
- 3) Development—grant writing, community relations and fundraising (planned giving, endowments, capital campaigns, etc.) are important. Development jobs are some of the fastest growing opportunities within humanities organizations.
- 4) Education—at least 50% (but usually more) of most small, nonprofit humanities organizations time is spent on outreach or direct education, both adult and K-12.

- 5) Evaluation—quantifiable evaluation is an essential skill for independent professionals, consultants, and entrepreneurs.
- 6) Marketing & Promotion—tied to advocacy and development, marketing humanities work is crucial for public sector work.
- 7) Digital skills—digital programming, education, data collection and analysis, cloud and database management, and communication are important for humanities work at all levels.
- 8) Public service—understanding the significant link between work for the public good and a healthy and vibrant economy.

Student Learning Outcomes

Students will be able to:

- Understand the role of humanities innovation, entrepreneurship and public service in the cultural economy of Wyoming
- Translate academic learning into real world applications
- Utilize digital resources to effectively communicate and problem solve
- Engage with diverse communities in Wyoming through professional and community internships

C: Information about content and how the academic program may relate to other offerings

This major will address the values set forth by President Seidel in his vision of the four “pillars.” The major will be developed with digital learning/skills, inclusivity in a way that benefits and impacts the population of Wyoming, interdisciplinary cooperation and entrepreneurial goals in mind. The new major will foreground these values in our recruitment strategies, community connections and partnerships, and in our curriculum. In addition, it addresses the Grand Challenge of “Public Trust in Research and Information” put forth by the university community. Through interdisciplinary training and engagement, our students will be prepared to interpret and convey information in an equitable, coherent and sensible manner.

Public humanities, applied humanities, digital humanities, and entrepreneurial humanities are not new ideas in humanities communities across the country or even at the University of Wyoming. Yet, this proposed major is innovative, as there are only a few comparable undergraduate program in the U.S.

- <https://pah.arizona.edu/>
- <https://www.msmc.edu/newsroom/news/mount-introduces-new-humanities-work-bachelor-s-program-with-tuition-at-6-500-per-year/>
- <https://cahss.umbc.edu/publichumanities/>
- <https://vt.edu/academics/majors/humanities-for-public-service.html>
- <https://cher.trincoll.edu/community-learning/public-humanities-collaborative/>

D: Plan for obtaining a market analysis of anticipated student demand

A survey sent to a sample of humanities majors from across disciplines in the College of Arts and Sciences asked students the following questions:

- Would you consider a concurrent major (extra 33 credits) that augments your existing major to make you more employable after graduation?
 - Yes: 83%
 - No: 17%
- Would you consider a minor (extra 18 credits) that augments your existing major to make you more employable after graduation?
 - Yes: 100%
- Are you interested in an internship that delivers job training through a semester placement with a cultural institution in Wyoming (Museum, Library, Historical Society, etc.)?
 - Yes: 92%
 - No: 8%
- Would you welcome the opportunity for more resources and guidance in translating your humanities degree into a career?
 - Yes: 100%
- Would you like more information about the relevance of your humanities major for the cultural and economic future of Wyoming?
 - Yes: 67%
 - No: 33%

D: Enrollment and analysis of post-graduation market demand

Public humanities majors are intellectually agile in the job market, and they populate jobs that require excellent communication, creative thinking, and adaptive problem-solving skills. Their transitions to employment do not always follow pre-determined paths, however, which is appropriate given that our majors do excellent work in the most desired job skills of persuasion, collaborative ability, an awareness of ethics, self-driven curiosity and comfort with ambiguity—some of the most indispensable skills for the modern workforce.

Humanities majors find employment in state arts and humanities councils, cultural programming in the private sector, museums, libraries, state and national parks, historic preservation, community-based arts non-profits organizations and much more. The public humanities major will better prepare our students for all of this work. Additionally, they will be able to develop specific entrepreneurial skills that will translate into new commercial endeavors.

According to a recent article in the *Casper Star Tribune* about layoffs of oil and gas workers in the Rocky Mountain region, the latest data released by Wyoming's Economic Analysis Division indicates the oil and gas industry provides about 12,500 jobs to workers throughout the state, a 2% decline from the same time last year. Federal Reserve Economic Data shows around 4,700 coal miners in Wyoming. To put this sector into perspective, the most current data for arts and cultural jobs from the Bureau of Economic Analysis indicates Wyoming has had a 2% increase in employment increase from 2014 to 2016, and employs just under 12,000 people. In 2014, the most recent

analysis available, Wyoming's employment in the creative and cultural sector as a share of the total labor force was 30% higher than the national average and second only to New York. This sector is strong in Wyoming, a solid base from which we could grow and diversify our economy, and therefore we are designing the new concurrent major and minor in the Public Humanities to educate the next generation of workers in the field.

Assessment: The National Humanities Association partners with university-based projects to measure and document the impact of public humanities work, collect accurate data on program efficacy, and develop strategies for adaptation. The University of Wyoming has already begun to work with the NHA.

Humanities Indicators <https://www.amacad.org/humanities-indicators/workforce> provides data addresses the gap in knowledge about what jobs relate to a humanities education; this knowledge gap renders Gray Data inadequate. Instead, student demand is demonstrated by data from *Emsi* and the *Strada Institute for the Future of Work*. Wyoming's own analysis of the future need of public sector humanities work (Endow <https://www.endowyo.biz>) and the U.S. Bureau of Labor's Occupational Outlook Statistics <https://www.bls.gov/ooh/> show projected growth in humanities related employment as growing much faster than average.

Humanities Indicators is an independent, non-partisan research center at the American Academy of Arts and Sciences that is working to fill the gap in data related to the humanities in K-12, post-secondary education, and the workforce. Its findings indicate that humanities majors work in the "traditional" humanities fields (libraries—archivists, technicians, special collections; museums—curators, conservators, public arts education, editors, public historians and folklorists, and more), both public and private education at all levels, and other fields such as media-A/V, print, digital, business, social services, law, management, sales and more. Moreover, humanities majors drive cultural and social behavior like literacy and multilingualism, through civic, political and community engagement. They drive the economy through cultural business and historical and cultural programming via non-profit and for-profit work.

Emsi and the Strada Institute for the Future of Work is a data collection company similar to GrayData, but is better equipped to give a full picture of how the humanities translate into the workforce. <https://www.economicmodeling.com/robot-ready-reports/> Of particular note is "The Real, Long-term Labor Market Outcomes of Liberal Arts Grads," and the "Robot Ready: Human+Skills for the Future of Work."

https://drive.google.com/file/d/1WKgz_xj2ILCJGqCeic9SF3j_7Lxp9Xqb/view?usp=sharing

https://drive.google.com/file/d/1Gi1plsX79tb2eYEbx9SPM2jHw_-ZJ-2s/view?usp=sharing

ENDOW: “Transforming Wyoming (20-Year Economic Diversification Strategy)” describes the plan to “provide both creative and business professional development and career advancement opportunities for those working in the creative sector.” This State of Wyoming goal is exactly what public humanities majors will do. In addition, the ENDOW Report states that the “creative and cultural industries in Wyoming are an important sector...with potential for growth.” Most importantly, the report recognizes the complex ecosystem of the humanities within an economy: “...the creative and cultural sector leads to diversification because other sectors rely on the creative and cultural to retain and grow a workforce. *Without the creative and cultural sector, even if a workforce is educated here, they will not want to stay and will seek other areas rich in music, art, culture, and the humanities.*”

Bureau of Labor: The Occupational Outlook Handbook, produced by the Bureau of Labor, projects occupational growth for the next ten years. Contrary to traditional thinking, the humanities represent a growth industry in the coming years across the United States. For example, “archivists, curators and museum workers” has a projected 11% job growth rate—a much faster growth rate than average (4%).

<https://www.bls.gov/ooh/>

Bureau of Labor Statistics Occupational Outlook Handbook:

Changing employment between 2019 and 2029	
If the statement reads—	Employment is projected to—
Grow much faster than the average	increase 8 percent or more
Grow faster than the average	increase 5 percent to 7 percent
Grow about as fast as the average	increase 3 percent to 4 percent
Grow slower than the average	increase 1 percent to 2 percent
Little or no change	remain largely unchanged
Decline	decrease 1 percent or more

Below is a small sample of the type of work that humanities majors find after graduation:

- Administrative services managers: 6%
- Arbitrators, mediators, and conciliators: 8%
- Archivists, curators, and museum workers 11%
- Library occupations: 5%

Employee benefits specialists: 8%
Fundraisers: 14%
Historians: 3% average
Human resources specialists: 7%
Instructional coordinators: 6%
Interpreters and translators: 20%
Lawyers: 4%
Management analysts: 11%
Management occupations: 5%
Meeting, convention, and event planners: 8%
Paralegal and legal assistants: 10%
Post-secondary education (humanities): N/A
Public relations specialists: 7%
Social and community service managers: 17%
Social workers: 13%
Technical writers: 7%
Training and development managers: 7%

E: Preliminary Budget, including potential funding sources, projected expenses and revenues, and potential faculty, academic professionals, lectures, professors of practice, and staff

The public humanities concurrent major and minor will require one coordinator position who will be an internship manager, co-curricular program developer, departmental liaison, recruiter, and grant writer who works under the aegis of the Wyoming Institute for Humanities Research. This position will be filled initially through concentrated service work and course buy-out support from WIHR. We will also seek support from a consortium of participating humanities departments at UW. Eventually the position will be supported through internal and external grants and fundraising initiatives:

- National Endowment for the Humanities: “Humanities Connection,” “Digital Humanities Advancement Grant,” “Humanities Initiatives at Colleges and Universities,” and more
- Ellbogen Foundation
- Mellon Foundation “Higher Learning” grant
- Internal grants including the Provost’s Strategic Funds, Grand Challenges funds and more

F: Proposed timeline for staged implementation over five years including campus and board review

- **Spring/Summer 2021:** Campus and Board review process, marketing/recruitment of incoming first year students
- **AY 2021/22:** Topics course and colloquium in place; marketing/recruitment of existing humanities majors; fundraising and pursuit of external grants; digital internships begin across the state
- **AYs 2022-26:** Assessment; continued fundraising, marketing, recruitment; internship development

G: Information on other required approvals, such as accreditation bodies and the Higher Learning Commission

As a concurrent major/minor, the public humanities curriculum does not affect departmental assessment or accreditation. Collaboration with a variety of departments and colleges is necessary and ongoing.

H: Evidence of how the new Academic Program aligns with the University's mission, strategic plan, and existing academic degree program array

This major will address the values set forth by President Seidel in terms of the four "pillars." The major would be developed with digital learning/skills, inclusivity in a way that benefits and impacts the population of Wyoming, interdisciplinary cooperation and entrepreneurial goals in mind. While traditional humanities majors already fulfill these categories, this new major will foreground them in our recruitment strategies, community connections and partnerships, and in our curriculum.

This new academic program also meets the goals stated in UW's Strategic Plan.

1. It drives excellence by offering students and faculty new tools to meet the new challenges of the era.
2. It will guide students towards pathways from a humanities major to the workforce.
3. It will have a substantial impact on communities in Wyoming as we place students as interns with cultural organizations across the state.
4. It takes a leading role in innovation and development of a traditional liberal arts education.

I: Rationale that clearly defines the need for the new academic program

Innovation in the humanities curriculum is long overdue. Public humanities is an innovative approach that connects traditional majors to employment through skill development, concerted career guidance, workplace experience and the development of a professional network for our students. UW has the opportunity to lead the country in

undergraduate humanities education by demonstrating the vital link between a liberal arts education and economic growth at the local and state level.

This new curriculum will support and augment existing traditional majors, but will not duplicate them. It will provide a richer, high-impact educational experience for students, increase job marketability, and distinguish UW as a leading university of humanities innovation.

FAQ

1. What are “public humanities?”

Public humanities refers to the practical ways in which humanities disciplines interact with the public in the form of cultural institutions such as museums and libraries, cultural agencies that create programming for communities, and non-profit organizations that promote humanities engagement in communities. For the purposes of this proposed major “applied humanities,” and for-profit business development of the “entrepreneurial humanities” also apply.

2. Which students will benefit from the public humanities concurrent major?

While the concurrent major was conceived as an opportunity for students with traditional humanities majors, it will be available to students in any discipline who are interested in the link between the humanities and the cultural economy.

3. Why is this proposed as a "concurrent major" rather than a "concentration" or "certificate"?

“Major” implies an *integrated approach* to disciplinary-based public humanities. The collaboration required for this major will also require a level of commitment and interdisciplinary cooperation that would not otherwise be needed. The degree would read as "English/Public Humanities," or “American Studies/Public Humanities,” for example.

4. Why are we not proposing a stand-alone major?

The beauty of this concurrent major is that it draws almost exclusively from pre-existing courses. The intent is to augment traditional humanities majors, not compete with them.

5. How do we know that this program will be a recruitment tool and will add majors to our departments?

Public sector cultural work is a growing field. Practical skills development will encourage students who are worried about job prospects to follow their interests in humanities disciplines. The success of this major also will be tied to the internal and external grants and resources for aggressive recruitment and co-curricular programming. While a component of recruitment will be done at the departmental level, a recruiter position in the faculty committee could also be developed to work broadly across programs. This type of work will also be done by the Wyoming Institute for Humanities Research and in conjunction with the new “Careers Everywhere” recommendations.

https://d3n8a8pro7vhm.cloudfront.net/nhalliance/pages/2320/attachments/original/1614973247/Strategies_for_Recruiting_Students_to_the_Humanities_-_Final.pdf?1614973247

6. Could some of the required courses be taken as double dips--also fulfilling core/general education requirements?

This proposal is timely as we begin to do the work of rethinking the USP requirements so that they address the President's vision of collaboration, inclusivity, entrepreneurship, and interdisciplinarity. We need courses within the new USP that uphold this vision and give the students the tools that they need in order to be successful participants in the regional and global economy. We have an excellent opportunity to shape this new major in conjunction with the new USP.

Further Reading

The following links represent only a small sample of resources regarding the importance and marketability of humanities majors

<https://www.theatlantic.com/ideas/archive/2018/08/the-humanities-face-a-crisisof-confidence/567565/>

<https://www.washingtonpost.com/news/answer-sheet/wp/2017/10/18/why-we-still-need-to-study-the-humanities-in-a-stem-world/>

<https://www.washingtonpost.com/news/answer-sheet/wp/2015/01/07/the-tao-of-the-liberal-arts/>

<https://www.bachelorsportal.com/articles/2501/why-studying-a-bachelors-in-humanities-is-a-good-idea-now-more-than-ever.html>

<https://www.bbc.com/worklife/article/20190401-why-worthless-humanities-degrees-may-set-you-up-for-life>

<https://mitpress.mit.edu/books/robot-proof>

<https://www.nytimes.com/2017/08/21/books/review/you-can-do-anything-george-anders-liberal-arts-education.html>

7 April 2021

Dear Provost Alexander,

I write to offer my strong support for the new proposed curriculum in the Public Humanities. Dr. Rachel Sailor, and the group of faculty she leads on this project, have produced an innovative, exciting, and forward-thinking proposal that will be a distinction for the University of Wyoming and will provide quality educational experiences and enhanced job opportunities for our undergraduates who participate in it. As this proposal moves through the Notice of Intent process, I will continue to support the work of Dr. Sailor and her team with the resources of the Wyoming Institute for Humanities Research.

The term “Public Humanities,” or as it is called elsewhere, “Public and Applied Humanities,” as at Arizona State University,¹ refers to the field of work for humanities practitioners when they engage the public. This applied work of public engagement is soundly and proudly in the Land Grant University mission, and is woven together with our Grand Challenges initiative and our current strategic planning process. This curriculum will weave together the virtues of a humanities education--an advanced preparation in critical and creative thinking, context, professional ethics, and perspective--with the practical career skills that UW graduates need to thrive in today’s world. These humanities practitioners are rangers in our National Parks who work in interpretation, and therefore interact with the public in profound ways--many of us fall deeply in love with public lands when we hear a park ranger tell stories. These humanities practitioners are the employees in nonprofit organizations around the state who provide the human services that make our communities vibrant places in which to live. These humanities practitioners are the public servants who work in government and civil service--the people who roll up their sleeves to make our democracy work.

This curriculum will also attract students whose primary majors or minors are outside the humanities, but who see the value of developing the essential skills of human interaction and a knowledge of human social dynamics. I tend to think of this type of student as a future Dr. Anthony Fauci, whose primary major was science, and who made a point as a student to take as many humanities classes as possible, in order to understand better the human dynamics that drive pandemics.²

¹ “Public and Applied Humanities at Arizona State University,”
<<https://pah.arizona.edu/academic/major/applied-humanities>>.

² See “Long Before COVID-19, Dr. Anthony Fauci ‘Changed Medicine In America Forever.’” “On how Fauci’s studies in humanities may have influenced the kind of physician he became”: Fauci spent a lot of his life studying Latin and Greek and romance languages and philosophy. He was very deeply concerned with the humanities. He wasn’t a guy just saying, ‘What are the English courses I need to take to graduate so I can go to medical school?’ It was pretty much the inverse. He was saying, ‘What are the science courses I need to take to go? Because these other things are also very important. Infectious diseases are diseases that spread among people, and that is a discipline that requires a sort of social interaction. There are some medical disciplines where you can go in and do your job. If you’re a surgeon, you’ll take

We need this Public Humanities curriculum at the University of Wyoming because, while it often goes unnoticed, our state's creative and cultural economy is growing, while other sectors of the economy are shrinking. As the Notice of Intent states,

According to a recent article in the *Casper Star Tribune* about layoffs of oil and gas workers in the Rocky Mountain region, the latest data released by Wyoming's Economic Analysis Division indicates the oil and gas industry provides about 12,500 jobs to workers throughout the state, a 2% decline from the same time last year. Federal Reserve Economic Data shows around 4,700 coal miners in Wyoming. To put this sector into perspective, the most current data for arts and cultural jobs from the Bureau of Economic Analysis indicates Wyoming has had a 2% increase in employment increase from 2014 to 2016, and employs just under 12,000 people. In 2014, the most recent analysis available, Wyoming's employment in the creative and cultural sector as a share of the total labor force was 30% higher than the national average and second only to New York. This sector is strong in Wyoming, a solid base from which we could grow and diversify our economy, and therefore we are designing the new concurrent major and minor in the Public Humanities to educate the next generation of workers in the field.

In short, while considerable effort always goes into sustaining elements of the state economy on which we have relied for generations but are now on the wane, we now have the opportunity to be smart and strategic, investing in segments of our economy that are established and poised to grow in dynamic ways--with the brainpower and work ethic of University of Wyoming graduates.

As I wrote above, I intend to support the efforts to build this new curriculum as it goes through the Notice of Intent process with the resources of the Wyoming Institute for Humanities Research. Specifically, during the fall semester of 2021--a time of significant planning and designing work--I have allocated resources for Dr. Sailor to have the equivalent of one course reassigned to work specifically on this project. Dr. Sailor will continue to take the lead as this proposal goes through approval processes, and she will be the lead writer on grant proposals to the National Endowment for the Humanities, to the Teagle Foundation, and more. For example, Dr. Sailor will lead our substantial efforts to submit an NEH "Humanities Initiatives" grant, which "strengthen the teaching and study of the humanities at institutions of higher education by developing new humanities programs, resources (including those in digital format), or courses, or by enhancing existing ones." She will also lead our efforts to submit an NEH Humanities Connections grant, which "seeks to expand the role of the humanities in undergraduate education at two- and four-year institutions. Awards support innovative curricular approaches that foster productive partnerships among humanities faculty and their counterparts in the social and natural sciences and in pre-service or professional programs (such

things out and maybe you have good bedside manner and maybe you don't, but what we really care about is are you good with your hands?" That's not as true with the type of doctor that Fauci is. He certainly has said — and said to me — that the combination of the humanities and science seemed to push him towards being a certain type of physician. Because physicians are people who interpret science and deliver it to people — but they need to do it in a human way. They need to do it in a way that people understand, and I think we all know that is sometimes in short supply."

<https://www.wyomingpublicmedia.org/post/long-covid-19-dr-anthony-fauci-changed-medicine-america-forever#stream/0>.

as business, engineering, health sciences, law, computer science, and other technology-driven fields), in order to encourage and develop new integrative learning opportunities for students.”

I have the highest level of confidence in Dr. Sailor and her team as they design and implement this new and innovative Public Humanities curriculum. I am happy to discuss these efforts at your convenience--please feel free to contact me at <scott.henkel@uwyo.edu> or at (307) 399-7100.

Kind regards,

A handwritten signature in black ink, appearing to read "Scott Henkel". The signature is written in a cursive style with some loops and flourishes.

Dr. Scott Henkel
Director, Wyoming Institute for Humanities Research
Associate Professor, Departments of English and African American and Diaspora Studies

The following letters represent a sample of humanities departments and programs. Absence does not imply disapproval.

UNIVERSITY OF WYOMING

Dr. Ulrich Adelt

Associate Professor, American Studies

Director, African American and Diaspora Studies

Dept. 4036 • 1000 E. University Avenue • Laramie, WY 82071

(307) 766-3884 • email: uadelt@uwyo.edu

November 24, 2020

To whom it may concern,

As the Director for African American and Diaspora Studies at the University of Wyoming, I am writing this letter to convey my enthusiastic support for the Public Humanities track proposed by Dr. Rachel Sailor and others.

AADS has been collaborating with the Wyoming Institute for Humanities Research on a number of occasions, specifically with our faculty member Dr. Fredrick Douglass Dixon hosting or participating in WIHR webinars.

We would be happy to see this proposal go forward and would be very much interested in collaborating with a humanities degree, as AADS has an integral humanistic component.

Sincerely,





American Studies Program
Cooper House
Dept. 4036
1000 E. University Ave.
Laramie, WY 82071-2000

(307) 766-3898

e-mail:
knobloch@uwo.edu

December 1, 2020

Rachel Sailor
Visual & Literary Arts
Visual Arts Facility 114

Public Humanities Degree initiative Ad Hoc Development Committee

Dear Colleagues:

I am writing to affirm the enthusiastic support of the American Studies Program in the development and implementation of your proposal for a Public Humanities degree program housed in the Wyoming Institute for Humanities Research. The interdisciplinary breadth of your proposal, and capacity to bring humanists from around campus together in this flexible degree under the aegis of WIHR outside any specific college embodies inventive, connective, forward thinking that will benefit UW students and Wyoming communities. Work in and for the public is a significant emphasis of the American Studies Program. The degree you propose would institutionally formalize and recognize the public-facing emphases a number of our students already pursue, and would bring affirming visibility to their educational and professional goals, in relationships cultivated through this proposed degree with others outside our program. We are delighted to be involved in this effort and eager to plan possible forms of collaboration. Thank you for your work on this initiative and we look forward to next steps.

Sincerely,

Frieda Knobloch
American Studies Program Director



UNIVERSITY
OF WYOMING

Department of Visual and Literary Arts

Dept. 3138 • E. 1000 University Ave. • Laramie, WY 82071

(307) 206-2564 • www.uwyo.edu/art

December 8, 2020

RE: Development of Public Humanities Major at the University of Wyoming

To Whom It May Concern:

I write this letter in full support of the proposed Public Humanities degree at the University of Wyoming.

As faculty in the Department of Visual and Literary Arts I see this academic program – and opportunities to strengthen Wyoming’s workforce – as an invaluable resource. I am a Graphic Design faculty member and Co-Director of the UW Center for Design Thinking. My pedagogy and research focus on theoretical and applied Design practices, innovation, entrepreneurship, and critical thinking. I see valuable cross disciplinary learning and career benefits for my students by aligning with the Public Humanities degree. My students and I will benefit from the interdisciplinary approaches that are key to the proposed Public Humanities degree.

Recently, the A&S Central Committee reviewed the proposal, *Public Humanities, an interdisciplinary approach to entrepreneurial humanities*, and “unanimously and strongly agreed that advance in the humanities along the lines of public engagement is an excellent idea. We believe your concept has great promise for modernizing many aspects of how the humanities are taught at UW.” I understand that the Public Humanities degree will serve as an interdisciplinary and applied major that will position UW grads to enter and advance the Wyoming workforce, allow UW to build stronger connections to statewide partners, and provide UW students with the resources and knowledge necessary to grow Wyoming’s cultural and financial economy. I look forward to serving on the Ad Hoc development committee to further promote common and uncommon opportunities for interdisciplinary teaching, learning, and student opportunities, and am eager to develop a public humanities' track that helps many student gain confidence and competency in the areas of design, innovation, critical thinking, and entrepreneurship. I look forward to making space in my classes for students from a broader range of disciplines.

I know that the learning objectives outlined in the Public Humanities degree program proposal will strengthen my students’ understanding of broader humanities disciplines. They will also better position them to meet the needs of Wyoming’s workforce, and balance their effectiveness as individuals and holistic thinkers. If you have any questions, please do not hesitate to contact me directly.

Sincerely,

Brandon S. Gellis

Assistant Professor, Graphic Design & Emergent Technology

Department of Visual and Literary Arts

bgellis@uwyo.edu



UNIVERSITY
OF WYOMING

College of Arts and Sciences
Communication
and Journalism

224 Ross Hall | Dept. #3904
1000 E. University Ave. Laramie, WY 82071
Phone: (307) 766-3122
Email: cojoofc@uwyo.edu
Website: uwyo.edu/cojo

January 25, 2021

To the A&S Central Committee

This letter is in support of the establishment of the Public Humanities major and minor. The Communication and Journalism Department is part of the proposed curriculum and Professor Tracey Owens Patton is member of the Development Committee.

When I first started at UW, there was a form of a Humanities degree that COJO was also part of, but it was not organized like this one is. The thoughtfulness behind this degree sets it apart from a haphazard selection of courses by requiring a core and having a list of electives. The courses will help students to join a variety of applicable and critical thinking skills to an overarching humanities theme.

This degree and minor are the best of what the president's interdisciplinary pillar was meant to do: bring together different departments' expertise to enrich and enhance students' education, and benefit the state of Wyoming and the Rocky Mountain region.

My department and I support this degree as it moves forward.

Sincerely

Cindy J. Price Schultz
Department Head
Communication and Journalism



Department of Philosophy and Religious Studies
Dept. 3392, 1000 E. University Ave., Laramie, WY 82071
(307) 766-3204 • fax (307) 766-2096

November 26, 2020

Central Committee
College of Arts and Sciences
University of Wyoming

Dear Central Committee,

As head of the department of philosophy and religious studies I am writing in support of the proposed BA in Public Humanities. I have had many discussions over the last three years with members from the humanities and humanities-related programs about the public humanities and how to get an interdisciplinary program established at the graduate level. The support among the units was strong and very collegial. Philosophy, religious studies, history, American studies, English, and art history were willing to work on such a degree. The Public Humanities MA is still in limbo due mainly to issues regarding the funding of various graduate programs and not anything connected to the proposed PH MA.

The proposed BA in Public Humanities that Rachel Sailor has put together is even more interdisciplinary and ambitious. It is a well-thought out, responsive, innovative plan. The proposed undergraduate degree will be good for the programs, the students, and the cultural economy of Wyoming. The inclusion of a specific set of courses dealing with the digital and business side of public humanities is thoughtful.

The department of philosophy and religious studies strongly supports this proposal.

Sincerely,

Susanna Goodin, Head

AGENDA ITEM TITLE: Notice of Intent, new degree BA and Undergraduate Minor in Social Justice, Bridgeman, Barrett

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
 - Driving Excellence
 - Inspiring Students
 - Impacting Communities
 - High-Performing University
- No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:

The School of Culture, Gender, and Social Justice (SCGSJ) proposes to develop an undergraduate Bachelor of Arts degree in Social justice as well as an undergraduate Social Justice minor. At present, we plan to offer these degrees as a traditional on-campus program, but as with all of the SCGSJ majors and minors, many of the classes will be offered online. Additionally, particularly with respect to the capstone course we are working to design, we plan to incorporate advances in technology when pedagogically appropriate and beneficial to students.

The SCGSJ seeks to leverage its existing resources and degree programs to create a new major and minor in Social Justice. As noted in the introduction (see attached NOI) , the proposed major and minors will help students understand society’s most pressing social issues from a multidisciplinary perspective, with a focus on developing the skills necessary to analyze and think critically about multivariant social problems and to develop creative, innovative solutions to the same. At the same time, the proposed major and minor have been designed to pair well with other degrees students might also choose to pursue.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the BA and Undergraduate Minor in Social Justice.

PROPOSED MOTION: [Trustee Sullivan to provide motion.]

“I move approval on the Notice of Intent for the BA and Undergraduate Minor in Social Justice.

PRESIDENT’S RECOMMENDATION:

The President recommends approval of the Notice of Intent.

Notice of Intent

School of Culture, Gender & Social Justice

BA and Undergraduate Minor in Social Justice

Revised March 29, 2021

Introduction

We are living in unprecedented times. The global COVID-19 pandemic, the killing of George Floyd and the Black Lives Matters protests and advocacy for social justice that have followed, the many wildfires, hurricanes, and other natural disasters that increasingly have become the norm rather than the anomaly, have exposed the impact of interlocking systems of racism, inequality, and oppression, throughout American society. They have highlighted the consequences of not addressing the same. What's more, advances in technology and increased globalization and migration are changing all aspects of our lives and the way we understand and interact with the world. These sweeping changes are requiring us to reimagine and reconfigure a range of social structures and institutions, and they create additional, complex, social justice issues. These significant and dynamic changes demand that we produce graduates who are able to understand and solve complex social and cultural problems and who understand the world through an interdisciplinary lens. Our graduates will enter an increasingly diverse workforce where innovation, creativity, and cultural competency will be essential job skills and keys to success. Preparing students to meet the challenges of today and tomorrow will not only require students to understand complex social systems, it will require them to be able to understand, analyze and think critically about multivariant problems and to be able to work across disciplinary lines to develop creative, innovative and effective solutions to today's most pressing problems. This is particularly true when trying to negotiate the political terrain and social complexity of the world we all now face. The social justice degree that we propose to create with this notice of intent is designed to help students develop and apply the important skills necessary to understand both today's and tomorrow's complex social issues and to be leaders and problem solvers regarding the same.

*"We're entering the age of Corporate Social Justice,"
Lily Zheng, Harvard
Business Review (June 15,
2020)*

A. The name of the proposed Academic Program and the mode of delivery.

The School of Culture, Gender, and Social Justice (SCGSJ) proposes to develop an undergraduate Bachelor of Arts degree in Social Justice as well as an undergraduate Social Justice minor. At present, we plan to offer these degrees as a traditional on-campus program, but as with all of the SCGSJ majors and minors, many of the classes will be offered online. Additionally, particularly

with respect to the capstone course we are working to design, we plan to incorporate advances in technology when pedagogically appropriate and beneficial to students.

B. A description of the new Academic Program that includes an outline of the anticipated curriculum and learning outcomes.

The SCGSJ seeks to leverage its existing resources and degree programs to create a new major and minor in Social Justice. As noted in the introduction, the proposed major and minors will help students understand society's most pressing social issues from a multidisciplinary perspective, with a focus on developing the skills necessary to analyze and think critically about multivariant social problems and to develop creative, innovative solutions to the same. At the same time, the proposed major and minor have been designed to pair well with other degrees students might also choose to pursue. Accordingly, whether a student plans to pursue a career as an engineer, a scientist, an educator, a medical professional, a business owner, a software designer, a journalist, an artist, a musician, or a career in any other field, the proposed social justice degrees will complement and enhance the education they might receive in other disciplines.

Outlines of the anticipated curriculum for both the major and the minor and a statement of anticipated learning outcomes are attached hereto as Exhibits A-E.

C. Information about content and how the Academic Program may relate to other offerings.

The planned curriculum for the BA in Social Justice and the Social Justice minor will rest firmly on the foundation of existing courses within the SCGSJ. As the attached curricular outlines show, the two new degrees would only require the creation of three new courses, which can be staffed with existing faculty by either discontinuing courses currently on the books that are not relevant, offering certain courses on an every-other-year basis, or by offering some courses during only one semester per year instead of two. While the proposed degrees will incorporate many existing SCGSJ courses, it should be noted that they are not duplicative of the majors and minors currently offered by the SCGSJ's constituent programs in AADS, GWST, LTST, and NAIS.

In the future, as the program and its majors and minors grow, we hope to also grow the number of course offerings available for the degree by either expanding the number of cross-listed courses offered throughout UW that count for the degrees and/or adding additional faculty as warranted by student demand.

It is the belief of the SCGSJ faculty that social justice issues are best understood and solved from an interdisciplinary perspective. While we anticipate that a number of students will choose the social justice degree as their primary, or only, major, we have also designed them in such a way that either the Social Justice Major or Social Justice Minor can be easily paired with another degree(s) to enhance training in any other discipline that a student might pursue. As detailed in the attached anticipated curricular outlines, the degrees have been designed to be as flexible as is allowed under UW curricular rules. While the easy pairing of our proposed degrees with those in other disciplines might suggest that only a minor is necessary, it should be noted that we

anticipate the Social Justice Major to contain a strong practical component focused on difficult, complex, multivariant real-world problem solving grounded in difficult social theory and analysis. While students who take the minor will certainly acquire some of those skills, they will not be able to obtain them with the same degree of depth, and proficiency as the students who obtain the major. Finally, it should be noted that there are no other degrees of this kind offered at UW.

D. A plan for obtaining a market analysis of anticipated student demand and enrollment, and a plan for evaluation and analysis of post-graduation employment market demand.

Many of today's hottest jobs did not exist 20 years ago.¹ Many of the jobs our students will go into have yet to be invented. Accordingly, our graduates are likely to work in a range of jobs throughout their lifetimes, which will require them to have a complex and sophisticated set of interdisciplinary skills that can be utilized in a range of areas. In order for institutions of higher education to prepare students for the economic world they will face, and prepare them with skills to be innovative economic drivers, universities must shift from a discipline-based focus, where a degree is a proxy for skills, to a truly skills based curriculum that actually prepares students for a dynamic and ever changing job market. With the degree programs we propose here, we seek to be at the forefront of the skills focused new curricula. A wealth of research and reporting shows that due to the increasingly global nature of our world and our businesses, as well as the strong business case for diversity, equity, and inclusion, having cultural competency skills will be critical for both obtaining and keeping a job. Research surveying public, private, and non-profit organizations in nine countries found that employers "value intercultural skills as highly as formal qualifications in the workplace," and that "most employers say that education providers in their countries do not sufficiently develop these skills in students before they enter the job market."² Additionally, as conversations within our university and the world make clear, our graduates must be ready to face many "Grand Challenges" upon graduation, nearly all of which have social justice components. Students who have strong cultural competency skills and who enter the workforce with an interdisciplinary background grounded in critical thinking skills, with an ability to offer creative, complex, multivariant solutions to difficult social problems will have an advantage in nearly every job the student seeks.

The range of jobs for which skills obtained through a social justice degree are useful is vast, encompassing work in fields as diverse as healthcare, engineering, law, education, social work, law enforcement, politics and policy, nonprofits, the arts, and everything in between. Yet, a degree in social justice does not function like a more traditional degree in that there is a one-to-one correlation between degree and job obtained (i.e. a student earns a law degree and obtains a job in the legal profession, for example). For more traditional degree paths, the typical

¹ Gabbi Shaw, *15 Popular Jobs That Didn't Even Exist 20 Years Ago*, BusinessInsider.Com (May 1, 2018), <https://www.businessinsider.com/new-jobs-didnt-exist-2018-4>.

² The British Council, *Global Research Reveals Value of Intercultural Skills*, (March 5, 2013), <https://www.britishcouncil.org/contact/press/global-research-reveals-value-intercultural-skills> (Global research published by the British Council in partnership with Booz Allen Hamilton and Ipsos Public Affairs.)

approach for conducting a market analysis is to use the data provided by Gray Associates, which codes various degree options and allows for market research based on those codes to determine demand for the particular degree and job placement. At present, there is no Gray Associates CIP code for Social Justice or an equivalent degree. Given this, we plan to take a multifaceted approach to market analysis which will allow us to focus on the demand and usefulness for the skills our proposed degrees will provide.

We anticipate our market analysis will rely on the following components:

- Research and analysis of skill requirements for successful placement in a range of occupations.
- Research and analysis of skills forecasted as needed for jobs in the future.
- Research and analysis of job placement and prospects of similar programs throughout the country.
- Student and alumni surveys
- Student exit interviews
- Employer research and surveys
- Research and surveys of academic advisors and career placement professionals

E. Preliminary budget, including potential funding sources, projected expenses and revenues, and potential faculty, academic professionals, lecturers, professors of practice, and staff.

As noted above, the two proposed degrees can be provided with existing SCGSJ faculty *provided that* the SCGSJ retains all full-time faculty including existing full-time temporary faculty, full-time faculty whose majority lines may reside in programs potentially subject for elimination, and all existing temporary lecturers.

However, as demand for the program grows and majors and minors increase, we anticipate a need for additional faculty, which we expect to seek through the University's regular CPM process.

F. Proposed timeline for staged implementation over five years, including campus and Board review.

- **Week of February 22-26, 2021**—NOI submitted to the A&S Dean's and Provost's offices
- **April 14, 2021**—NOI submitted to BOT
- **Fall 2021**—Feasibility Study and Pro Forma Budget Submitted to Academic Affairs
- **Spring 2022**—Campus Review
- **November 2022**—Request for Authorization and Letter of Commitment submitted to BOT
- **Spring 2023**—new CARFS created, degrees added to Master List of degrees, Degrees added to "Pick List"
- **Fall 2024**—New majors admitted to the degrees

G. Information on other required approvals, such as accreditation bodies and the Higher Learning Commission.

There are no other approvals required for this degree.

H. Evidence of how the new Academic Program aligns with the University's mission, strategic plan, and existing academic degree program array.

As we look to the future, President Seidel has articulated that continued viability of UW rests on UW's ability to be more digital, more entrepreneurial, more interdisciplinary, and more inclusive. Not only is it hoped that building our future on these four pillars will help UW adapt and change in ways that will allow it to thrive in the future, the hope is that moving our institution in this direction will help UW spur economic growth within the state of Wyoming as well. The social justice degrees we propose will help directly support UW's mission to be more interdisciplinary and inclusive, and will contribute to the innovation necessary for strong entrepreneurial work as well.

As noted above, the social justice degrees we propose, like all of SCGSJ's degrees, are interdisciplinary degrees centered on helping students develop their ability to think critically, such that they can understand some of society's most complex, systemic, and multivariant problems in such a way that they can use an interdisciplinary approach to offer concrete, practical solutions. As also noted, the Social Justice degree is designed to be easily paired with any other degree a student might pursue, such that a student's education will be more well-rounded, thus preparing students for the complex and unpredictable challenges they will face. The SCGSJ is at the forefront of nearly all of UW's diversity and inclusion efforts and the creation of the proposed social justice degrees will continue to further and support that work. UW graduates are increasingly entering into a diverse world where cultural competency is a necessary and required job skill. Perhaps more importantly, in order to be leaders in their fields, they will have to be able to develop and support cultures of diversity and inclusion, as study after study shows that "Diverse and inclusive cultures are providing companies with a competitive edge over their peers."³ Those same studies also show that diverse workforces help spur innovation, a key component of developing entrepreneurial businesses. Each of the SCGSJ's existing degrees require students to acquire the necessary cultural competency skills in order to graduate. By incorporating key existing courses into the proposed social justice degrees, the social justice degrees will require students to obtain the same cultural competency skills.

³ Dieter Holger, *The Business Case for More Diversity*, The Wall Street Journal, (Oct. 26, 2019), <https://www.wsj.com/articles/the-business-case-for-more-diversity-11572091200>.

I. A rationale that clearly defines the need for the new Academic Program. The rationale should include evidence that the Academic Program will not produce unnecessary duplication of existing programs.

In 2019, the University of Wyoming, like many other institutions of higher education, began an earnest and robust conversation about the grand challenges facing society and how we as an institution might aid in meeting those challenges. Those discussions, as well as events, like the COVID-19 pandemic, the George Floyd killing, the Dakota Access Pipeline protests to name a few, show that nearly any grand challenge we face in society has a social justice component. Whether the challenge is climate change, access to quality education, poverty, the digital divide, how to best implement criminal justice reform, how to provide quality, affordable health care, issues of immigration and migration, loss of manufacturing jobs, etc. the ability to understand and address society's most challenging problems requires an ability to address the attendant and related complex, multivariant, social justice issues. Not only is an ability to do so critical to meeting today's grand challenges, as events such as the storming of the nation's capital on January 6, 2021, and the recent racist zoom bombing during UW's February 2021 Black History Month celebration, make clear, an ability to do so is essential to the continued strength of our democracy, and our continued growth and prosperity, whether that be at a local, state, national, or global level. The social justice degrees proposed here, are designed to provide students with the understanding and ability to address these kinds of difficult social problems regardless of what profession they might choose to enter.

'A diverse workforce promotes fresh, innovative thinking that translates into a competitive advantage.'

Mary Barra, chairwoman and chief executive at General Motors Co.

At the same time, as also noted, study after study shows, the American workplace and beyond is becoming increasingly diverse and American businesses are finding that diverse and inclusive workplaces are key to increasing their bottom line.⁴ Additionally, numerous studies also show the importance of diversity and inclusion in increasing talent acquisition, innovation, higher revenue generation, and profits. More and more diversity makes good business sense, which means our graduates will increasingly be members of diverse

workplaces where possessing strong cultural competency skills will be essential. This is true for businesses of all types. It is also true for professions such as social work, medicine, and law.⁵ Each of the degrees already offered by the SCGSJ provides students with these necessary and critical cultural competency skills. By resting the proposed social justice degrees on the foundation of our existing degrees, our graduates will not only acquire necessary cultural competency skills, they will also acquire skills essential to addressing social justice problems in a range of areas. Skills not specifically offered by any other degree program existing on UW's campus.

⁴ Dieter Holger, *The Business Case for More Diversity*, The Wall Street Journal, (Oct. 26, 2019), <https://www.wsj.com/articles/the-business-case-for-more-diversity-11572091200>.

⁵ See eg. Janne Sorensen, et. al., *Enhancing Cultural Competence in Medical Education*, 8 International Journal of Medical Education, pgs. 28-30 (2017)).

Exhibit A

School of Culture, Gender and Social Justice

Social Justice Degree Learning Outcomes

- Demonstrate the cultural competency and leadership skills necessary to work with diverse communities, in a variety of workplaces, in order to be effective leaders in an increasingly diverse and global world.
- Articulate the historical, cultural, and political underpinnings and systemic structures that create and perpetuate social justice issues.
- Analyze major contemporary social justice issues from a multi/inter-disciplinary perspective.
- Demonstrate and apply critical thinking skills to recognize and understand social justice issues from a multivariant causal perspective.
- Demonstrate and apply problem solving skills that allow students to synthesize creative solutions to difficult, complex, multivariant social justice problems.
- Identify and analyze complex intersectional and interrelational constructs and systems of discrimination and oppression, that inform and impact social justice issues.
- Translate social justice theories into community-based advocacy skills.

Exhibit B

School of Culture, Gender and Social Justice

BA In Social Justice Overview

Social Justice Major Requirements

30 Credit Hours

9 Hours Foundational Courses

- 3 Hours Social Justice in 21st Century
- 3 Hours one of the existing intro courses
- 3 Hours one of the existing history courses

6 Hours Upper Division Required

- 3 Hours Theory & Methods
- 3 Hours Advanced Social Justice Elective

3 Hour Capstone Course (would include advanced theory and methods)

3 Hours Internship, Independent Study, or International Experience

9 Hours Free electives any SCGSJ course not already taken, at least one has to be 3000 or above.

* To successfully complete the major, when fulfilling the above requirements, each student would also have to take at least one course in each of the four programs.

Exhibit C



**B.A. Social Justice
Outline of Anticipated Curriculum
January 2021**

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University of Wyoming			
B.A. Social Justice	cr	Min Grade	Notes
USP - University Studies Program Requirements			
USP: First Year Seminar	3		FYS
USP: Communications I	3		C1
USP: Communications II	3		C2
USP: Communications III	3		C3
USP: US & Wyoming Constitutions	3		V
	3		H
USP: Human Culture	3		H
USP: Quantitative	3		Q
USP: Physical & Natural World	4		PN
	4		PN
Credit hours subtotal:			32
Core Major Courses			
AAST 1030, LTST 1030, NAIS 1030, WMST 1030 Social Justice in the 21 st Century	3		
One of: AAST 1000 Introduction to African American & Diaspora Studies LTST 1300 Introduction to Latina/o Studies NAIS 1001 Foundations in American Indian Studies WMST 1080 Introduction to Women's Studies	3		
One of: AAST 2360 African-American History LTST 2370 or LTST 2385 Chicano Hist. Origins to 1900 or Chicano History 1900 to Present NAIS 2290 History of North American Indians WMST 2389 History of Women in the West	3		C2
Theory & Methods	3		
Capstone Course	3		

	Internship or Independent Study or International Experience	3	
19	Advanced Social Justice Elective	3	
20		Credit Hours Subtotal	21
21	Major Related Courses		
22	Any SCGSJ course (any level) *	6	Excludes core courses.
23	Upper Division SCGSJ course (3000/4000 level)	3	Excludes core courses.
26		Credit hours subtotal:	9
	BA in Social Justice Total Credit Hours		62
27	Elective Courses		
28	General Elective	58	Electives may include courses taken for an additional major or minor.
29	A&S Core Diversity in the US	3	ASD (may be fulfilled through major course work)
30	A&S Core Global Awareness	3	ASG (may be fulfilled through major course work)
31		Credit hours subtotal:	64
32			
33		BA Social Justice total credit hours:	120

35 B.A. Social Justice Program Notes:

36 When fulfilling the requirements for the Social Justice B.A., a student must take at least one course in each of the School of Culture, Gender, and Social Justice Programs (African American & Diaspora Studies, Gender & Women's Studies, Latina/o Studies, Native American & Indigenous Studies). This requirement may be fulfilled concurrently.

37 • **Quantitative:** See the "Prerequisite and MPE Cut Score Reference Chart" on the Math Placement website for the most up-to-date math placement equivalencies: <http://www.uwyo.edu/mathstats/math-placement/>.

38 • Students may not take a course for S/U credit to satisfy any requirement, unless the course is offered for S/U credit only.

40 University of Wyoming Requirements

41 • Students must have a minimum cumulative GPA of 2.0 to graduate.

42 • Students must complete 42 hours of upper division (3000-level or above) coursework, 30 of which must be from the University of Wyoming.

43 • Courses must be taken for a single letter grade unless offered only for S/U.

44 • University Studies Program (USP), Human Culture (H) and Physical & Natural World (PN) courses must be taken outside of the major subject, but can be cross-listed with the major.

46 College of Arts and Sciences Requirements

47 • Students must take two "core" courses in addition to UW's USP requirements: Diversity in the United States (ASD) and Global Awareness (ASG).

48 • No more than 60 hours in the major subject may be used toward the 120 credit hours required for graduation.

49

• At least 30 hours in the major subject must be completed with a grade of C or better (individual majors may require more).

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51

The University of Wyoming Office of the Registrar provides final approval of degree completion requirements prior to the awarding of any degree.

Exhibit D

School of Culture, Gender and Social Justice

Undergraduate Minor in Social Justice Overview

Social Justice Minor Requirements

18 Credit Hours

9 Hours of Required Courses

- 3 Hours Social Justice in 21st Century
- 3 Hours Theory & Methods
- 3 Hour Capstone Course (would include advanced theory and methods) or independent study

9 Hours electives

- At least one has to be above the 3000 level

Exhibit E



**Minor in Social Justice
Outline of Anticipated Curriculum
January 2021**

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University of Wyoming			
Minor Social Justice	cr	Min Grade	Notes
USP - University Studies Program Requirements			
USP: First Year Seminar	3		FYS
USP: Communications I	3		C1
USP: Communications II	3		C2
USP: Communications III	3		C3
USP: US & Wyoming Constitutions	3		V
	3		H
USP: Human Culture	3		H
USP: Quantitative	3		Q
USP: Physical & Natural World	4		PN
	4		PN
Credit hours subtotal:			32
Core Minor Courses			
AAST 1030, LTST 1030, NAIS 1030, WMST 1030 Social Justice in the 21 st Century	3		
Theory & Methods	3		
Capstone Course or Independent Study	3		
Credit Hours Subtotal			9
Major Related Courses			
Any SCGSJ course (any level) *	6		Excludes core courses.
Upper Division SCGSJ course (3000/4000 level)	3		Excludes core courses.
Credit hours subtotal:			9
Minor in Social Justice Total Credit Hours			50
Elective Courses			
General Elective	58		Electives may include courses taken for an additional major or minor.
A&S Core Diversity in the US	3		ASD (may be fulfilled)

30	A&S Core Global Awareness	3	through major course work) ASG(may be fulfilled through major course work)
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31	Credit hours subtotal:		64
32			

33	BA Social Justice total credit hours:		120
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35 **Minor Social Justice Program Notes:**

37 • **Quantitative:** See the "Prerequisite and MPE Cut Score Reference Chart" on the Math Placement website for the most up-to-date math placement equivalencies: <http://www.uwyo.edu/mathstats/math-placement/>.

38 • Students may not take a course for S/U credit to satisfy any requirement, unless the course is offered for S/U credit only.

39

40 **University of Wyoming Requirements**

41 • Students must have a minimum cumulative GPA of 2.0 to graduate.

42 • Students must complete 42 hours of upper division (3000-level or above) coursework, 30 of which must be from the University of Wyoming.

43 • Courses must be taken for a single letter grade unless offered only for S/U.

44 • University Studies Program (USP), Human Culture (H) and Physical & Natural World (PN) courses must be taken outside of the major subject, but can be cross-listed with the major.

45

46 **College of Arts and Sciences Requirements**

47 • Students must take two "core" courses in addition to UW's USP requirements: Diversity in the United States (ASD) and Global Awareness (ASG).

48 • No more than 60 hours in the major subject may be used toward the 120 credit hours required for graduation.

49 • At least 30 hours in the major subject must be completed with a grade of C or better (individual majors may require more).

50

51 The University of Wyoming Office of the Registrar provides final approval of degree completion requirements prior to the awarding of any degree.

AGENDA ITEM TITLE: B.A. Honors (online) , Parolin, Barrett

SESSION TYPE:

- Work Session
 Education Session
 Information Item
 Other:
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
 Driving Excellence
 Inspiring Students
 Impacting Communities
 High-Performing University
 No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:

The proposed online degree is a standalone major housed in the Honors College. It is an expansion of our longstanding and highly subscribed interdisciplinary minor with a current enrollment of approximately 1000 students. With a working title of “Thinking Ahead,” we propose an innovative, interdisciplinary major offered fully online in the UW Honors College. Students majoring in the “Thinking Ahead” degree program will explore the future – of humans, technology, our environment, and the world – from transdisciplinary perspectives.

Courses included in this major will explore the grand challenges of the future.

- What questions need to be asked?
- What problems need to be solved?
- What skill sets need to be cultivated if we are to meet future challenges?

“Thinking Ahead” also provides fast-track pathways for highly motivated students to continue their studies at the graduate level. Current proposed pathways include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the online Bachelor’s in Honors

PROPOSED MOTION:

“I move that the Notice of Intent for the online Bachelor’s in Honors.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval of the Notice of Intent.

Notice of Intent

Name of proposed Academic Program:

“Thinking Ahead”: a new Bachelor of Arts degree in the Honors College at the University of Wyoming

Mode of Delivery: Online

Description of New Academic Program

- The proposed degree is a standalone major housed in the Honors College. It is an expansion of our longstanding and highly subscribed interdisciplinary minor with a current enrollment of approximately 1000 students. With a working title of “Thinking Ahead,” we propose an innovative, interdisciplinary major offered fully online in the UW Honors College. Students majoring in the “Thinking Ahead” degree program will explore the future – of humans, technology, our environment, and the world – from transdisciplinary perspectives.
- Courses included in this major will explore the grand challenges of the future.
 - What questions need to be asked?
 - What problems need to be solved?
 - What skill sets need to be cultivated if we are to meet future challenges?
- “Thinking Ahead” also provides fast-track pathways for highly motivated students to continue their studies at the graduate level. Current proposed pathways include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.
- Each course listed below, with the exception of a new Interdisciplinary Research Methods course, has been regularly offered and taught for many years in the Honors College as part of our existing minor. These courses will be required core curriculum for the Bachelor of Arts in Honors, with the addition of a Research Methods course.

HP 1020 First Year Colloquium 1 (COM1)	= 3 credits
HP 2020 First Year Colloquium 2 (COM2)	= 3 credits
HP 3XXX Interdisciplinary Research Methods (NEW)	= 3 credits
HP 2153/3153/4153 Honors Non-Western Perspectives	= 6 credits
HP 3153/4153 Upper Division Interdisciplinary Electives	= 12 credits
HP 4975 Internship or Study Abroad experience	= 3 credits
Honors Capstone Experience (required)	= credit optional under HP 4975
Total credits	= 30 credits

Information about content

Students will complete a required core curriculum and relevant electives. They will complement their learning in the virtual classroom with self-paced co-curricular activities through the SOAR program, an internship in their focus area, study abroad opportunities, and an independent capstone experience drawing on original creative and/or scholarly work. The Honors College currently offers a range of upper division electives at the 2000, 3000 and 4000-levels. Not all of our existing electives will be included as

part of the proposed major; rather, electives will be approved and designated based on their focus on or connection to the ideas, challenges, or opportunities of the future.

Plan for Obtaining Marketing Analysis

Market Analysis for Student Demand –

As part of the early research phases for the proposed degree program, Honors conducted a preliminary market analysis with our partners at Wiley Educational Services. From this exercise, we learned that since 2010, there has been a steady rise nationwide (10% increase) in the number of graduates from multi/interdisciplinary studies programs (from 171 reporting institutions). Accordingly, the number of multi/interdisciplinary studies programs available nationwide (from reporting institutions) is growing (from 68 programs in 2012 to 215 programs in 2019) in order to meet this increased demand. Even more encouraging, 25% of these programs are offered fully online, since student demand for distance-only interdisciplinary studies programs has increased a whopping 489% since 2012. While the concept of multi/interdisciplinary studies programs is in many ways a catchall for a variety of program types (e.g. American Studies, Gender and Women’s Studies, Critical Race Studies -- and more would all fall under this category), it is the best indicator we have to evaluate student demand for interdisciplinary studies in Honors.

In an anecdotal sense, each year we receive queries from high school students, their guidance counselors, and potential transfer students asking about how to major in Honors. As job markets become increasingly competitive, these students look for ways to set themselves apart from their peers. Nationally, graduate schools and many employers recognize that students who graduate with honors degrees or designations are high achieving, creative, adaptable, and motivated individuals able to think outside the box. These are the kinds of skills and attributes that employers want.

During the summer of 2021, we organized a number of focus groups, which included discussions with different student groups: from underclassmen to upperclassmen currently in the Honors program, to high school seniors around Wyoming, to potential transfer students who have expressed interest in joining the Honors College. In these focus groups, we aimed to learn stakeholders’ desires and preferences regarding critical areas of program development including: student services and experience, curriculum, skill development, community building online, recruitment, and retention. We are currently processing what we learned.

While the vast majority of four-year accredited public and private institutions offer some kind of Honors program, surprisingly few institutions nationwide offer standalone degrees in Honors. Most of our regional and comparator institutions (e.g. U Colorado, CSU, U Montana, MSU) offer minors or, in a few cases, concurrent honors majors with academic partner units (e.g. major in Honors Engineering or Honors Business). In the latter case, Honors students either take “Honors only” sections of required curriculum within their home department, or, more typically, take the same courses as non-Honors majors but complete additional requirements (e.g. a longer research paper, additional readings, etc.) in order to earn the Honors credit. Our proposal – a standalone major in Honors offered fully online and focused on interdisciplinary investigations of future challenges – has the potential to be pathbreaking in this category of academic programs. The few institutions in the U.S. that offer standalone Honors majors (e.g. Texas Tech, UT-Austin, Ohio University) are not only highly subscribed programs, they are innovative, student-centered, experiential, and personalized educational experiences that equip their

graduates with the skills they need for their lives beyond college. This is exactly the kind of program we aim to stand up at the University of Wyoming, and we believe offering a BA in Honors online would give us a competitive edge within the region for attracting students.

Recruiting more high-quality students from diverse backgrounds is an important goal for our college as it is for UW. This degree will allow us to expand our reach and recruit new majors to the Honors College and the university. In particular, we believe the online nature of this degree program will allow us to reach new audiences, including:

- High-achieving incoming first year students who cannot study on campus;
- High-achieving transfer students and regional community college students, such as from Casper College or Western Wyoming Community College;
- Non-traditional students who must balance work/life commitments with continuing education;
- Students who desire an interdisciplinary education (does not preclude on-campus students!)

Furthermore, the degree program will offer fast-track pathways for highly motivated students to continue their studies at the graduate level. Not only will this be a recruiting tool to attract high quality students to Honors, it creates cross-campus partnerships that assist some of UW's graduate programs to recruit top students as well. Current proposed pathways include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.

Based on annual interest in our current minor (enrollment = appx. 250 incoming first year students per year), we anticipate recruiting 20 new students to the major in the first year. By year four we anticipate 80-100 students seeking a BA in Honors.

Analysis of Post-Graduation Employment and Market –

The Honors College currently tracks all graduates in regards to plans after graduation. Prior to graduation we conduct exit interviews with seniors, and include questions about their job search, job placement, or plans for graduate school. Additionally, we are able to cross-reference these responses with other questions regarding the skills and experiences they developed in Honors that they found most helpful for their future goals. We will continue to ask these questions and more regarding the inclusion of a focused major in the Honors College.

Preliminary Budget –

All classes needed for the Bachelor of Arts in Honors, with the exception of the new Interdisciplinary Research Methods course, are currently offered on a regular rotation. The faculty needed to teach these courses are already in place and have been teaching classes for many years. The BA in Honors will require only a small marketing budget and will generate some revenue (see budget). Any growth in Honors personnel should be consistent with what it would be in relation to the ongoing development of our current minor.

Proposed Timeline for Staged Implementation

Fall 2021	Board of Trustees review Notice of Intent
Fall 2021 / Spring 2022	Feasibility Study, Pro Forma Budget, Campus Review
TBD: Spring 2022- Spring 2023	Request for Authorization and Letter of Commitment, Present RFA and LoC to Board of Trustees for final approval
TBD: Spring 2022 – Spring 2023	Possible approval and marketing for Fall 2022 or Fall 2023
Fall 2022 or Fall 2023	Bachelor of Arts in the Honors College begins

Information on Other Required Approvals –

We require no additional approvals from national accrediting bodies as there are none that govern honors programs nationwide. However, we are a member of the NCHC (National Collegiate Honors Council), so we will alert this organization of our new program following approval.

Evidence

How the Academic Program aligns with University's mission –

The scope of our Honors degree program aligns with all four points of the UW's mission as articulated in the current Academic Plan:

Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world.

With a stimulating, interdisciplinary curriculum, a thematic focus on the future, and a capstone experience integrated into the course of studies, this degree program will prepare students to think critically and creatively about the challenges the world faces and how our students can be agents of change.

Cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners.

The Honors College already prides itself on its collaborative spirit – across campus and beyond. The establishment of “pathways” with campus partners in the College of Law, the Master of Public Administration, and potentially the Master of Business Administration, creates an even more collaborative community by giving Honors graduates the chance to fast-track to graduate programs at UW.

Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect.

Not only is this one of President Seidel's pillars, this is at the core of the Honors College ethos. By establishing a major in Honors that is offered fully online, we are "walking the walk", and seeking to attract and include diverse student populations in our Honors community.

Promote opportunities for personal health and growth, physical health, athletic competition and leadership development for all members of the university community.

We value learning beyond the classroom, and we believe that these experiences enrich students' education in meaningful ways and form the foundation for leadership development. At UW, the SOAR program (SERVICE – global OPPORTUNITIES – career skills ACQUISITION – RESEARCH), organizes and alerts students of co-curricular events, trainings, and opportunities available to enhance their college experience. Thus, we have fully integrated the UW-wide SOAR co-curricular program into the Honors College through a customized badge system. Completing the SOAR badge is now a requirement for all Honors students.

How the Academic Program aligns with University's strategic plan –

The proposed degree also aligns with Goals 1 and 2 of *Breaking Through*, the 2017-2022 Strategic Plan.

GOAL 1 - Driving Excellence

- *Foster entrepreneurship and collaboration in research and teaching [...] Fully recognize the role of interdisciplinarity and integration in teaching, research, service and outreach in performance evaluations and tenure and promotion decisions*

The Honors College and its curriculum have interdisciplinarity at their core, which is not just present in our curriculum, but in all scholarly activities we undertake.

- *Achieve consistently excellent teaching and mentoring that give students the knowledge, ability, determination and innovation to meet tomorrow's challenges with sustainable solutions [...] Incentivize revision and development of courses and curricula that includes technology-enhanced learning, online delivery and high-impact teaching practices*

With a dedicated advising team in the Honors College that includes a career counselor, we are equipped to welcome new students – and more of them – into our new major. Moreover, with our degree program offered fully online, we are embracing innovative teaching practices and meeting students' demands for flexible learning environments.

GOAL 2 - Inspiring Students

- *Engage and graduate well-rounded and creative thinkers, capable of meeting unpredictable and complex challenges.*

With a thematic focus on the FUTURE, this degree program presents an exciting, interdisciplinary journey for students who want to make a difference in the world. Moreover, the applied aspects of their studies, including the interdisciplinary Research Methods course, their internship, and their senior Capstone Experience, will allow students to put theory into practice and solve real-world problems.

- *Build pathways to academic, cultural, professional and entrepreneurial opportunity and leadership at undergraduate and graduate levels.*

The “Thinking Ahead” online major in the Honors College is pleased to establish “pathways” to graduate education opportunities for highly motivated students. Current “pathways” with the College of Law, the Master of Public Administration, and potentially the Master of Business Administration will create an even richer community by giving Honors graduates the chance to fast-track to graduate programs at UW. At the same time, these graduate programs will have access to top students.

Rationale

We want to develop a degree in Honors and offer it online for the following reasons:

1. Expand the reach of our current Honors program.
2. Respond to the changing desires and demands of today’s student population, many of whom desire more flexibility in their course of studies, and more digital offerings for place-bound students.
3. Increase diversity in our student body in the Honors College.
4. Attract students who might not normally see themselves as Honors students, i.e. students who are non-traditional, working, parenting young children, and/or dealing with a physical challenge.
5. Prepare students for life after college with ‘real world’ problem solving skills that lead to jobs or that make them competitive candidates for graduate programs.
6. Create pathways for highly motivated students to fast-track to graduate programs at UW.
7. Be nationally distinctive. Few comparator institutions, whether regionally or across the country, offer this type of standalone honors degree. Offering a degree such as this would help us attract students. This degree will be offered with courses that are already in place and will be taught by faculty who already teach these classes.
8. **Be inexpensive. This will cost minimal additional funds to implement.**
9. Be affordable. The price of this degree at UW compared to universities in the region will be significantly less. With proper advertising combined with excellent faculty and our program’s reputation, we can expect to attract students from these areas.
10. Promote the University of Wyoming’s mission and vision. This proposal aligns with all four of President Seidel’s pillars: Interdisciplinary, Entrepreneurial/Innovation, Inclusive, Digital.