



SOUTHERN OREGON UNIVERSITY

Southern Oregon University Provisional Plan

January 22, 2007

Preface

This provisional plan is aimed at building a sustainable Southern Oregon University. Informed by campus comments and creative suggestions, it is an outline for achieving savings in academic and non academic areas over the next three years. The budget cuts outlined here would enable SOU to align its expenditures with revenues, based on realistic enrollment projections, and rebuild reserves.

This provisional plan, as a document to guide a final plan, will put SOU in a position of strength to provide a better living and learning environment for students. Although it will be challenging, sizing SOU to its current enrollment will enable the University to end a cycle of opportunistic cuts that has plagued it for years. Thoughtful criteria were used in every area to achieve savings while still meeting the needs of current and future students.

This provisional plan is not just about cuts. It is a beginning step. In the weeks ahead, I ask that groups and individuals continue to think creatively about our future. The discussions that have been going on represent all that is good about our academic community. The innovative ideas generated so far demonstrate that we can craft a strategic plan over the next year or so that will build on the work being done right now and will establish SOU as a university uniquely suited to serve our region.

We present this provisional plan to our University System, to our campus, and to our community at large with great hope. With dedication to the task we have started, we will be better and stronger when we emerge with a final plan to guide our future.

Once again, I ask for your patience as we script a better future for our University. Once again, I remind you that we need a **communal** passion for excellence at SOU.

I welcome your ideas and your creativity as we move toward the final plan on March 5.

Mary Cullinan
President, SOU

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Planning Actions and Timeline

Date	Action
August, 2006	After reviewing the Quarterly Management Report and the drop of the fund balance below the OSBHE's 5% floor, SOU Administration makes a commitment to Chancellor's Office to prepare a 3-year Plan to right-size SOU programs and budget. The Plan will be shared with the Chancellor's office and OSBHE at a board meeting in November/December 2006.
October 3, 2006	President's Opening Fall All-Campus Address – "Rethinking Southern Oregon University." President Cullinan informs campus community of the serious budget picture, and the need to realistically right-size the SOU enterprise and its spending. Cuts already taken in non-salary areas to reduce supplies and services are highlighted. President Cullinan indicates the University must embark on both the review of academic programs to see where and how things can be done differently, and the review of processes throughout the university to see where we can be more efficient. Southern Oregon University must convince the Chancellor and Board that we have a plan for recovery that isn't based solely on hopes that enrollments will increase.
October 26-27, 2006	President and Executive Council meet with counsel from the Chancellor's office to review collective bargaining contracts and the possible invocation of Article 11, Retrenchment of the collective bargaining agreement with APSOU.
November 3, 2006	<p>President consults with the Chancellor and Board members during the Board meetings in Portland. Quarterly Management Report and SOU declining fund balance revealed.</p> <ul style="list-style-type: none"> ▪ <i>This consultation is contemplated by OAR 580-021-0315(1)(b): "In considering such matters, the president shall confer in a timely matter with appropriate faculty and other institutional councils and with the Chancellor and the Board concerning the issues involved in arriving at decisions in the foregoing areas."</i> ▪ <i>Article 11, Retrenchment of the SOU-APSOU Collective Bargaining Agreement requires SOU to comply with OAR 580-021-0315. Section C, (1) states: "The President of the University may declare a condition of financial exigency or a condition requiring reduction and/or elimination of a program or faculty positions after fulfilling the requirements of OAR 580-021-0315 "Termination Not For Cause" and this Article.</i>

November 6-10, 2006	Meetings are scheduled for President Cullinan to consult with appropriate faculty and other institutional councils including: Association of Professors at SOU (APSOU), Faculty Senate Advisory Committee, University Planning Committee, Academic Planning Council, Business Affairs Council, Student Affairs Council, Institutional Advancement Council, SEIU, and the Associated Students of Southern Oregon University. Southern Oregon University Foundation Board, SOU Advisory Board, and emeritus faculty are also consulted during this time. The core of these meetings was the Quarterly Management Report delivered to the Board during its November 2006 meeting.
November 10, 2006	President Cullinan sends out an all-campus email message announcing an all-campus forum on Monday, November 13, 2006. Members of the Oregon Legislature southern Oregon delegation are contacted and informed of the situation and process.
November 13, 2006	President Cullinan announces "the need for a declaration [of a condition requiring reduction and/or elimination of a program]" and presents an analysis of the financial condition of the University to the campus and community. The core of this announcement, as with the preliminary consultations, is the Quarterly Management Report. Projections based on criteria reviewed by the Chancellor's office indicate financial reserves will be depleted by FY2008 unless corrective measures are initiated in 2007. The President invites comments and recommendations which are due by December 15, 2006.
November 13-December 15, 2006	President Cullinan meets with campus and community groups, and responds to two sets of written questions from APSOU. Three Budget forums are held, and an SOU Institutional Research web page is designed to catalogue budget reduction analyses and staffing and enrollment information. At the end of the comment period for "the announcement of need for a declaration" on December 15, 2006; 85 comments are logged.
January 2 – 6, 2007	After reviewing the comments and recommendations, President Cullinan determines they do not alter the financial condition. President announces an all-campus forum for January 8, 2007. OUS Chancellor and OSBHE are informed of the decision to declare. Members of the Oregon Legislature southern Oregon delegation are contacted.
January 8, 2007	APSOU Board is informed of the President's decision to declare that SOU has a "condition requiring reduction and/or elimination of a

January 8, 2007 (continued)	program" at the all-campus meeting. Article 11, Section D (3) references this authority. In conjunction with this declaration at the all-campus meeting, the President announces the development of a provisional plan which will be released on January 22, 2007. The provisional plan will reference or track the elements that the collective bargaining agreement states it shall consider as enumerated in Article 11, Section E(1)(a-h). Vice Presidents are responsible for reaching out to their administrative and academic units in order to assist the President in drafting the provisional plan. Non Academic divisions have already identified budget efficiencies and reductions. Seventeen Non Academic employees are given notice.
January 9 – 21, 2007	Vice President Forums and Provost/Deans Forums are held to discuss plans to date, process and suggestions. SOU Advisory Board meets and assigned to participate on AdHoc Committees for each School to provide community feedback on the changes. Draft provisional plan is submitted to the Chancellor on January 19, 2007. UPC meetings discuss plans for rollout of the Provisional Plan and the process for the comment period.
January 22, 2007	President meets with APSOU Board. All-Campus Forum is held. The provisional plan is released. The period for Provisional Plan comments and recommendations begins. President meets with Faculty Senate.
January 22 – February 19, 2007	Provisional Plan comment period. <ul style="list-style-type: none"> ▪ <i>Article 11, Section E(4) states that <u>during the comment period</u>, "The President will require affected programs to recommend the specific means or alternatives by which the reductions and/or eliminations would be implemented, were the provisional plan adopted, which recommendations will be reviewed by appropriate administrative staff as designated by the President."</i>
January 23, 2007	President Cullinan meets with members of the southern Oregon delegation in Salem to provide update and share provisional plan. Provost conducts forum on Campus to provide more detail on the Academic portions of provisional plan.
January 25	Second forum conducted by Provost on provisional plan.
January 29	Pizza with the President.
February 2, 2007	Latest Quarterly Management Report provided to the OSBHE. President Cullinan provides an update to the Board on the Provisional Plan and process.

February 19, 2007	Comment period on the provisional plan ends.
March 2, 2007	President Cullinan shares the final plan with the Chancellor and Board members in Executive Session at the OSBHE meeting.
March 5, 2007	The University Retrenchment Plan is released.

I. Academic Units

Achieving Savings and Strengthening Programs in Academic Affairs

In Academic Affairs the opportunity to “rethink” SOU opened doors to program integration, reorganization and aligning curriculum and resources with enrollments. The result is a plan that honors SOU’s commitment to the region it serves while sustaining programs whose reputation extends far beyond the region. The creation of a new College of Arts and Sciences will enable SOU to realize the promise of its commitment to interdisciplinary studies. Bringing related departments together will both reduce administrative overhead and foster synergy. The reorganization of Extended Campus Programs including the transfer of the administration of Summer Session to the schools will enable the College and the two remaining schools to integrate programs offerings to bring more focus to the needs of students. Overall the reshaping will result in a sustainable budget for Academic Affairs that will enable the division to focus on quality and growing strategically without undue focus on just keeping the lights on.

Every element of the Academic Affairs Division has been examined and budget reductions have been taken by most units. Twenty-two academic programs have been recommended for budget reductions. Seven more were considered for reductions and strategically exempted from reductions. The reductions fall most heavily on the three schools that will become part of the College of Arts and Sciences due to the very size and complexity of their operations. The opportunities for department merger and the streamlining of programs was the greatest in these schools.

The Schools of Business and Education have taken a very different approach to achieving a balance between expenses and revenues because they are programmatically so different from the other three schools. The role of graduate programs in Business and Education is much different; they are smaller; they have strategic commitments to professional communities and they each have a very different set of entrepreneurial opportunities. The plan for each of the two smaller schools is more of a strategic vision and positioning statement. Each argues for the use of resources to achieve gains and additional revenues without significant reductions in staff.

Taken as a whole the proposed plan for Academic Affairs achieves the assigned budget reduction target through refocusing and resizing the elements of the division. The ability of the division to serve the mission of the university will be enhanced by the changes and student needs will be better met. In moving forward, processes within that Academic Affairs Division have followed the requirements of SOU’s agreement with APSOU. The following is excerpt from this agreement that outlines these requirements:

APSOU Contract
Article 11, Retrenchment
Section E. Development of the University Retrenchment Plan

1. *Following the declaration, the President will develop a provisional plan with consideration of the following:*
 - a. *Institutional guidelines and mission;*
 - b. *University admission patterns, historical, current and projected;*
 - c. *Department Chairs” and Deans’ evaluation of the curriculum staffing needs for the next biennium for each school;*
 - d. *By school, the number of sabbaticals, retirements and other personnel requests that require consideration for staffing;*
 - e. *The dependence of other programs within the University on the programs in the school;*
 - f. *The ability of existing faculty to cover courses in other programs in the school;*
 - g. *The possible reconfiguration of majors or programs of study;*
 - h. *Balance between academic programs and other services.*

Criteria for Program Reduction or Elimination

After a broadly collaborative effort to reduce costs in the Academic Affairs Division by seeking efficiencies in the curriculum and eliminating administrative costs, it became apparent that further steps would be necessary to achieve a 10% reduction in the \$28M budget of Academic Affairs. Among these steps is a proposal to combine the Schools of Arts & Letters, Sciences and Social Sciences into on College of Arts and Sciences. The new organization was suggested by faculty and has been developed by the deans for wider discussion among the campus community. Such a move would allow more synergistic department mergers that would decrease administrative costs and redirect faculty FTE to teaching.

The second of these steps is the reduction or elimination of a certain number of academic programs to allow SOU to refocus its resources on the remaining programs. The Provost directed the deans to identify candidates for reduction or elimination based upon the criteria below. The University Planning Committee (UPC) has reviewed the criteria, as have the deans. After the inclusion of suggested revisions, the UPC voted to approve the criteria to be used to evaluation programs being considered for reduction or elimination.

While this plan must, of necessity, propose cuts in programs and budgets, the objective of this work is to strengthen SOU. The University must offer a strategically appropriate array of programs that address regional needs and the needs of each student that we enroll. However, in order to sustain the University’s capability to serve the region, SOU must bring its costs into line with its revenues. The following criteria have been used to evaluate programs for continuation or elimination.

Criteria

- Fit with SOU's strategic identity, e.g., does the program build upon characteristics of the region that support a distinctive identity, are there regional needs specifically addressed by the program.
- Enrollment trends in the program, i.e., number of majors and minors, number of degrees, minors and certificates awarded annually, SCH from all sources.
- Contribution margin of the program.
- Class sizes.
- Grants and gifts generated by the program.
- Impact on other programs.
- Quality of the program's outputs, e.g., record of graduate employment/placement in graduate school, scholarly activity, retention/graduation rates, effectiveness in meeting program's learning objectives, relevance to regional needs, program recognition for innovation and excellence among peers.

No one measure is a sufficient foundation for a decision to reduce or eliminate a program. Each measure is also imperfect whether it is because SOU's vision is developing or because the data upon which the measure is based are not fully credible. Yet each measure offers some value to a comprehensive assessment. The criteria have not been scaled and/or weighted. Rather, the Executive Council considered the balance of contributions and costs in determining which programs should be reduced or eliminated. The deans' recommendations address each of the criteria. Each program has been evaluated in the light of changes that are being made to increase cost effectiveness and with an understanding of the role of the program in SOU's new academic organization.

Programs that Require Review for Reduction or Elimination

The following table is a list of programs whose numerical measures suggest that a close review was necessary as part of the development of a plan for program reduction and elimination. Since these data are department-based, they only invite closer scrutiny. No one suggested the elimination of the English Department for example. However, the costs in the English Department suggest that a close look is warranted.

As one looks at the data, a "Check" means that the program meets the column criterion, an "X" means that it does not. 1.67 is the average SOU contribution margin. Ten degrees is an arbitrary figure. Some programs, for example Foreign Languages, have multiple majors. When the whole is weak, one needs to take apart the elements to determine if changes (reductions and/or eliminations) can improve the overall results. Also, these data do not help much in identifying very small graduate offerings embedded in the whole, e.g., school area degrees.

The task for deans was to use these data as a starting point and to develop a list of programs that will be considered for reduction/elimination. A program per the APSOU agreement is a unit of the curriculum with a prefix. In some cases where there is a strategic agenda that leads to a commitment to maintain a small, expensive program or a program whose structural costs depress the contribution margin, the need to affirm the case for continuing this program as it is or as we intend it to be may be asserted.

Department	< 10 Degrees Awarded	SCH Decline > Avg	Contribution Margin < 1.67
Group A			
Geology	✓	-3.49	1.25
Math +	✓	+ .89	1.62
Physics	✓	-1.13	1.91
Music	✓	✓	1.11
Economics	✓	+1.27	1.50
Geography	✓	✓	1.59
Group B			
Art +	41	✓	1.87
CIS	29	✓	1.51
English +	30	✓	1.14
History	31	✓	1.65
Philosophy	No major	✓	3.23
Women's St.	No major	✓	1.14
MiM	15	✓	1.79
Education	223	✓	1.28
HPE +	34	✓	1.73
Group C			
Honors	NA	?	1.23
Native Am. St.	No Major	?	1.33
Int. Studies	8	?	1.59
Env. Studies	22	?	1.08
For. Lang.	16	-2.71%	1.45
Theatre	23	-3.53%	1.22
Biology +	32	+0.87%	1.35
Chemistry	13	-1.67%	1.14
	Can we afford major?	Program offerings meeting student needs? Marketing?	Look at costs.

School of Business

The School of Business recently completed a comprehensive study funded, in part, by the U.S. Economic Development Administration (EDA). The strategic vision of the School is founded, in large part, on the findings of this study. This vision includes the development of new programs to address skill shortages in the region.

The executives interviewed in the study indicated that their firms struggled to find qualified local candidates for management positions. These findings were borne out by the School of Business Cluster Survey. The School will meet the regional need for developing executive skills by reestablishing the MBA program and maintaining the MiM program.

Industry leaders also frequently mentioned the need for qualified accountants. While the School's traditional program has been recognized by local businesses for producing outstanding accounting graduates, many individuals with full-time jobs have not been able to pursue training in this field. The School will launch an online accounting program in fall 2007 to help meet this shortage. A program dedicated to serve students who are unable to attend daytime classes will greatly help meet the region's needs in this area.

Although the EDA Study did not reveal that hospitality and tourism were concentrated in this region to a greater extent than other areas in the country, the field is clearly an important sector in the region's economy. It is one of the area's largest employers and future employment growth is projected to rise 24% in the local accommodation and restaurant industries from 2004-14, according to the Oregon Employment Department. To serve the needs of the marketplace more effectively, SOU's Hotel, Restaurant, and Resort Management program has been extensively revised. Internships, both on campus and in the community, will play a central role in offering educational opportunities for these students.

Staffing Requirements

The School of Business has a full-time faculty FTE of approximately 16.1. The faculty supports options in accounting, management, marketing, small business management, and tourism and hospitality management along with various certificate programs. The School is experiencing growth in the MiM program, online degree completion program, and the certificate in nonprofit management. In order to adequately serve growing programs as well as implement new programs, current staff levels are required.

Summary of Reductions

The School of Business has identified temporary reductions of \$49,060 for 2006-07 as well as permanent reductions of \$25,000 for both 2007-08 and 2008-09.

Revenue Enhancements

The proposed MBA program, set for launch fall 2007, has been designed as a cohort-based model with courses taught on Saturdays. Students will be required to complete 45 quarter hours of study over seven academic terms. The Saturday format will effectively accommodate working professionals and other individuals who are place-bound. Further accommodations will be provided through the use of distance learning technologies for course delivery as appropriate. Interest in this program is significant: more than 65 prospective students have already indicated a desire to apply even though the program has not yet been formally advertised or promoted.

With an initial cohort of 35 students, total revenues for 2007-08 are projected to be approximately \$258,720 while expenses total \$95,001, resulting in an estimated contribution margin of \$163,719. The second year of the program will result in excess revenues of approximately \$320,202. The revenue to cost ratio is 2.72 for the first year and is projected to reach at least 3.3 for subsequent years.

School of Education

The preparation of teachers has historically been central to the mission of SOU. The SoE offers a wide range of professional licensure programs that serve the needs of southern Oregon. These programs include:

- Master of Arts of Teaching (MAT) (full-time and part-time)
- Master's Degree in Special Education (MEd) (Stand-alone [full-time] and Dual [part-time])
- Master' of Education and Continuing Teaching License (MEd/CTL) (part-time program for teachers and principals wishing to upgrade qualifications and/or earn a Continuing Teaching License)
- Initial Administrative License (IAL) (part-time program for the preparation of principals)
- Endorsements and Authorizations (part-time for teachers adding to initial licenses)

On average, 75% of students entering these professional, licensure programs hold bachelor's degrees from SOU.

The SoE also offers two undergraduate programs in education:

- Education Minor (24 hour undergraduate minor)
- Early Childhood Development (ECD) Bachelor's degree (in collaboration with Rogue Community College)

The employment rate of the School's graduates exceeds 80%, and in the high need areas of special education, mathematics, science, and ESOL/Bilingual, graduates have a 100% placement rate. Similarly, regionally-based MAT program graduates in Klamath Falls successfully find employment in the Klamath Falls region.

The operation of the School's teacher and administrator licensure programs are conducted under the accreditation of the Oregon Teacher Standards and Practices Commission (TSPC) rules, specifically Division 17. In order to maintain state accreditation, the SoE must adhere to the Oregon Administrative Rules (OAR's) and satisfy the Oregon TSPC that programs are in compliance with the OAR's. The School's next accreditation visit will be in April 2008. Of concern is the School's ability to satisfy rules 584-017-0050 (Resources), 584-017-0055 (Practica and Student Teaching), and 584-017-0070 (Unit Personnel for the Program). One major mandated requirement of the School's graduate, professional teacher and administrator preparation programs is the clinical field-based component of the programs. Approximately one-third of SOU's teacher preparation program is field-based (21 of the 66 credit hours required for licensure), and beginning in FY08 will increase by 6 credits per year.

The SoE has a strategic commitment to a professional community and a unique set of entrepreneurial opportunities that reflect the professional community being served. Therefore, the staffing plan for the SoE reflects the need to serve regional needs and to tackle the strategic opportunities of collaborative efforts with Rogue Community College (RCC).

Summary of Reductions

The SoE will change the per student formula for practica and student teaching supervision allowable under OAR 584-017-0055. The faculty will return to pre-2001 supervision loading levels. While this level of loading was acceptable for our last TSPC accreditation visit in 2001, the landscape of the work done by field-based faculty has greatly increased. The School will realize approximately a 10% permanent savings of FTE by making this change. Similarly, the School will reduce FTE dedicated to the administration and coordination of the School's programs that will result in temporary FY07 savings and permanent FY08 savings. Furthermore, it is anticipated that there will be additional temporary and permanent reductions when the SoE distance learning and summer session functions currently undertaken by Extended Campus Programs (ECP) are transitioned to the SoE.

Summary of Budget Enhancements

The SoE will implement a new undergraduate early childhood and elementary education licensure program (Bachelor's of Education) in FY08. This program will extend the existing Early Childhood Development (ECD) program offered collaboratively with RCC. The new program will be a self-support program using adjunct faculty and will be a collaborative effort between SOU and RCC. The projected revenue of this program in FY08 is \$60,000.

The SoE will also increase the number of credit hours in the clinical field-based component of the programs required for MAT and Special Education licensure programs to the 2004-05 levels (an increase of 6 credits per student). Based on FY07 numbers for the MAT (full-time and part-time) and Special Education (full-time and part-time) programs, it is projected that this initiative will generate \$93,000 in tuition revenue.

Table: Summary of Budget Reductions and Enhancements FY07-09

Fiscal Year	Reduction	Enhancement
07	\$33,100 (Temporary)	
08	\$43,375 (Permanent)	\$153,000
09	\$45,000 (Permanent)	

School of Arts and Letters

Programmatic Rationale and Impact of programs still on the table

Programs Targeted for Reduction

Art

Art and Art History are critical to the institution mission and goals both as a Center of Excellence in the Fine and Performing Arts and the liberal arts. Art has a strong contribution margin due to lower division Art History, but has seen significant decline in majors in recent years. The Art History major is low enrolled, but provides courses necessary for both general education and the studio art programs. The studio art program has options in Painting, Ceramics, Sculpture, Printmaking, Photography, and Digital Studio art. Most art programs have all of these options. It would be preferable to retain all options, but Printmaking is the one area that is less essential to the core program and would have the least negative impact. The Art Education program is small but supports SOU's mission.

Recommendations:

- Eliminate Printmaking program resulting in a savings of 1 FTE
- Develop rapport with other entities on campus in the areas of digital/visual art
- Reduce courses in Art Education to MAT methodology course
- Explore possibilities of merging Schneider Museum education coordinator with Art Education

Impact:

Printmaking draws fewer students to the program, although many students choose that option once on campus. Reducing the options will allow more resources to go to the remaining options.

Communication

Communication has four options within the major and is one of the largest departments on campus. The major draws many students to the university. Current number of majors is over 300. Some of these have not yet declared an option. Nevertheless, some efficiencies can be achieved and the individual options within the major should be evaluated.

Phase I recommends streamlining to reduce offerings by two courses per term. The Communication department could achieve further efficiencies by eliminating the Media Studies option. The Media Studies option has the fewest majors with 19. Some courses in this option form components of other options in the major. However, eliminating this option would help achieve further efficiencies. The Media Studies majors could redirect to the Human Communication option in the major. By eliminating this option, Phase II makes deeper cuts in the department to 1.0 FTE.

Recommendation:

- Eliminate Media Studies option in major to achieve further efficiencies in the department resulting in a savings of 1 FTE.

Impact:

- Elimination of option would not likely result in significant drop in total majors in communication and would result in additional savings
- Media Studies provides courses essential to other degree options within the major (journalism, human communication, media arts) that may be necessary to keep.

English and Writing

English and writing are critical to the University's mission as an undergraduate liberal arts institution. Creative writing also contributes to the institutional focus on the creative arts. The elimination of the freshmen writing courses and a declining number of majors have resulted in recent years in an overstaffed department. The English and Writing department also teaches courses on Shakespeare, an area of strategic importance to the campus. The English and Writing department has options in English Education, Literary Studies, Creative Writing and Technical Writing. Core courses are required for all options. Writing component of English is growing area, with ties to both the Creative Arts (Creative Writing) and Business (Technical Writing). The English Education program is one of the largest secondary ed programs on campus and meets an important need for English teachers. For an undergraduate liberal arts institution, we need to retain both the writing options and the literary options. Phase I recommends not filling two upcoming retirements (2.0 FTE) and achieving .67 additional savings in scheduling/offering. Cutting deeper in Phase II will increase the reduction to 1.0 FTE but add .5 FTE teaching from Shakespeare Studies. Total FTE reduced in department will be 3.0.

Revenue generating opportunities exist by working with Business to create corporate training workshops in writing, communication and cultural understanding.

Recommendation:

- Eliminate one position in literary studies (should not be the Shakespeare Studies/Poetry position)
- Merge Shakespeare Studies with English to provide opportunities to strategically develop the Shakespeare Studies program and the creative writing program.
- Recruit for creative writing program as part of university's strategic mission in the creative arts
- Seek revenue generating opportunities with technical writing and writing/communication for business programs

- Cooperate with business, communication, and language/global studies to create training programs in writing, communication and cultural awareness

Impact of Reduction:

- Proposed reduction should allow the department to continue the four options within the major, but may require some streamlining.
- Combining Shakespeare Studies faculty with English faculty teaching Shakespeare courses will achieve efficiencies and create a stronger program
- New synergies with other areas (global studies, culture studies, language) should also be explored

History

History is essential to our undergraduate liberal arts focus. It provides important contributions to general education, several majors on campus, our global and international mission, and teacher education. History also runs a graduate course each term for local teachers. History has few adjunct staff. Two retirements are forthcoming which could result in savings.

Recommendations:

- Eliminate one of the two retirement positions. Replace the other position with generalist to serve the needs of the major but also the demands of general education and other programs.

Impact

- History may need to hire additional adjuncts to meet major and general education requirement
- Ability to support other programs with history offerings of regions of the world will be limited.

Music

Music is critical to the institution as a Center of Excellence in the Fine and Performing Arts. Music has more scholarship support than any department on campus, a strong faculty, and a music community in the area that strongly supports musical events. The Music faculty have a strong performance record nationally and internationally, and the recent addition of the Schuman Collection of Musical Instruments will add further recognition to the program. However, the department graduates a low number of majors at a high cost, and should seek ways to become more efficient.

Recommendations:

- Eliminate upcoming retirement position (.5 FTE) with specialty in organ studies
- Integrate Music-Business majors into the Music department
- Develop online courses and/or other general education courses to draw a broader audience to the program
- Seek strategic opportunities to capitalize on the Schuman Collection

Impact:

- A limited number of majors focus on organ studies, and the reduction will likely have little direct effect on recruitment
- Music history courses may have to be picked up by adjuncts
- The ability of music to teach general education courses (music appreciation, history) would be limited.

Programs targeted for elimination**German option (Language and Culture major)**

The Language and Culture major has options in French, German and Spanish. Languages are critical to the institution's commitment to internationalization and greater focus on global and cultural studies. Language fees imposed in recent years have reversed the growth that languages experienced prior to the imposition of fees, going against both state and national trends. The German program has a small but quality program. While retaining a diversity of languages and providing courses/programs that allow students to develop advanced language proficiency skills and cultural understanding are critical to the institution's mission, the upcoming retirement in German offers the opportunity to rethink the university's language focus. German does not have the same status as an international language of other languages.

Recommendations:

- Eliminate program resulting in a savings of 1 FTE.

Impact:

- Although few students enroll in the major, many students still choose German as an option to the other languages for the BA.
- Several German language programs still exist in the valley and the state, and serve as feeders to SOU. Most students prefer to continue the language they learned in high school.
- Eliminating the program could create a negative public image of our commitment to language, international engagement and global studies. It is difficult to ascertain the total impact, as it goes beyond the major.

- This option could further reduce the percentage of students completing a BA. Creating a better balance between BA/BS students has been a goal of the institution.

Medford Campus Communication Degree completion program

The Medford campus Communication Degree completion program was instigated to develop increased offerings in Medford. The program has fallen short of initial goals of 30 majors in the program (Fast reports shows 15), duplicates efforts on the Ashland campus, relies on Ashland campus students for enrollments, and should be re-evaluated. The new center in Medford is important to the university's strategic goals, but this seems to be the appropriate time to reassess what we are doing in Medford.

Recommendations:

- Eliminate degree completion coordinator but retain minor in Medford resulting is a savings of .75 FTE in the ECP Medford budget.
- Continue Minor advised by regular Communication faculty or Medford staff
- Work with Business to develop a unique set of courses in Medford to coordinate with the Business program (Business communications, etc.)

Impact:

- Students could still complete program in Ashland; Communication would continue to run minor program and sufficient courses to allow students to complete program
- Revised offerings would provide uniqueness and quality to prepare for the new Medford Center

Other Programs Considered for Reduction but Excluded

French option in Language and Culture (see general relation to mission under German)

Retaining language options which allow students to achieve advanced language proficiencies is important for the university's mission of international engagement and to prepare students for the global environment and economy. The major is the only major in the state that includes an internship in international or local language communities. The Department has a small number of majors, but also has a strong service role to the B.A. requirement, International Studies, General Education, study abroad, and other programs.

French is the most important language after English for international communication in business, politics and international relations, with native speaker populations on almost every continent. French is also an important language for the arts and supports the university mission in the arts. With the cut of German, French remains the only international language on campus for major regions of the world, including Africa, Europe, Southeast Asia, and the Middle East. French is the second leading language after Spanish taught in high schools, particularly in southern Oregon.

French has a small number of majors but French also serves international studies majors, general education and the bachelor of arts language requirement. SOU has a strong relationship with OUS French study abroad programs both sending and receiving students (SOU sends more students per capita on the OUS French programs than any institution in the state except UO and is the only regional institution that regularly receives OUS French exchange students), and new Business programs are under consideration in Paris and Lyon. Eliminating German will likely increase demand for French as it will be the only other language besides Spanish that allows students to achieve advanced language proficiency.

Recommendations:

- Revise offerings to reduce adjunct support as indicated in Phase I
- Restructure minor to include some lower division to draw more students to the minor, reduce required upper division offerings, and increase upper division class size.
- Create greater links with other departments to enhance the global and international focus of the university (history, anthropology, geography, business, international studies, English, etc.)
- Consider offering online courses to reach a broader student population for upper division courses.

Impact:

- Reductions may require some students to pick up extra credits from study abroad.
- Southern Oregon has a number of feeder schools with strong French programs, including Ashland High School that has one of the strongest high school French programs in the country
- Redesign of minor/upper division would still allow majors to complete their program
- Further reducing the program beyond Phase I reductions would not allow the program to offer upper division courses.
- The program should be re-evaluated in light of these changes.

Other Programs Considered for Elimination but Excluded

Media Arts option in Communication

The concentration is new, built with SIP money, and has met the goals of SIP. It has two options – Video Production and Film Studies. Video Production is unique in the state, and fits into our Fine and Performing Arts mission, the growing importance of video literacy, RVTV, and other visual arts components on campus. The option has 60 majors; 36 in Video Production, 5 in Film Studies and 19 in Media Arts (specialization undeclared), and the option seems to be growing. One faculty teaches only VP courses, the other teaches combination of VP and Film Studies. Eliminating this option would result in significant major loss and recruiting opportunities.

Recommendation:

- Retain the program.
- Develop self-support revenue through community video production projects
- Seek grant support for additional equipment to increase lab/class size to accommodate future growth
- Consider combining with other visual literacy components in Art department
- Re-evaluate in two years to consider offering only VP component

Other Programs Meeting some of the Criteria but not on Lists

Spanish (Language and Culture major; see language under French and German)

Spanish has strong enrollments through third year, but a relatively small number of graduates. Spanish language has obvious importance to our nation and region and we should retain the major.

Recommendations:

- Retain the Spanish major option.
- Restructure curriculum and offerings to reduce low enrolled classes (see Dean's plan)

Theatre Arts

Theatre has a large number of majors and supports the strategic mission of the institution as a Center of Excellence in the Fine and Performing Arts. It draws more students from out of state than any program on campus and has obvious important links to the Shakespeare Festival. Although a costly program, it is important to the institution and can not be reduced to achieve goal of attaining NAST accreditation.

School of Sciences

Programmatic Rationale and Impact of Programs Still on the Table

Programs targeted for Reduction

Biology

The Biology Department supports important strategic directions for SOU in the areas of the natural environment, biotechnology, and health professions. The department offers three courses that serve significant numbers of pre-Nursing and Nursing students. Biology offers several undergraduate degree options and the Environmental Education Master's Program (see below). They may have too many degree options. The department has been teaching a wide array of upper-division electives that include intensive hands-on labs and field experiences that are expensive to offer. Traditional frequency of offering these courses and the expensive design of the courses is not a good match for the existing student demand. The department is working to reduce the number of electives offered each term and is examining selective increase of credit hours in expensive courses that are critical to the program. We anticipate that the field-based programs at Deer Creek will begin to build student demand for SOU's biology program. Some faculty release-time in support of Deer Creek has been built into this plan. One retirement is anticipated in December, 2009.

Recommendations:

- Reduce faculty positions by 2.5 FTE.
- Carefully examine the number of degree options for possible reduction
- Reduce the number and frequency of offering of upper-division elective courses.
- Carefully examine course design and loading of upper-division elective courses.
- Move some faculty FTE to the Environmental Studies Unit
- Work to enhance teaching and research activity at Deer Creek
- Work with the Chemistry Department on a shared pre-medical degree program in order to enhance recruitment and retention of students interested in health professions.

Impact:

- The department can make the recommended FTE reductions through already planned reductions in the number of elective courses and the frequency of offering these courses.
- Some faculty will have different teaching assignments.
- The department still will have FTE available for Deer Creek work.

Chemistry

The Chemistry Department supports important strategic directions for SOU in the areas of materials science, biotechnology, forensics, and health professions. The department and some of its degree options are accredited by the American Chemical Society. ACS Accreditation is important because it allows our graduates to compete successfully for graduate school admission and other professional positions. ACS accreditation requires that chemistry remain a department

with some degree of control over its budget, personnel, and course scheduling, though it could be part of a larger division. Some courses that are required for ACS degree options are too small to offer on an annual basis and should be shifted to alternate years. The OHSU Nursing program no longer requires the Chemistry 104/105/106 sequence, reducing the teaching demands on the chemistry department. The department is exploring possibilities in the area of enology. The newly instituted option in forensic chemistry should increase enrollments in the department. Early returns on admits for fall 2007 show a significant increase over fall 2006.

Recommendation:

- Do not fill one position vacant from a resignation.
- Merge with Physics/Engineering to achieve savings in chair release and through combination of similar courses in the two programs, and to enhance collaboration on the Materials Science program.
- Continue to pursue other efficiencies.
- Work with the Biology Department on a shared pre-medical degree program in order to enhance recruitment and retention of students interested in health professions.
- Work to promote the forensic chemistry option and to explore an enology option.

Impact of Reduction:

- Because of elimination of chemistry as a requirement for Nursing students, the short-term effect of this reduction is minimal.
- Anticipated enrollment increases due to the forensic chemistry option, might strain faculty resources at some point in the future.

Computer Science/Applied Multimedia Unit

The State of Oregon is in the midst of a 10-year initiative to increase the number of Computer Science and Engineering graduates from state universities, funded through the Engineering Education Improvement Fund (EEIF). These funds are located within the OUS budget and are allocated by the Engineering Technology Industry Council (ETIC), and we usually call them ETIC funds for short. Computer Science at SOU receives significant support from ETIC, which covers most instruction by adjunct and part-time faculty. The discipline of CS and the interests of SOU's CS faculty have changed over time such that the department is dedicated to building many bridges with a broad diversity of other programs, including but not limited to other sciences, mathematics, business, education, media, forensics and criminology, linguistics, etc. Nationally, in Oregon, and at SOU the number of students interested in Computer Science nationally has dropped markedly since the end of the tech boom. Therefore, the department has too many courses being chased by too few students. ETIC and the CS faculty have been actively recruiting students to CS. This year's numbers suggest that we have bottomed out, so enrollments should start to grow again. Early returns on admits for fall 2007 show a significant increase over fall 2006. The Applied Multimedia classes have seen steadier student demand than computer science, but even so, the student/faculty ratio for this part of the combined program also is on the low side.

Recommendations:

- Reduce temporary hiring to a minimum until enrollments rebound.
- Reduce faculty positions by 2.0 FTE.
- Evaluate the development of programs centered on the new Medford facility.
- Work with the School of Business to enhance MIS offerings and other connections between CS and Business.
- Work with Art, Video Production, etc. to explore efficiencies and ways to better serve students around multimedia and related areas.

Impact:

- Elimination of positions will have little direct impact on majors in the Computer Science Department, and will retain adequate instructional resources to support the student demand in both CS and AMU.
- These reductions may threaten the continuance of the same level of ETIC support for SOU Computer Science.
- New initiatives in instruction or research could be supported by ETIC funds.

Mathematics

The Mathematics Department provides the bulk of the instruction for the quantitative Reasoning University Studies Requirement and the higher level math courses required to support the other science degrees. An important part of the department's mission is to support the preparation of mathematics teachers through its degree program and through courses specifically designed for pre-service teachers. They have received grant funding for in-service teacher workshops and connect with K-12 education through the Southern Oregon Math League (SOML) and other efforts. The number of mathematics graduates is relatively low, but because of the department's dedication to mathematics education, SOU produces a significant number of the new mathematics teachers statewide, a recognized shortage area nationwide. The department already has made significant strides to streamline their degree offerings, but some more effort in this direction is possible because of the relatively small number of students in the degree program.

Recommendations:

- Reduce faculty positions by 1.0 FTE.

Impact:

- The major can be streamlined a bit more to cover some of these FTE.
- The only positions in the department not on the tenure track are two professional track instructors and a mathematics education position.
- Mathematics education is an important part of the department's mission and reduction of FTE in this area must be examined in light of demand for courses serving pre-service teachers and in consultation with the School of Education.
- This strategy should be reconsidered as resources become available.

Programs Targeted for Elimination

Geology

The Geology Department provides important support to the Environmental studies program and makes regional contributions in the areas of physical environment, hazards, and water resources. The department graduates students who are highly competitive for entrance to graduate programs and jobs in the field, but the numbers are low. They have been very effective over the past few years in obtaining donations of and external funding for equipment useful in teaching and research. SOU's summer field camp in geology and hydrogeology is nationally known and regularly recruits half its students, or more, from states all over the country. The number of undergraduate geology majors at SOU is comparable to that at other Oregon Universities, even the larger ones.

Although the department has begun a new, vigorous effort to recruit from community colleges, very few students initially come to SOU to study geology; they discover the major while at SOU. Most upper division courses are offered on an alternate year basis, but the major could undergo further streamlining and reduction of required courses with little effect on the competitiveness of our graduates.

Recommendations:

- Eliminate the geology major and reduce staffing by 1.5 FTE.
- Combine geology faculty into an interdisciplinary Environmental Studies unit.
- Work with geography faculty and others to design or redesign interdisciplinary approaches (minor(s), option in the Environmental Studies degree, etc.) to meet the needs of geology and geography students.
- Work within ES to modify the field camp with special emphasis on activities at Deer Creek.

Impact:

- Forty to fifty majors might change to another SOU program or leave.
- Roughly 10 students annually would probably not enroll at SOU.
- Eliminating the program could create a negative image of our commitment to the local environment.
- The successful summer field camp program may have to be eliminated.
- This strategy should be reconsidered as resources become available.

Other Programs Considered for Reduction but Excluded

Environmental Studies (Joint Science/Social Science Program)

The Environmental Studies interdisciplinary degree program has approximately 100 majors and typically grants about 20 degrees per year. Environmental Studies regularly recruits a significant number of students to SOU, although admit numbers have fallen slightly the last couple of years. As the curriculum and administrative organization of ES are changed and as ES increases teaching and research activities at Deer Creek and elsewhere, it will play a major role in attracting students to SOU and building many strong connections with our region. Revenue/cost ratio for ES is not indicative of its contribution to SOU's budget, because the over 100 majors take most of their courses within departments, contributing to the revenue generated by those departments. The ES Committee is revising the ES curriculum with the goal of strengthening the core courses and the cohort experience of its students. They also are exploring the possibility of shifting from department-based to thematic option areas. Because Eric Dittmer is retiring at the end of this academic year, the position of ES director will become vacant. Hiring a new director will be an important strategic investment in this program. The next step is to develop an administrative organization that better supports the sharing of faculty by assigning specific FTE to ES.

Recommendations:

- Form an interdisciplinary ES unit with faculty from ES, geography, geology, sociology/anthropology, economics, political science, etc. with an 0.5 FTE chair/ES director.
- Hire New ES director.
- Do not fill the 0.33 FTE positions made open by the Sturtevant retirement in June 2008 and the end of the Dittmer 600 hours in June 2010.
- Redesign major to enhance recruitment and retention of students.
- Redesign major to incorporate FTE moved into the new ES unit from departments.
- Develop teaching and research programs at Deer Creek.

Impact:

- A stronger ES program should attract more students to SOU and strengthen our connections to our region.
- ES can serve as a model for other interdisciplinary units to be formed in the future.

Other Programs Considered for Elimination but Excluded

Environmental Education Master's Program

The Environmental Education (EE) program in the Biology Department is one of the nationally known programs at SOU, drawing students from around the country. It serves the needs of students wanting graduate work in formal or informal science education or in more research-oriented field studies. The program has strong connections to K-12 schools in our region; the Siskiyou Environmental Education Center (SEEC) is staffed by EE graduate students and loans curriculum kits to teachers. Other partners include North Mountain Park, Crater Lake, the Siskiyou Field Institute, and the Deer Creek Center. While the program has continued to enroll 15 to 15 students per year, the number of students entering the program has declined due in part to competition from other schools and our low level of student support. Enrollment in the EE summer courses has declined in part because fewer teachers are taking these classes for professional development. The program is working with the School of Education and the School of Business (non-profit management) to develop collaborative programs that would attract more students. A study of the program is underway, but will not be completed during 2006-07 because Stewart Janes is on sabbatical.

Recommendation:

- Give the program two years to increase student demand through redesign, activities at the Deer Creek Center and other recruiting initiatives.
- Continue to pursue and evaluate collaborations with Education, Business, and Deer Creek.
- Reevaluate during 2008-09 for possible elimination unless applications increase markedly.

Impact

- Elimination of the degree would reduce SOU's national image in the environmental realm.
- Between 5 and 10 graduate students annually would not enroll at SOU.
- An important graduate degree option for place-bound students would be eliminated.
- SOU's activities at Deer Creek would drop off, in terms of both graduate education and research and K-12 activities.

Physics and Engineering

The ETIC funding process (See Computer Science, above) is supporting the development of a materials science program in the physics and Engineering Department at SOU, with funding for staffing, lab equipment, and student support. In addition, the Murdock Charitable Trust has provided \$213,000 of support for this initiative. The number of degrees granted in Physics, while relatively low looks very good compared to other schools of our type and size, and department graduates students who are highly competitive for entrance to graduate programs and jobs in the field. Physics is a major player in terms of externally funded research.

Lower division courses are very cost effective. Upper division courses are generally small, but the anticipated growth in Materials science should improve the situation. Numbers in pre-engineering are not as strong as they could be. We need to work to enhance this area, as it brings high quality students to campus. Because pre-engineering and materials science share many courses, as materials science grows, the enrollments in the higher level engineering courses also should increase.

Physics/Engineering is deriving significant benefit from the work of the new faculty on recruitment. As a result of their efforts, both admission numbers and yield rates should increase. Early returns on admits for fall 2007 show a significant increase over fall 2006.

Recommendations:

- Continue to offer the major and the pre-engineering program with existing tenure-track faculty and no adjuncts.
- Carefully manage course offerings to maximize enrollment and examine degree options.
- Merge with Chemistry to effect additional savings to achieve savings in chair release and through combination of similar courses in the two programs, and to enhance collaboration on the Materials Science program.
- Continue active recruiting to materials science and pre-engineering and carefully monitor success.

School of Social Sciences

Programmatic Rationale and Impact of Programs Still on the Table

Programs targeted for Reduction

Criminology & Criminal Justice

CCJ was not initially targeted for reduction but the current staffing situation requires review. This is one of the strongest programs at SOU in terms of enrollment, number of majors, and student to faculty ratio. With the arrival of a new faculty member in spring 2007, CCJ's FTE will still be below an ideal level but will significantly improve the stability of the program. Compared to other programs, CCJ relies on fewer adjuncts than many other programs. Therefore, we recommend eliminating a tenure track faculty line but retaining sufficient resources for qualified professional adjunct instructors who will also assist with advising. This position is currently an open line, due to retirement in 6/06.

Recommendations:

- Eliminate one tenure track position; replace with adjunct instructor(s)

Impact:

Eliminating this position and replacing with adjuncts will have the least impact on the department's ability to attract students and provide the academic program. Building in additional advising resources will help move CCJ toward a lower student faculty ratio.

Economics

Economics is a strong contributor to other programs at SOU and partners with Environmental Studies, International Studies, Latin American Studies, Business (CAFÉ), Honors, and University Studies. All required major classes meet requirements for other programs and, thus, generally provide an efficient use of curriculum. The minor and certificate programs (CAFÉ) are the largest on campus. Phase I efficiencies propose cuts of more than .5 FTE; cutting deeper to 1 FTE in Phase II will reduce offerings and increase class size. Raising class size in introductory classes, alternating upper division electives every other year, or increased reliance on Business electives may accomplish this reduction. In addition, the major provides four distinct options that should be more closely evaluated for efficiencies and impact.

Recommendations:

- Eliminate one tenure track position.

Impact:

While the Economics major, minor, and certificate programs will probably not be harmed with this reduction, it seems important to note that the department's involvement with other programs may be jeopardized. This strategy should seriously be reconsidered as resources become available.

Health & Physical Education

HPE has a robust major and offers numerous recreation activities that are important resources for student well-being and retention efforts. The department is an important partner with pre-Physical Therapy and Education. However, current staffing and loading for activity classes result in low a student faculty ratio and small class sizes. If the loading formula for PE 180 classes is brought to a more appropriate level and several upper division classes are taught less often, a reduction of 1.2 FTE can be achieved. HPE staffing is intricately entwined with the Athletics program and it is this area that should be reduced because it provides non-essential instruction.

Recommendations:

- Eliminate 1.2 FTE from Academic Coaching staff who serve as teachers in HPE courses.

Impact:

This cut in instructional capacity can be made up with shifts in the loading formula for activity classes and reducing the frequency of several lower enrolled classes. This will increase class sizes and the student faculty ratio closer to the average for the institution. The impact of this change will be felt most by the Athletics program in terms of meeting the salary commitments to coaching staff.

International Studies

International Studies is an interdisciplinary program that brings together faculty and curricula from Economics, Geography, History, Political Science, Sociology/Anthropology, and Foreign Languages. It partners actively with the Office of International Programs in facilitating study abroad opportunities as well as a draw for international students, many of whom choose IS as a major or minor. International Studies is an important program for current and future growth and it highlights the relevance of global understanding and international engagement in the SOU Mission. The program should be merged with the above units to create Policy & Cultural Studies; by shifting tenure track faculty to the role of IS Director, IS will achieve the support and leadership needed to advance.

Recommendations:

- Eliminate 1 FTE from International Studies in FY2008. Assign administration and teaching in load to other programs.

Impact:

The IS Director teaches 3 classes for Political Science and 3 for International Studies. Both commitments, plus administration for IS will need to be accommodated by a unit already challenged by reductions. This approach also may lead to a loss of prominence for an important and growing program. This strategy should seriously be reconsidered as resources become available.

Political Science

Political Science partners with numerous other programs including Environmental Studies, Film Studies, International Studies, Masters in Management, Criminology, and History. Having experienced several faculty losses over the past five years, the academic program has been streamlined from four options to two. Currently, they are proposing a merger with the History Department and further refining their major to one unified upper-division program. Because they have an open faculty line, the program is under review. In addition, they share another position with International Studies that provides several political science courses as well as cross-listed PS-IS classes; the IS Director position is recommended for elimination in 2008.

Political Science proposes that a strategic hire at the Assistant Professor rank will allow expansion into Public Policy and Community Organizing or Public Administration. While this is an important direction for future growth, it cannot be accommodated at this time. Political Science should follow through with plans for curriculum merger with History, and possibly other programs, to maintain a major and minor.

Recommendation:

- Eliminate 1 FTE Assistant Professor position. This is an open faculty line.

Impact:

Through merger with other departments Political Science will gain .33 FTE for teaching. Collaborating with other departments for some major requirements can further increase capacity to meet the needs of the Political Science students. Cutting this position may prohibit PS from full participation with IS, ES, MiM, and other programs. This must be assessed carefully.

Women's Studies

Women's Studies is an interdisciplinary minor with supporting classes in Psychology, Sociology, English, Art, International Studies, Anthropology, Communication, and Biology. WS provides important retention activities for women, particularly many non-traditional or diverse individuals. It is managed by a Program Director at .45 FTE who works with the Women's Studies Council on curriculum, personnel and student issues; she also teaches 5 classes each year. There are about 21 current minors in the program and the student faculty ratio averages about 15:1. Phase I cuts reduced administrative FTE to .11 FTE. However, the search for deeper cuts necessitates elimination of the Program Director position.

The program should be merged with some of the above units in the Division of Policy & Cultural Studies; by relying on WS Council faculty to administer and teach in the WS program, SOU will be able to maintain its commitment to supporting women and gender issues. In addition, we will move further in the direction of integrating gender studies into the curriculum.

It is likely that students interested in an academic focus in women's studies or gender issues will be able to take relevant coursework and accomplish an academic minor. Recruitment and retention activities are also met through a number of Student Service organizations including

Success at Southern, Women's Resource Center, Non-Traditional and Commuter Student Center, and Queer Resource Center, among others.

Recommendation:

- Eliminate 1 FTE from Women's Studies.
- Retain the WS minor and assign administration and teaching in load to other programs.
- Eliminate dedicated services and supplies budget.

Impact:

The Women's Studies Council has a long history with SOU and will be deeply impacted by this change as will many community members, both men and women. The WS Council and other supporting programs will likely need to redesign the academic program and administrative support. Some students may withdraw from SOU because they are likely to experience this cut of a dedicated director on both personal and political levels. Despite this potential conflict, the minor will be retained and students can be offered a differently staffed program.

Programs Targeted for Elimination

Geography

Geography and its focus on the spatial aspects of the world are important for a liberal arts education. The department is an active partner with the Environmental Studies and International Studies programs, among others. It offers a geography major, minor, and a Land Use Planning minor that is an exceptional example of regional engagement, skill development with specific job related goals, and strong employer-program links. However, the number of majors has steadily declined over the past five years by more than 50%. Likewise, the student faculty ratio has dipped to 12:1.

The department has asked for a strategic hire to replace a retiring faculty member. This person will allow the program to continue its major in a streamlined version and also develop a new Geospatial Technology minor with relevance to ES, Geography, Geology, Business, CCJ-Forensics, Anthropology, and many other programs. While this new direction is promising, it must be accomplished while also resizing the institution in line with student demand. At this point, it is recommended that both this position and the geography major be eliminated. Current faculty resources (3 FTE) should be distributed within the Environmental Studies program and the Policy & Cultural Studies unit. We encourage Geography and Geology to explore collaborations that might still lead to a GST minor.

Recommendation:

- Eliminate the Geography Major.
- Eliminate 1 FTE from the Geography program.
- Shift the 3 FTE geographers to Environmental Studies and/or Policy & Cultural Studies.

- Work with geography faculty and others to design or redesign interdisciplinary approaches (minor(s), option in the Environmental Studies degree, etc.) to meet the needs of geology and geography students.

Impact:

Through merger with other departments Geography will gain .33 FTE for teaching. Further capacity will be achieved by eliminating the geography major and directing resources towards international and environmental programs. Students interested in geography may be able to accomplish their goals in these other programs.

Other Programs Considered for Reduction but Excluded

Native American Studies

NAS supports the diversity mission of the institution and is an important source of recruitment and retention efforts for a substantially under represented minority. The program is charged to provide three functions: an interdisciplinary undergraduate minor and certificate academic program, a recruitment and retention program for Native American students, and an outreach program for Native American youth. In addition, NAS has been an essential partner with the School of Education in developing the Indian Education program. The NAS academic program involves contributions from Art, Biology, English, Environmental Studies, History, Psychology, and Sociology/ Anthropology. The academic program needs substantial curriculum development to strengthen both rigor and integration with other academic offerings; creating a functional Faculty Advisory Board should lead to well-articulated goals for academic expansion, enrollment, and recruitment efforts.

The current analysis recognizes the complexity of the NAS program. From the perspective of the academic program, the current administrative release (.33 FTE) is excessive given the number of students served and the relatively small number of declared minors and certificate students. Student/faculty ratio, as measured by class enrollment, is low. However, the value provided to Student Services and outreach efforts are substantial and must be factored into the appraisal. NAS must actively collaborate with Admissions and the VP for Student Affairs. In addition, the youth program subsumes almost 40% of the NAS budget; this should be factored in to fund-raising efforts with the goal to both reduce expenses and realize some of this funding.

Recommendations:

- Work with VP for Student Affairs to define relationship of NAS to recruitment, retention, and youth outreach.
- Develop and implement plan to raise external funds for the administration of the youth program.
- Develop Faculty Advisory Board to develop academic program.

Impact: These efforts will strengthen the three facets of the Native American Studies program and will lead to increase enrollment and retention of Native American students and strengthening

the academic program. In addition, focusing fund raising beyond the year to year support of the youth program may eventually achieve the goal of a much needed endowment.

Psychology – OTD/HS option of Masters in Applied Psychology

The Psychology Department is, overall, highly successful and productive. It has a diverse portfolio including an undergraduate major, minor, degree completion program in psychology and, with Sociology, in human services. The department is developing an on-line psychology minor in partnership with ECP. It also provides a Masters Program in Applied Psychology with three options: Mental Health Counseling, Human Services, and Organizational Training & Development. This year the OTD/HS program began recruiting for a part-time program and also implemented a revised curriculum that builds in efficiencies. This new approach combines OTD and HS students to maximize enrollment in many classes. However, we express concern that this program may not meet its enrollment targets.

Recommendation:

That the OTD/HS option be monitored closely in terms of its success in recruitment for FY 07. If the program does not substantially meet its targeted 20-30 new students, it should be eliminated with sufficient resources to complete currently enrolled students.

Psychology – ECP: HS & Psychology Degree completion Programs

The Psychology and Human Services Degree Completion Programs are Medford campus offerings. The part-time coordinator administers both programs and both are experiencing recent growth. The curricula of both programs are closely coordinated so that maximum efficiency is achieved. Concern was expressed because of the occasional low enrollment class in the Medford facilities. We all anticipate; however, that this situation will change significantly once the new Medford building opens. For the money invested it provides good return and has considerable capacity to grow.

Recommendation:

Do not reduce or eliminate this program.

Extended Campus Programs

Extended Campus Programs (ECP) manages SOU's entrepreneurial programs. These include distance-learning programs, Summer Session, self-support programs during the academic year, youth programs, Advance Southern Credit, Elderhostel and a number of other programs serving special markets. Since FY 99, ECP's staff numbers in all funds have increased from 19.47 to 19.60 (1%) while revenues have increased by 46% to \$6,295,000. Nevertheless, improved efficiencies are possible. By integrating certain credit-bearing programs currently operated by ECP, SOU can pursue greater program integration across all terms in order to better address student needs. With the creation of a College of Arts and Sciences, these changes can be achieved with some additional savings in administrative staff positions. Within remaining ECP operations it is possible to bring separate programs together under one leader in order to provide greater synergy and mission-driven focus. Moreover, with these changes, ECP can focus greater energy on redefining and expanding SOU's commitment to online learning.

The highlights of the reorganization include:

- Youth Programs will absorb High School programs to form a Pre-college unit with no additional staffing.
- Siskiyou Programs will assume a reduced Community Education program, which eliminates 1.30 staffing and maintains the ability grow noncredit programs for adults that are not age defined.
- Summer Session is moved into the Schools to manage, along with 1.0 staffing -- at least in the first year to assist with the transition. The .50 staff support position for Summer Session will be eliminated.
- A portion of or all Education programs will be moved to Education along with at least 1.0 FTE.
- In order to keep the unit centralized with responsibility for distance learning/online degrees, a full-time Executive Director will be hired with primary responsibility for credit programs, except for the high school programs.
- Marketing direction will need to be handled by the Executive Director and two remaining Directors in the unit, working with SOU's marketing unit.
- Medford Campus oversight will be assumed by School of Business Dean Dave Harris working with Vicki Purslow to determine programs, staffing, and reporting relationship within SOU by fall 2008.
- The management of several credit programs will move to the School of Arts & Sciences along with .50 staffing to provide some transition.
- Some credit programs, which are key to a centralized unit, will remain in ECP to provide some revenue to support the Exec Dir position until revenues grow sufficiently in that area. Some of the programs could be moved out to the school as new budgeting processes are developed.

The result of the reorganization is a smaller, more focused ECP unit that will have sufficient resources to grow distance learning, certificates, Pre-college, and Adult Enrichment programs.

STAFF REDUCTION and REORGANIZATION PLAN

Revised: 1/19/07

Recommendations	FTE	Salary + OPE
ECP Administration/Leadership		
Eliminate Associate Provost budgeted in ECP (other .50 FTE in Provost's budget will also be eliminated)	(0.50)	(57,005)
Replace Associate Provost with Executive Director (to be hired) with background in distance learning to lead the "reorganized ECP" operation and expand online and certificate programs in the region	+1.00	+94,965
Distance Learning/Education programs		
Move all Education programs in ECP to the School of Education to manage, along with 1.0 FTE position for program management		
Eliminate technology training support currently provided in CTLA, which is being funded by ECP	(0.25)	(14,845)
Summer Programs		
Move administration of Summer Session to the College of Arts & Sciences		
Reduce Director of Summer Session to .50 FTE	(0.50)	(39,548)
Eliminate classified program support in ECP for Summer Session	(0.25)	(12,917)
Move administration of the Ashland Center for Theater Studies and the Summer Language Institute self-support programs to the College of Arts & Sciences, along with .40 FTE position for program management		
Medford Campus		
Eliminated Medford marketing position effective 7/1/06	(0.75)	(29,088)
Added Human Service coordinator in Medford (to replace Psychology faculty who assumed full-time departmental responsibilities in Ashland)	+0.32	+14,543
Reduce Communication Degree Completion Program in Medford to a minor; eliminate Communication Degree Completion coordinator	(0.75)	(44,738)
Dean of the School of Business will assume responsibility for determining the appropriate mix of SOU programs and services in Medford for Fall 2008 (opening of the new facility); will work with RCC to reorganize all remaining Medford positions for what is needed in the new facility; will work with the Deans and Provost to determine the appropriate reporting structure within SOU for the Medford operation.		

Pre-College Programs		
Combine Advanced Southern Credit, Early Entry, and noncredit Youth Programs under one Director with a focus on developing Pre-college academic programs for K-12 students; to be coordinated with Admissions		
Other ECP Credit Programs		
Eliminate classified program support for Mediation program; eliminate the noncredit option in Mediation courses	(0.25)	(12,917)
Move administration of Summer Studies in Europe/Australia to the School of Business to manage as a self-support program		
Move administration of the following to the College of Arts & Sciences or specific departments to manage as self-support programs: <ul style="list-style-type: none"> • Remedial math • Span 101 self-support sections • Foreign Language Proficiency program • History Alive • Pacific Challenge 		
Replace Director of Ashland Credit Programs with the Assistance to the Executive Director, who will also oversee the following programs: <ul style="list-style-type: none"> • Ashland Credit courses • Mediation • Sponsored courses • American Band College • AP Institute (eliminate?) 		
Programs for Older Adults/Community Education		
Combine Community Education, Elderhostel, Senior Ventures, and SOLIR under one Director to manage all noncredit programs for adults, moving away from age-defined programs		
Eliminate Director of Arts & Community Education and move remaining .40 position (without full benefits) to the College of Arts & Sciences to manage the Ashland Center for Theater Studies and Summer Language Institute programs	(0.35)	(37,795)
Eliminate classified program support to Community Education and ECP front office reception	(1.00)	(45,049)
Other		
Eliminate stipends for ECP Director's team (paid in 2006-07)		(18,576)
Adjust salaries due to reorganized responsibilities		+2,658
TOTAL SAVINGS	(3.28)	(207,659)

College of Arts & Sciences

Department & Program Mergers

The possibilities for a College of Arts & Sciences are presented below as two distinct issues. The first derives from the necessity to merge departments and programs to achieve efficiencies of scale. Too many small departments or programs tie up faculty time in administration, rather than providing teaching and direct service to students. Some argue that this efficiency may be achieved without merging the schools. Second, we present a model for a merger of the three Schools into a College of Arts & Sciences. We specifically present a structure for the Dean's Office in terms of needed leadership, management and office staffing with implications for cost savings.

In order to calculate the potential savings in Chair and Director release, we began by assuming the department/program mergers follow. The faculty will work together to refine these suggestions, including appropriate names, identities, and exact FTE for each unit.

Departments & programs combined	Possible Name of New Unit	Current chair release	New chair release	Saved FTE
ES, Geol, some Geog, some PS, 1 SOC, 1 Anth, 2 Biol, some Econ	Environmental Studies	.66	.5	.16
remaining Biology	Biology	.5	.5	0
Psychology	Psychology & Counseling	.5	.5	0
remaining Econ, some Geog, Hist, IS, NAS, PS, Soc/Anth	Policy & Cultural Studies	2.33	.75	1.58
CCJ, Army Gold	Security & Forensics	.33	.33	0
HPE	Health & PE	.5	.5	0
Physics, Chemistry	Physical Science	.66	.5	.16
Computer Science/AMU	Computer Science	.5	.33	0.17
Mathematics	Mathematics & Math Ed	.5	.5	0
Theatre, Music	Performing Arts	1.0	.75	.25
Foreign Languages, English & Writing, Philosophy, Shakespeare Studies	Language & Literature	.94	.75	.19
Communication	Communication	.5	.33	.17
Art, Video Prod, Film Studies, Multimedia?	Art & Media	.5	.5	0
TOTALS		9.25	6.75	2.68

FTE Saved from Mergers

Savings derived from combining programs consist largely of reduced chair release. The 2.68 FTE in saved chair and director release may result in additional teaching for a specific program and/or reduction to that program and/or shifting to another program (e.g. ES, USEminar). It is difficult at this time to put a financial value to this change without factoring in how assignments will shift.

We recommend that Chairs be appointed for 12-month positions with appropriate compensation; this is an issue that has implications for the APSOU Bargaining Agreement. We have yet to examine S&S ramifications and non-office staff, but we anticipate little savings in either category. In cases when two strong departments are combined, we would expect the budgets of the two to remain separate, though managed by one chair; it will be easier to manage two discrete budgets than to monitor one budget that covers multiple programs. In situations with multiple merging (e.g. ES), combining budgets will likely be more appropriate.

College of Arts and Sciences

The proposed College of Arts & Sciences brings together the current Schools of Arts & Letters, Science, and Social Sciences into one unit. Through department and program mergers (described above) we will obtain efficiencies of management as well as current and potential areas for collaboration. Further, we propose clusters of interdisciplinary focus that group the divisions (departments and programs) on a thematic basis. We envision that collaboration within and between divisions will result in shared curriculum for existing as well as future offerings; in addition, faculty will be encouraged to work together more effectively on interdisciplinary offerings and shared interests in research and service to the region. We see these thematic groupings as reflecting and better promoting areas of current and future strength at SOU. Three or four possible Clusters (all names are placeholders) are: Arts and Cultures, Materials and Technology, and Health/Safety/Environment.

The Dean's Office

We anticipate the need for 2 FTE of Deans (one Dean and one Associate Dean). The Dean would provide overall leadership of the College and take the lead in promotion and external relations of the College. The Associate Dean would be the point person for roughly half of the administrative activities for the College (fiscal, personnel, curriculum, space, graduate programs, student issues, etc.). Both the Dean and Associate Dean would oversee the clusters, University Studies/USEM, and Summer School. Savings in deans' salaries would be somewhat offset by higher wages for the Dean of Arts & Sciences; we anticipate about \$120,000 in savings.

In addition to the Deans, we see the need for 3.0 FTE support staff, plus 0.5 FTE from ECP to focus on self-support programs. Two support staff will be responsible for office management, reception, budget management, personnel actions, scheduling, etc., and one person responsible for managing the website, events, recruiting materials, etc. The ECP staff person would focus on self-support, Summer School, entrepreneurial and other activities transferred to the College from

ECP. A portion of the current support staff would be redistributed to departments. However, we anticipate saving about \$80,000.

The incorporation of University Studies involves 1.33 FTE administration and .75 FTE classified support. We recommend that classified support be reduced to .5 FTE and administration reduced to 1.0 FTE with the savings shifted to USEM teaching.

Total anticipated savings from creating the College of Arts & Sciences is about \$200,000.

Library

SOU's Library is an award-winning, academic enterprise that operates at the leading edge of university libraries in comprehensive universities. It does so with an acquisitions budget that is the lowest of the 14 Orbis Cascades institutions with enrollments between 2,000 and 6,000. Since 2002/2003, SOU's Library has taken \$415,000 in budget reductions. These reductions have been taken out of operating expenses as the Library has struggled to maintain staff to provide essential services. This strategy cannot be maintained.

In order to continue to deliver essential core services, the Hannon Library will have to reframe and refocus the whole of its operations in order to maintain the hours during which the library is open to students. This will mean that there will be less staff to assist students during open hours and that the Library's efforts to keep pace with advancing technology will falter.

Recommendation

- Eliminate one tenure track/tenured position and reconfigure services to satisfy objectives that the remaining staff can accomplish.
- Reduce graduate assistant and adjunct staffing to achieve a savings of \$20,162 annually.

Impact

Library services will be reduced from their current level and new services will not be added.

The Honors Program

SOU admits and supports students with a wide array of interests and strengths. To meet the needs of students who are well-prepared for higher education and who seek challenging learning opportunities, SOU has offered honors programs. The Churchill Honors program has been a theme-based, upper division program with Ethics as its core theme and the development of critical thinking skills as its primary objective. As a result of declining enrollments over a number of years, the Churchill Honors Program is being discontinued.

With a more or less homogenous first-year curriculum, SOU has offered a “freshman honors” program to sustain the interest of highly motivated students. Beginning in fall 2005, however, SOU began to differentiate offerings for first-year students. Students can now select from a number of offerings that offer varying degrees of challenge in the first year. In addition, SOU is focusing more attention on the development and support of the faculty who teach first-year students in order to increase the university’s ability to match the learning styles and needs of a diverse student body.

A new honors program curriculum has been proposed. This new model shifts more of the responsibility for the support of “honors students” to the upper division and suggests the integration of honors studies into departments and majors. It is not clear that SOU’s approach to honors studies is either necessary for recruitment and retention or affordable in comparison to alternative strategies for meeting the needs of student who demand challenging learning environments.

Recommendation

- Eliminate the Honors Program as it currently exists and replace it with options within majors that will allow students to “graduate with honors”.

Impact

There is a risk that a change in the strategy for addressing the needs of highly motivated students will be seen as a move to lessen SOU’s commitment to academic excellence. This risk needs to be countered by a firm commitment to excellence in all of SOU’s academic programs and an opportunity to achieve distinction in every discipline offered by the University.

Information Technology

The IT budget includes funding to maintain current services as well as the development of reserves to replace the equipment on which those services depend. The IT organization at SOU has undergone a 35% budget reduction over the last five years. To maintain service, costs have been shifted to technology fees. To make matters worse reserves set aside for equipment replacement have been reduced to cover University budget reductions. This has happened while the role of technology at SOU has expanded. Integrated lab and IT equipment, growing numbers of computers and increasing expectations for anytime/anywhere computing are only part of the picture. Higher education is increasingly dependent on technology. Yet, increasing demands and declining budgets have made it more difficult to ensure a basic level of service and continuity of operations at SOU.

This “crunch” is occurring at a time when the pace of change in technology is accelerating and role of technology in universities is becoming ever more complex and essential. Telecommunications and data networking technologies are converging. IT support organizations are merging staff, and building new team structures to reflect this change. In the next 18 months SOU will be replacing an antiquated (no longer supported by the vendor) voice-mail system with a converged messaging system that will provide mobility features that will merge voice and email systems and allow users access to messaging services through a variety of mobile devices. Over the next 2-8 years SOU will be replacing our legacy analog/digital phone switch with Voice over IP technology. Telephones will work over the data network.

Supporting these new technologies will require the IT organization to operate in new ways, and provides a small opportunity to consolidate job functions. IT will put a new organizational structure in place that will provide savings and, at the same time, prepare the IT organization to support the new technology. This reorganization will result in the elimination of one position in the Telecommunications staff, retraining of the remaining three Telecommunications staff, and the formation of a new “Network and Communications Services Team”. More changes in the IT function at SOU are needed. These will need to be planned as SOU designs its future. In the near term, further reductions will only limit the ability to direct existing resources to the most important priorities.

II. Non Academic Units

Finance and Administration

Review Process

During the past year, Finance and Administration (F&A) has initiated a 3-step process to re-orient the division's efforts. Re-visioning and re-organizing the division have occurred. Next, will be several re-engineering initiatives to streamline and simplify processes for SOU's students, faculty, and staff. A new mission statement has been created that is "committed to excellence." F&A's focus is to provide responsive and supportive campus services necessary for students, faculty, and staff to participate in teaching, learning, and outreach.

The re-organization of the division of F&A centers around three (3) primary areas of responsibility: people (Human Resources), buildings and grounds (Facilities Management and Planning), and money (Fiscal Affairs) with complimentary service units in Campus Public Safety and Environmental Health and Safety. Each of the three primary areas are now lead by an Associate Vice President charged with creating an environment that is "committed to excellence" through a set of values that represent effectiveness, efficiency, adding value, seeking cost savings, providing excellent customer service, and ensuring client satisfaction.

The leadership of F&A has analyzed and produced a document that identifies the majority of the functions carried out by the service units within F&A. This inventory of functions was provided at the Vice President forums and is now available on the SOU website. From this extensive review, we began to identify activities and other related expenses that could be set forth as budget reductions in F&A. Completing this rigorous examination by the leadership of F&A, approximately \$835,000 was identified to be possibly eliminated, reduced, or shifted.

Summary of Reductions

\$834,582 (Summary) – The division of Finance and Administration is reducing staff and service and supply budgets. The cumulative effect results in eleven (11) positions, equating to 9.75 FTE, totaling \$616,345, being eliminated from general fund budgets. In addition, the division is reducing various service and supply general fund budgets totaling \$218,237.

Timing of the reductions is as follows:

- The 6.25 FTE classified staff reductions will be initiated in the month of February, 2007, which provides approximately \$220,000 in savings for fiscal year 06-07. One (1) unclassified position requires a one-year notice that become effective January, 2008, the second unclassified position is vacant and provides immediate savings of \$84,404 in fiscal year 06-07, and the third unclassified position will be moved to self-support on July 1, 2007, for which savings will begin to occur in fiscal year 07-08.

- The staff and service and supply budget reductions are occurring in three (3) primary areas/departments within Finance and Administration: Business Services, Environmental Health and Safety, and Facilities Management and Planning (FMP). These reductions will require distributing duties and responsibilities to other existing positions within these organizations, as well as seeking greater efficiencies, primarily through the use of technology. Unfortunately, a variety of campus services will be impacted, either through elimination, reduction, or change in how the service is provided/accomplished.
1. **\$298,052 Business Services**' reductions will impact five (5) positions, equating to 3.75 FTE, totaling \$220,923, being eliminated from general fund budgets. In addition, Business Services is reducing service and supply general fund budgets by \$77,129. The impact of these reductions will affect:
 - The number of times per week mail is delivered across campus.
 - Travel reimbursement processing.
 - Reduction of overtime.
 - Reduce travel budget.
 - Require employees to receive their monthly payroll check via electronic deposit.
 - Require employees to access and print monthly payroll stub/statement online.
 - Reduction of the number of times per week checks are cut/issued to pay vendors.
 - Reduced capability to process purchasing requisitions and procurement card transactions.
 2. **\$72,472 Environmental Health and Safety**'s reductions will impact one (1) position, equating to 1.0 FTE, totaling \$72,472, being eliminated from the general fund budget. The impact of this reduction will affect:
 - Reduced capability to assess ergonomic workstation complaints.
 - Reduced capability to investigate employee accidents face-to-face.
 - Move to electronic review of accidents vs. face-to-face.
 - Safety suggestions processed electronically, directly to the campus safety committee.
 3. **\$464,058 Facilities Management and Planning**'s reductions will impact five (5) positions, equating to 5.0 FTE, totaling \$310,950, being eliminated from general fund budgets. In addition, Facilities Management and Planning is reducing service and supply general fund budgets by \$153,108. The impact of these reductions will affect:
 - Processing of business functions in FMP.
 - Reduce amount of overtime.
 - Reduction in travel budget.
 - Reduction in painting schedule.
 - Reduction in carpet replacement schedule.
 - Close the swimming pool in McNeal Hall.
 - Reduction in athletic field maintenance.
 - Eliminate new campus wide annual plantings.
 - Transfer Faculty Housing utility costs to self-support.
 - Reduction in availability of delivery/moving services.
 - Reduced services for commencement.
 - Reduction in custodial service operations.

- Recycling pickup to once a week at a central point in each building.
- Employees to carry trash/garbage to central receptacle for daily pickup.
- Consolidation of evening and weekend classes into central location(s).
- Strict adherence to temperature controls 68 in winter and 78 in summer.
- Eliminate unauthorized space heaters.
- Eliminate purchase of holiday/decorative lighting.

Institutional Advancement

Review Process

This division has responsibility for alumni affairs, development, marketing and public relations, publications and support for the SOU Foundation. In the last fiscal year, the Foundation contributed \$2,337,000 in direct revenue to SOU through scholarships and other academic support.

After recently completed, intensive reviews of these functions by two outside consultants and the board of trustees of the SOU Foundation, a plan was developed to gradually increase the staff support in Marketing and Public Relations, Alumni Affairs and Development. Because enrollment growth is SOU's top priority and because all reviewers unanimously concluded that SOU needed to dramatically overhaul its marketing and public relations in order to advance in the areas of alumni relations and development, new positions were filled in that unit first. The Development phase was beginning this fiscal year in collaboration with the SOU Foundation. The plans called for a total staff complement of five: one Alumni Affairs FTE and one new professional development FTE to be included in SOU budget and two new development FTE to be added to the current development position already supported by the SOU Foundation budget.

Summary of Reductions

\$130,000 A temporary reduction was achieved in FY07 by moving the new, professional development FTE from general fund to the Foundation. The top priority of the Foundation Board of Trustees is professional support for its efforts to dramatically increase major gifts fund raising, in order to increase support for scholarships and better leverage the work of current donors and volunteers. To accomplish this change, the two salary lines which the Foundation had proposed to fund will be diverted to this position instead. (The filling of the two additional positions – a planned giving coordinator and an administrative assistant - will be deferred indefinitely.) Additional planned giving functions will be assumed by the Foundation Executive Director and the Finance Director. Administrative support will be achieved through re-structuring the existing support within IA and additional student workers.

To achieve the necessary permanent budget reductions of \$88,000, the following adjustments have been made to this plan:

\$ 52,255 Publications - One publications staff position (Editor) will be moved from general fund to self-support, revenue generated through charge-backs to campus units for work performed. To be accomplished by June 30, 2007.

\$ 35,745 Alumni Relations and Development – Reduce staff by one FTE through combining and restructuring positions, and move the new position to self-support through the SOU Foundation. The old positions of Director of Alumni Affairs and Director of Annual Giving are eliminated. (The former is currently vacant; the latter employee has been noticed that her job will be eliminated.) A new position, Director of Alumni Affairs and Annual Giving, is created and will be recruited.

Thus, in the units of Alumni Affairs and Development, a net staff complement of five FTE (current and proposed positions) will be reduced to two FTE. One FTE will be removed permanently from the SOU budget. One employee has been noticed that her job will be lost as a result of re-structuring.

These proposals have been reviewed by the senior staff within Institutional Advancement, the Executive Committee of the SOU Foundation, the Board of Directors of the SOU Alumni Association, and the Executive Council of SOU.

Student Affairs

Review Process

For the past ten months the Division of Student Affairs has been analyzing student data and assessing effectiveness of operations. This work has led to the development of a new division mission statement and draft five-year plans for each area. These plans will be consolidated into a five-year division plan by May, 2007. Staff from each area participated in the review of student data and plan development.

Student data analyzed consists primarily of the National Survey of Student Engagement (NSSE), National College Health Assessment (NCHA), Cooperative Institutional Research Project (CIRP), and five-year institutional retention/demographic data. Summaries of findings and identified trends are available. This data analysis, coupled with consideration of student affairs best practices chronicled in NSSE's Project DEEP (documenting effective educational practices), formed the foundation of Student Affairs' plan for reorganization and budget reductions. Total reductions to current budgeted operations equals \$469,050, with \$95,500 being reintroduced as strategic funding for newly aligned operations (net reduction committed to University budget reductions equals \$373,550). It should be noted that additional reorganization and position eliminations are occurring in the Student Activities & Leadership student fee-funded area. This reorganization does not net savings, but is intended to accomplish different and additional work within existing fee-generated budget dollars outside of budgeted operations.

Summary of Reductions

\$369,526 Creation of a “one stop” Enrollment Services Center—Restructuring and co-locating Admissions, Financial Aid, Registrar, and Business Services. To be accomplished by July, 2007 (except for salaries tied to two retirements in December, 2007 and one administrative staff with one-year notice requirement). Includes \$329,526 of staff reductions and \$40,000 of S&S reductions.

By more fully integrating SOU academic support services in a single physical location, significant improvement in service quality and enhancement of the efficiency and effectiveness of service delivery can be achieved. The Enrollment Services Center complements the development of a web portal, which provides the same convenience via technology. In addition, budgetary savings will be achieved through reorganization and cross-training of staff, resulting in greater efficiencies and effectiveness in serving students.

The Enrollment Services Center will include the existing offices of the Registrar, Business Services, and Financial Aid, and will be located adjacent to the Admissions Office. The staff and functions of these offices will not retain their identities as members of one of these particular offices; instead, they will become employees of the Enrollment Services Center with job responsibilities that may extend beyond the traditional lines between these functional areas.

Neither the Registrar (retirement by 12/07) nor the Interim Director of Financial Aid positions will be filled. Instead, a Director of Enrollment Management will be hired with responsibilities in both of these areas and for oversight of an integrated enrollment management program (savings of \$78,663). Additional reductions include elimination of the Academic Scheduling Coordinator (\$54,962), Financial Aid Administrative Program Assistant (\$52,255), 1.5FTE Office Specialist 2 (59,348), 1.5FTE Office Specialist 1 (\$49,139), and one Admissions Counselor (\$35,159).

\$44,524 Office of Student Affairs—Reduce office staff, move staff to fee-funded, and reduce S&S budget. To be accomplished by July, 2007. Includes \$29,524 of staff reductions/shifts to fee-funded and \$15,000 of S&S reductions.

0.5FTE (0.25FTE general fund--\$8,524) office support position eliminated due to restructured work. 0.5FTE (\$21,000) Interim Coordinator of Multicultural Resource Center eliminated due to student fee funding of 1.0FTE permanent Coordinator position.

\$25,000 Athletics—Reduce general fund support of athletic programs. To be accomplished by July, 2007.

Reductions are occurring equally from line items within Events Management and Football.

\$30,000 ACCESS Center—Eliminate funding of the Writing Center. To be accomplished by July, 2007.

Writing Center use is minimal at present. Introduction of an on-line writing assistance program is forthcoming this academic year. Further assessment and planning to meet writing assistance needs of students is necessary. Current model is not reaching students and is not a wise use of resources.

III. Financial Data

Southern Oregon University Reduction Targets

	<u>FY06 GF</u> <u>Expenses</u>	<u>% FY06</u> <u>Expenses</u>	<u>Target</u> <u>Amount</u>	<u>Provisional</u> <u>Plan</u>	<u>TBD</u>
Academic Affairs	24,775,050	68.90%	2,756,000	2,583,784	
Finance & Administration	7,056,054	19.60%	784,000	834,582	
Inst Advancement	780,181	2.20%	88,000	88,000	
Student Affairs	<u>3,353,874</u>	<u>9.30%</u>	<u>372,000</u>	<u>373,550</u>	
	<u>35,965,159</u>	<u>100.00%</u>	<u>4,000,000</u>	<u>3,879,916</u>	<u>120,084</u>

1/19/2007

**Southern Oregon University
Academic Affairs: Provisional Plan**

	Phase I	Phase II			
	Program Efficiencies	Program Reductions	Program Eliminations	Sub-Total	Revenue Enhancements
School of Arts & Letters	\$64,968	\$ 471,727	\$ 98,000	\$ 634,695	\$7,000
School of Business	\$25,000	\$ -	\$ -	\$ 25,000	\$ 327,120
School of Education	\$45,000	\$ -	\$ -	\$ 45,000	\$ 153,000
School of Science	\$40,600	\$ 478,229	\$ 103,120	\$ 621,949	\$ -
School of Social Science	\$20,050	\$ 387,939	\$ 76,582	\$ 484,571	\$ 161,633
Extended Campus Programs	\$208,053	\$ -	\$ -	\$ 208,053	\$ -
Library	\$20,162	\$ 63,137	\$ -	\$ 83,299	\$ -
Information Technology	\$67,224	\$ -	\$ -	\$ 67,224	\$ -
Provost's Office	\$59,860	\$ -	\$ -	\$ 59,860	\$ -
Honors	\$0	\$ -	\$ 124,133	\$ 124,133	
RVTV	\$10,000	\$ -	\$ -	\$ 10,000	
International Programs	\$10,000	\$ -	\$ -	\$ 10,000	
SBDC	\$10,000	\$ -	\$ -	\$ 10,000	
College of Arts and Sciences	\$200,000	\$ -	\$ -	\$ 200,000	\$ -
Total Academic Affairs	\$780,917	\$ 1,401,032	\$ 401,835	\$ 2,583,784	\$ 648,753
Academic Affairs Target				\$ 2,756,000	
Deviation				\$ 172,216	

**Southern Oregon University
Academic Affairs, Proposed Budget Plan**

Phase II

Reductions	FTE	\$	1,401,032
Program	Priority	20.53	
Environmental Studies		0.33	\$ 34,234
Biology		2.5	\$ 179,000
Chemistry		1	\$ 61,995
Computer Sciences		2	\$ 142,000
Math		1	\$ 61,000
Subtotal School of Sciences		6.83	\$ 478,229
Art		1	\$ 71,000
Communication		1	\$ 77,237
English		3	\$ 204,530
Music		0.5	\$ 54,543
History		1	\$ 64,417
Subtotal School of Arts and Letters		6.5	\$ 471,727
Criminology		1	\$ 31,905
Economics		1	\$ 89,000
Women's Studies		1	\$ 75,034
HPE		1.2	\$ 74,000
Political Science		1	\$ 63,000
International Studies		1	\$ 55,000
Subtotal School of Social Sciences		6.2	\$ 387,939
Library		1	\$ 63,137

Subtotal \$ 1,401,032

Excluded from Reductions Total			
Enviro Studies Director		1	\$ 71,000
French		1	\$ 66,000
Native Amer Studies		1	\$ 64,000
OTD/HS (grad prog)			\$ 42,000
3	Subtotal		\$ 243,000
	Total		\$ 1,644,032

25.28 **\$ 1,802,867**

Elimination	FTE	\$	401,835
Program	Priority	4.75	
German		1	\$ 98,000
Subtotal School of Arts and Letters		1	\$ 98,000
Sailing		0	\$ 10,809
Geography		1	\$ 65,773
Subtotal School of Social Sciences		1	\$ 76,582
Geology		1.5	\$ 103,120
Subtotal School of Sciences		1.5	\$ 103,120
Honors		1.25	\$ 124,133

Subtotal \$ 401,835

Excluded from Elimination:			
Physics		1	\$ 62,000
Media Arts (video prod/film studies)		2	\$ 100,000
Media Arts (video prod/film studies)			\$ 26,000
Human Serv Degree Completion		0.67	\$ 50,000
Env Educ (Biol)		0.33	\$ 64,309
4	Subtotal		\$ 302,309
	Total		\$ 704,144