

Self-Study Documents
Southern Oregon University
2007

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**Southern Oregon University
Self-Study Report 2007**

EXECUTIVE SUMMARY

Since the last visit of the Northwest Commission on Colleges and Universities in October 1997, Southern Oregon University has dedicated a great amount of energy and thought to our mission and our collective vision for what the institution is, as well as what it should be. As of the evaluation year (2005–2006), SOU has operated under two mission statements that have superseded that which was in effect in 1997.

This self-study has been a complex process. We have changed university leadership (presidential) three times since the last accreditation visit. We have joined the Council of Public Liberal Arts Colleges (COPLAC). We have seen dramatic changes in personnel and in the viewpoint of the Oregon State Board of Higher Education. Another challenge is familiar for us: deciding whether we are a regional comprehensive university of the Oregon University System or Oregon's premier undergraduate liberal arts college. In fact, we have attempted to be both. It is not only our membership in COPLAC that keeps us thinking about a role as the premier public liberal arts institution in the state, it is also the volatile economic environment of the state that leads the Oregon State Board of Higher Education to vacillate between unique missions and comprehensive accessibility to the state public institutions.

As a member of the Oregon University System, we are not free agent to assess ourselves from an internal university perspective. We must follow system-level performance indicators in order to place ourselves at best financial advantage with respect to state funds. To add to the complexity, the performance indicators have changed during the past ten years, and our mission-driven efforts have had to come into alignment with system-level goals.

Nevertheless, Southern Oregon University needs to do a better job of defining, monitoring, and assessing mission-driven goals and objectives in the context of rapidly changing demographics and fiscal realities. We had seen a 10-percent reduction in student enrollment (and in corresponding revenue) since 1999—without a corresponding reduction in expenses. A very real and pressing challenge is to become more market-savvy and flexible in our planning and budgeting. This planning reflects a real shift in culture for us and must be approached expediently, thoughtfully, and with transparency. This must begin with a careful look at our mission as we become more market-savvy and fiscally flexible.

In Academic Affairs—and, frankly, in all other operational areas of the university—we need to create a more formalized and systematic process for *integrated* institutional data creation, management, and assessment, with an eye toward continuous program improvement and accountability. This includes better student outcomes assessment. Our record here is uneven; some departments and programs are doing excellent work in the

assessment, while others are not. We have created a Faculty Senate committee—the University Assessment Committee—as a means of putting a more formal structure around the task. In any case, we have not to date approached academic assessment at anything resembling an institutional level, with the exception of the first-year experience (formerly called the University Colloquium, now known as the University Seminar or USEM).

As a result of this self-study, we are now better-prepared to analyze and initiate stronger program design, implementation, and evaluation than ever before. Each academic department has created a matrix of desired student outcomes (skills, knowledge, dispositions) for their graduates. As part of that process, the departments have identified where and how in their programs the skills, knowledge, and dispositions will be developed. They have also looked at their midlevel and capstone experiences as tools to gauge how well their programs are developing the desired results. Again, we recognize the goal: mechanisms for continuous program improvement and accountability.

As part of this process, we have also identified the need to look *institutionally* at continuous program improvement and accountability in general education outside the USEM. This is also an immediate goal and task for the University Assessment Committee. We also know that we have much work to do in our graduate programs. A decentralized structure (implemented at the time of the last accreditation visit) and changing definitions of what is permissible for a regional university of the Oregon University System have led us to a place where we do not understand the nature, efficiencies, or efficacies of our graduate programs very well. This has become quite clear to us as a result of this self-study, and we are grateful as a result.

It is clear that we need even greater integration between Academic Affairs and Student Affairs at SOU. We know our student enrollment decline since 1999 is largely due to a lack of fiscal elasticity on the part of the population served in southern and southwestern Oregon. Knowing that, both recruitment and retention become substantive issues for us. We simply cannot afford to lose students who represent a great deal of hard work in recruitment. Our recently hired vice president for student affairs has brought a substantial background, enormous energy, and great commitment to the process. Our faculty members have responded well to the present initiatives, but more work is needed.

We know there is work to be done to support the growth of our faculty. Our evaluation practice for probationary faculty is solid—even though there is always room for improvement in our promotion and tenure processes, and we continue to grapple with the structure of teaching, research, and service as an evolving institution. We have an evaluation process for tenured faculty; it appears to be well-understood but somewhat unevenly practiced. A big issue at the moment has to do with the development and evaluation of our adjunct faculty. At this point, those practices are uneven across the campus. We recognize it and are working on an institution-level approach to the questions of adjunct development and evaluation. Adequate faculty salary, benefits, and resources for the work of the faculty also continue to be challenges.

Our library and campuswide information technology structure—like many other areas—are in need of more coherent planning and budgeting processes, integrated into a university-wide process that is aligned with the university mission. As a result of budget retrenchments over the past several years, both areas have been hard hit. The library is under additional pressure as a result of the public library closures in Jackson County. Although the library’s physical plant is in excellent shape, the periodical holdings and staffing levels are not. The Information Technology Department has both staffing and infrastructure needs. In fact, the entire campus is at some risk with respect to deferred maintenance. Continuing maintenance is also an issue as a result of staffing cuts. The recently hired associate vice president of facilities management and planning has had great success with energy cost-cutting across the campus and has worked diligently and creatively with his staff to address continuing campus operations during a very difficult period.

Strategic budgeting in the context of a proactive strategic planning process is imperative for the long-term viability of Southern Oregon University. The old model, with its emphasis solely on expense authority at the department/program level, has not worked well for SOU for the past half-decade. We intend to move toward a zero-based approach that transparently ties revenues to student enrollment—from which comes the majority of our funds (tuition, fees). Our department/program fund managers will need to manage their expenses as a fraction of their revenues. We are working on this issue now; it is as important a task as any we have before us.

Another important task will be the maintenance—and indeed the positive, proactive development—of our institutional integrity. It is important to us, and we put a great deal of energy towards it. The key issue for SOU is the focus and coherence of our efforts in this area. Our collective bargaining agreements, codes of conduct statements, and affirmative action and sexual harassment policies are clear examples of an institution that takes institutional integrity very seriously. Our biggest concern is the clarity of some of our policies and procedures; we are not clear with respect to a policy on policies. There are questions about what constitutes a policy (as opposed to a procedure or a set of guidelines), who has authority to promulgate a policy, where policies are found and how they are described, and how they are evaluated and changed as needed. We are aware of the issues here and are working on their resolution.

We know that we have issues to address. Some will require a cultural sea change. However, even with the challenges of recent years, we remain dedicated to the premise that we value this community and our relationships with each another. To address our problems and accomplish change, we need as much clarity and transparency within our change processes as we are able to muster. With a new president and (soon-to-be) new provost, hope abides. We aim to strengthen the trust we have in one another. We work here because we believe this a special university; we live here because we know it is.

Standard One: Institutional Mission and Goals, Planning, and Effectiveness

Our Mission and Goals

Southern Oregon University has operated with care and attention given to our mission, vision, and goals since the time of our last accreditation in 1997. As part of that process we have continuously evaluated our institutional mission and goals. In all of our strategic planning and performance measure development, we have attempted to align all our operations with the university's mission, vision, and goals.

Current Mission, Values, and Vision Statement

***Mission:** Southern Oregon University is a contemporary public liberal arts and sciences university. It provides access to opportunities for personal, intellectual, and professional growth through quality education and scholarship. The university is a vital partner in the healthy development of its region and state in association with civic, national, and international engagements. It is Oregon's Center of Excellence in the Fine and Performing Arts.*

***Values:** Toward a Hopeful Vision of the University, Region, and Society*

- *Learning and Achievement*
- *Truth and Disciplined Inquiry*
- *Free Expression and Collaboration*
- *Open-mindedness and Informed Criticism*
- *Mutual Respect and Trust*
- *Cross-cultural Understanding and International Competence*
- *Integrity and Stewardship*
- *Civic Engagement and Responsibility*
- *Innovation and Entrepreneurship*

***Vision:** Southern Oregon University is a premier public liberal arts and sciences university. It is distinguished regionally and nationally in practical liberal learning at the intersection of the liberal arts and sciences and the professions, where learners gain the foundation for long-term career agility and informed civic leadership. The university's scholarship supports the creation, synthesis, and application of knowledge and a new vision for teaching and learning in twenty-first-century society.*

Mission and Vision Statement in 1997

Comparison with the mission and vision statement of the university at the time of the last accreditation highlights the development of our current mission and vision:

***Mission and Vision Statement:** Southern Oregon University's primary mission is to provide a full range of excellent and thorough instruction in the liberal arts and sciences, complemented by selected professional and graduate programs. The campus combines many of the best features of both the private and public college: small enrollment classes; teachers who know and work directly with their students; and a faculty and staff fully committed to education, both in and beyond the classroom, on and off campus. Southern Oregon University is designated as a center of excellence in the fine and performing arts.*

The university primarily serves students from southern Oregon but increasingly attracts students from the West and Northwest. It brings students of all ages together in traditional undergraduate programs, education for the professions, graduate education, and lifelong learning programs. Through the university's core curriculum, students share in a common intellectual enterprise, mastering specific information and applying the critical thinking skills they have learned in community and international settings. Students are encouraged to engage in significant undergraduate research. They also become technologically literate, learn to communicate clearly and effectively, and explore ethical issues and define social and personal values.

Six elements are central to this mission:

- *a supportive and responsive faculty and staff committed to student learning, undergraduate research, community service, and teaching informed by scholarship*
- *a rigorous curriculum and co-curricular activities that will prepare students to lead constructive and civically responsible lives, be successful in a global society, and continue to learn throughout their lifetimes*
- *diversity of students and faculty*
- *a natural and cultural environment which enhances the university's programs and provides a greater variety of opportunities for its students*
- *a commitment to service, distance learning, and to full and appropriate partnerships with the community and region*
- *an attractive, well-equipped, and secure campus*

Our mission and vision statement can be found in the university catalog and in a variety of institutional publications; it is also posted on the university Web site. We make regular reports related to the accomplishment of goals. As part of the Oregon University System, the university reports regularly to the system office, State Board of Higher Education, and state legislators/administrators on progress toward meeting accountability requirements (see section below on performance measures). A number of academic programs hold accreditation/certification through a variety of bodies (see Standard Two).

The university's strategic planning efforts are defined, published, and disseminated across campus (see discussion below).

University goals, established by the university's Executive Council and vetted by the State Board of Higher Education, are consistent with our mission and vision. All schools, departments, and programs develop their mission and goals in alignment with the institution's mission and goals. Evidence of this can be found in perusal of such things as the departmental self-studies posted online through the SOU accreditation center: www.campus.sou.edu/accreditation.

The mission and vision statement speaks directly to preparation of broadly prepared, civically engaged students, who will retain a lifelong love of learning. The university is dedicated to a holistic approach to student life and has embarked upon an exciting program towards that goal under the direction of the provost and the vice president for student life (see Standard Three). As we have noted already, the mission and vision also give direction to the mission, vision, procedures, and policies of the university's schools, departments, and programs.

In our role as a region-serving institution of the Oregon University System, public service on the part of students, faculty, and staff is integral to the mission and life of the university. Students begin their public service work during the freshman fall orientation and continue through their senior capstone experiences (see Standards Two and Three). There is a service component for faculty, defined in the SOU Faculty Constitution and Bylaws. Program changes, both on campus and at remote sites, that alter SOU's mission, autonomy, ownership, control, or degree level are submitted to the commission for review and approval.

Southern Oregon University Performance Measures

Goals assessment is a formalized process conducted under the auspices of and in partnership with the Oregon University System (OUS).

OUS implemented performance indicators in 1997, believing there would be a funding premium for both the system and institutions that produced a greater number of—and better-performing—graduates in the fields identified as shortages by the state. Oregon first began exploring performance indicators as a concept in 1994. The Oregon State Board of Higher Education (OSBHE) adopted four broad goals at its January 1997 meeting as part of a strategic planning process. These goals became part of a legislative mandate to develop performance measures and indicators in the 1997 legislative session. With passage of Senate Bill 919, Oregon law now mandated that the Oregon University System develop performance measures and indicators for the goals adopted by OSBHE. The four goals were access, quality, cost-effectiveness, and employability. The intention was not to view these goals in conflict (e.g., access versus quality) but to adopt policies and practices that harmonized and aligned the goals. The performance indicator initiative responded to demands to be more accountable to constituents, responsive to “customers,” and more market driven in order to meet the demands of the changing economy. On the recommendation of the chancellor's staff, the board approved 30-plus indicators for the

four goals in October 1997. From the perspective of the board, institutions would be responsible for setting targets, developing processes or initiatives to achieve targets, and improving results; the board and chancellor would monitor and hold campuses accountable for the results of these efforts.

The OUS Budget Request for 1999–2001 identified performance funding as one of its priorities. Based upon input from the OUS Academic Council and discussions with legislative staff and leaders in 2000, two indicators were tied to funding—freshman persistence and new Oregon transfers. In the first year of implementing the incentive component, OUS allocated the largest portion of the small incentive fund pool to all campuses for meeting (or nearly meeting) improvement targets. An incremental approach to implementing the funding and the uncertainty around the effects of the Resource Allocation Model (RAM, a new budgeting formula and process for the state system) implementation on campus revenues dampened notions of making significant award differences in the first year. To support the importance of merit-based and differential awards, OUS Internal Management Directives were revised to include institutional performance in the presidential evaluation process. Presidents were asked to address the alignment of institutional vision and strategy, their contributions and activities, and the results or insight from the performance indicator process. One-time merit increases were given to two presidents for significant improvement in performance indicator results. (As of July 2004, the presidential self-evaluation process was decoupled from the annual institutional performance reporting process.)

Overall, institutions and OUS improved in a number of important dimensions from 1989 to 1998, such as graduation rates, freshman persistence, entering freshman GPA, philanthropic support, and student diversity. With respect to SOU, although there was overall improvement in important dimensions, there were some areas for concern. The 1999 SOU Performance Report covered the required four areas (with subparts; Exhibit 1-1). In part 1 (*quality*, nine subparts), four of the six subparts which represent established targets for 1998 failed to meet targets: (a) freshman six-year graduation rate, (b) freshman-to-sophomore persistence, (c) credits accumulated toward the BA/BS, and (d) exceeding pass rates on state/national exams. In part 2 (*access*, eight subparts), one of the six subparts that represent established targets failed to meet its target: (a) enrollment trends for students over 25 year of age. In part 3 (*employability*, two subparts), both subparts exceeded the established targets. In part 4 (*cost-effectiveness*, four subparts), all three subparts with targets met the target.

In the final four months of 2000, OUS changed the Performance Indicator and Performance Funding Policy to reflect issues raised by legislators, who viewed the process as lacking credibility and being too timid. The process included negotiations between the board, campus leaders, and, particularly, then-Representative Kurt Schrader. The goal was to increase the efficiency of creating individual reports for seven campuses, as well as an aggregate system report, and to create a more credible process for the legislature and other constituents. In the process, the longer list of performance indicators was reduced to *key performance indicators*. At its February 2001 meeting, OSBHE approved revisions to the October 1997 and January 2000 policy statements:

- Five indicators would be linked to performance funding and would be common for all seven campuses.
- Two additional indicators, also linked to performance funding, would be selected by each institution to reflect institutional uniqueness in mission and strategic directions.
- Institutions would set improvement targets for only the indicators tied to performance funding (streamlining the number from 30 to seven indicators with targets).
- Guidelines for setting mission-specific targets would be developed.

The common indicators tied to the funding for which targets had to be set included the following:

- persistence: first-time, full-time freshmen that persist to the second year
- satisfaction: recent bachelor's graduates that rate their overall educational experience as "very good" or higher
- research and development: total sponsored research and development (gifts, grants, and contracts) expenditures and average expenditures per full-time ranked instructional faculty
- degrees: total degrees awarded (includes bachelor's, master's, doctoral, and first professional)
- degrees in shortage areas: total degrees conferred in Oregon's shortage areas, with each campus selecting either (a) engineering /computer science fields or (b) a K-12 education specialty designated a shortage area in Oregon (i.e., administration, special education, and math and science high school teachers)

The OUS Academic Council approved guidelines for selecting mission-specific indicators, which would be tied to performance funding:

- Campuses must select at least one indicator or subset from the remaining seven key performance indicators (or the 30 performance indicators approved in 1997 due to the availability of baseline data).
- Campuses had the option of developing an indicator and taking responsibility for gathering data, reporting results, and maintaining an auditable record. The indicator had to focus on output or outcome, instead of input or process. For example, increasing the enrollment of women in male-dominated disciplines would also require tracking their successful completion.
- The chancellor reviewed and approved the two indicators selected by each campus.
- OUS intended to increase the number of indicators tied to funding until all key performance indicators were tied to funding, with the expectation that campuses would also be interested in adding a few more mission-specific indicators.

The two mission-specific performance indicators for SOU are (1) a six-year graduation rate for students who entered SOU as transfer students and (2) philanthropy, as defined by net assets of the SOU Foundation plus the value of obligation to the university as reported in the audited financial statements.

In addition to streamlining the indicators, the campuses needed a method for setting improvement targets. Campuses were required to set two targets, one based on improving against one's own past performance and the other based on reducing the gap in performance with that of peer institutions:

- Campuses set targets based on improving against their own campuses baselines. These targets are called *sustaining improvement targets*, *low targets*, or *riding-the-wave targets*.
- Campuses set targets based on benchmarking the performance of peers. They can also set targets based on getting to improvement in half the time or doubling the improvement represented in the sustaining improvement target. These targets are called *accelerated improvement targets* or *high targets*.

Additionally, OUS has completed data development for two new dataless indicators of high interest to the board, legislature, and business leaders: graduates completing internships and employer satisfaction.

By 2003–2004, there were five years of data available for use in the revised performance measures program. The rolling five-year tables for 2003 through 2006 constitute Exhibit 1 -2. Examination of trends for targeted indicators (1 to 5 are system-level indicators; 6 and 7 are SOU mission-specific indicators) between 2000 and 2005 indicates the following:

1. Freshman-to-sophomore retention has decreased by approximately 3 percent.
2. Total degrees awarded has remained essentially constant.
3. Degrees in OUS-defined critical areas have declined by 50 percent.
4. Graduate satisfaction has remained essentially constant.
5. Sponsored research funding has increased.
6. Six-year graduation rates for students who entered SOU as transfers have remained essentially flat.
7. The SOU Foundation philanthropy has grown by approximately 12 percent.

One further note: A review of 2001 performance indicators was performed by the Oregon State Audits Division at the request of then-Governor John Kitzhaber and then-Chancellor Joseph Cox of the Oregon University System (Exhibit 1-3). The purpose of the independent audit was to “. . . provide information on the results of OUS's efforts to improve efficiencies and increase Oregonian's access to higher education.” A second objective was to “. . . compare expenditure patterns and graduation rates of each OUS institution and peer institutions in other states.”

With respect to *administrative efficiency*, SOU showed declining levels of efficiency in three of the four indicators (no change in the fourth indicator). With respect to *academic efficiency*, SOU showed increasing levels of efficiency in two of the four indicators (no change in the other two). With respect to *access*, SOU showed greater efficiency in one area, lesser efficiency in another, and no change in the third (Exhibit 1-3 appendix A).

With respect to peer institutions, SOU was 9 percent behind peer institutions for education and general expenditures as a percent of current funds expenditures; we were

15 percent behind our peers in percent of first-time freshman who earned a BA/BS from the same institution in six years; and we were 6 percent ahead of our peers for scholarships and fellowships as a percent of education and general expenditures. For all seven of the other peer-comparison categories, we were within 5 percent of our peers (Exhibit 1-3 appendix B).

Beginning in 2002, resources set aside for performance incentives were redirected to other OUS priorities, as state budget shortfalls continued. Performance funding was included in the OUS Budget Request for 2003–2005, but performance funding was deleted from the Governor’s Budget Recommendation. Likewise, performance funding was not available to OUS in the 2005–2007 biennial budget. In the current reality facing most states, performance funding appears to be waning for higher education. However, despite an uncertain future for performance funding, interest in accountability is increasing in the public higher education environment, and the call for performance measurement persists.

Planning and Effectiveness: Strategic Planning Since 1997

At about the time of the last decadal accreditation visit (October 1997), SOU produced a strategic plan in conjunction with strategic planning on the part of OUS. OUS defined four strategic goals at the time:

- provide high quality, internationally competitive higher education to Oregonians
- assure access to lifelong higher education opportunities statewide
- support Oregon’s emerging position as a social and economic leader
- ensure efficient and adaptive system and institutional operations

In conjunction with the OUS goals, SOU developed nine institutional-level strategic goals (Exhibit 1-4). As part of the nine-goal strategy, Academic Affairs, Finance and Administration, Student Affairs, and Institutional Development each developed a matrix of goals tied to the mission and vision statements.

Building on the strategic plans and goals developed in 1997, SOU developed a plan and budget in May 1998 that focused on “Southern’s Mission by Building on Strengths” (Exhibit 1-5). In essence, the effort was to be strategic by designating hallmark programs that would have first priority in additional investing (as funds became available).

The next major planning effort occurred in 2000–2001 and was defined by a goal-and-initiative process (Exhibit 1-6). Four goals were developed:

- manage growth while preserving and enhancing access (enrollment management initiative)
- enhance academic quality and reputation (partnerships initiative, student-centered environment initiative, visibility initiative)
- improve management and administrative functions (accountability initiative, integrated planning initiative)

- develop the university’s human and physical resources (employee value initiative, diversity initiative, physical environment initiative, campus atmosphere initiative)

All areas of the university developed goal sets in response to each of the university-level initiatives.

When Dr. Elisabeth Zinser assumed the presidency in 2001–2002, SOU embarked upon a new strategic planning process. This one departed from previous goal-setting efforts in that SOU retained the services and expertise of the National Center for Higher Education Management Systems (NCHEMS) in order to define budget-related decision-making strategies. Part of that effort was an attempt to clarify existing budget realities and decision-making strategies for all on-campus stakeholders. As part of that effort, several campus forums were held. Additionally, a new campus committee, the Academic Advancement and Alignment Committee, was created to work with university administration and the NCHEMS consultant. This constituted an effort to develop criteria by which program and services review was accomplished as part of the goal-setting process (Exhibit 1-7).

The program/services review criteria established at that time, and which have been followed (in at least a related form and/or fashion) since, include the following:

- centrality to university mission and vision
- quality (especially in relation to competitors and peers)
- need (regional, state, national)
- demand (student and employer)
- location advantages
- cost/revenue relationships (productivity)
- fiscal opportunities and impacts
- brand value, competitive position

The need for establishing data-driven, information-based metrics for assessing strategic value of programs/services was certainly a product of the times; however, SOU had a particular incentive to take a careful look at itself in 2002–2003 as the university applied for, and was granted admittance to, the Council of Public Liberal Arts Colleges (COPLAC; Exhibit 1-8).

As Dr. Earl Potter assumed the position of provost and executive vice president for Academic Affairs in 2003–2004, he additionally introduced a strategic initiative process whereby the university community could advance the goals of SOU. The process calls for initiatives to be prepared which require new financial resources and, therefore, the approval of the university’s Executive Council. The process also requires the evaluation of the proposals by a peer review committee that makes recommendations to the Executive Council. The emphasis on metric-based evaluation and initiative submittal has been the ongoing practice of the university since its introduction (Exhibit 1-9).

Planning and evaluation practices are systematic across different levels of the university, albeit in different forms. These practices are commonly discussed at university-level

retreats and meetings (Executive Council, Academic Affairs, Student Affairs, Finance and Administration, University Relations). They are also discussed at school and department-level retreats and meetings. Reports and evaluations for teaching, scholarship, and service are also collected through systematic processes (e.g., student teaching evaluations, faculty professional plans and reports).

A collaborative style in planning and other processes has long been a hallmark of Southern Oregon University. There is a lengthy history of collaborative planning efforts in both standing and ad hoc committees and task forces at macro- and micro-levels at the university, including such examples as the University Planning Council (UPC). Vetting updates on planning are regularly provided to the faculty senate and the student senate, as well as to the SOU Regional Advisory Board.

The Oregon University System's budget model, the RAM, requires systematic evaluation of the university's programs in order to most effectively fund the activities of the university. The university's strategic initiative process requires new program proposals that request new funding to address the following criteria:

- alignment with the university mission
- contribution to achieving university goals
- revenue/cost balance
- strength of market demand/need
- engagement/synergy of potential contributors
- degree to which proposal is founded on existing strengths
- degree to which proposal takes advantage of/enhances competitive advantage
- degree to which proposal strengthens position relative to peers
- degree of alignment with Oregon University System framework
- strength of outcomes assessment plan

The history of financial resources contributed to evaluation and planning processes is somewhat uneven. During tight financial times, resources are withdrawn from such activities as funded retreats, conferences, and consultants. The university does, however, contribute substantial human resources to evaluation and planning processes (e.g., the University Planning Council, the University Assessment Committee, and the Office of Institutional Research).

The SOU University Planning Council is the organization on point for integrated evaluation and planning for institutional priorities. The council has been an effective agent for this task as its membership spans the campus.

Recognizing the need for coordinated and systematic assessment of student learning to inform curricular and pedagogical improvements, the SOU Faculty Senate, through its curriculum committee process, created a subcommittee in the fall of 2005 to explore the state of assessment of student learning at SOU. Subsequently, the senate approved the establishment of the University Assessment Committee (UAC) to "oversee the institution, maintenance, and development of student learning outcomes," (Faculty Senate minutes, June 6, 2005). The UAC has interpreted this as a mandate to foster a culture of

assessment on the SOU campus by advancing the practice of conducting informed and systematic assessment of student achievement. Toward this end, the UAC has pursued three goals: (1) deepen committee members' understanding of the assessment and evaluation process; (2) research, review, and summarize existing institutional data regarding student achievement; and (3) develop an institutional plan for the systematic evaluation of academic achievement that is consistent with the campus mission.

The university's institutional research is conducted through the Office of Institutional Research, which is responsible for generating, collecting, and coordinating data with/for other offices on campus (e.g., Academic Affairs, Student Affairs, Finance and Administration). The office is also responsible for providing required information (e.g., the IPEDs reports) for OUS, the governor's office, and the Oregon legislature, as well as information for advisory boards. Not all data sets are managed directly by the office (e.g., data sets are also managed by the Registrar's Office and offices within student services), but it is responsible for overall coordination/quality control of data sets on the university campus.

As indicated above, the review of the university's planning processes has been conducted through the operations of the University Planning Council. Review of various evaluation and institutional research activities has been decentralized, primarily by major division (e.g., Academic Affairs, Student Affairs). With the strategic initiatives process initiated in 2003–2004, there came a greater understanding that a much more systematic and deep level of evaluation/assessment is needed to determine effectiveness and efficiency in defining and achieving the goals of the university. In recognition of that awareness, we are now in the process of creating an institutional program review committee to integrate and manage continuing assessment/accountability practices in our academic programming. We are also considering an institution-wide planning review group that is associated with the University Planning Council but that includes broader representation around the campus. The idea behind the new review group is to have a global planning review group for SOU strategic planning/budgeting operations.

The university regularly reports on its progress on performance indicators to the Oregon University System and Oregon State Board of Higher Education. Results are communicated to the Faculty Senate and university as a whole via various committees and reports. Progress reports on the performance indicators are also made available to our public through public information venues.

Standard One Exhibits

- Exhibit 1-1: SOU Baseline Performance Report 1999.
(Report on data from 1989–1998).
- Exhibit 1-2: OUS 2006 Report on the Performance Measure Program
(Report on data from 1999–2006).
- Exhibit 1-3: OUS Review of Selected Performance Indicators: State of Oregon
Internal Audit Division.
- Exhibit 1-4: SOU Strategic Plans (1997).
- Exhibit 1-5: Focusing Southern’s Mission by Building on Strengths (1998).
- Exhibit 1-6: SOU Strategic Plan (2001).
- Exhibit 1-7: AAAC Program and Services Review Criteria.
- Exhibit 1-8: SOU Application for Admittance to COPLAC.
- Exhibit 1-9: Guidelines for Strategic Initiative Process.

Standard Two: Educational Program and Its Effectiveness

General Requirements

Overview

In the years since the last decadal accreditation visit, Southern Oregon University (SOU) has been confronted with economic/financial challenges that have tested our ability to facilitate student achievement as defined in our mission and vision. In an era of declining state support and increasing tuition and fees, our matriculation, retention, and graduation rates are of concern to us. Our student FTE is down approximately 10 percent from the level we enjoyed in 1999. Much of this can be directly attributed to dramatic tuition and fee increases after the turn of the millennium and to serving a regional area that is low-income and not, historically, university educated.

Impact of Tuition on SOU Enrollment

Fall Term	Head Count	FTE Students	Tuition per Term	Required Fees per Term	Total Tuition & Fees per Term	Percentage Increase Previous Fall Term
1998	5472	4215	840.00	226.00	1066.00	--
1999	5772	4401	840.00	238.00	1078.00	1.1
2000	5511	4186	840.00	283.00	1123.00	4.2
2001	5475	4268	876.00	309.00	1185.00	5.5
2002	5483	4243	902.00	327.00	1229.00	3.7
2003	5506	4310	1046.00	325.00	1371.00	11.5
2004	5162	4017	1172.00	360.40	1532.40	11.8
2005	4977	3843	1208.00	428.25	1636.25	6.8
2006	5002	3761	1244.00	467.25	1711.25	4.6

Nevertheless, the commitment on the part of the university faculty to student learning remains strong and, in many cases, inspired. The university faculty have become more entrepreneurial in securing needed resources, be they human, physical, or financial. Our students are also supported by exposure to practicing professionals in our region as part of our capstone and internship/practica experiences. Our faculty members are more fully engaged than ever in extramural funding, an engagement that translates into new physical resources for the university. Our economic/financial challenges are considerable, and we face a difficult and challenging future as a publicly assisted university in Oregon. However, the commitment to providing excellent teaching and a rich learning experience for our students remains a top priority for our faculty and all SOU employees.

SOU has a well-developed mission statement to which it aspires:

Southern Oregon University is a contemporary public liberal arts and sciences university. It provides access to opportunities for personal, intellectual, and professional growth through quality education and scholarship. The university is a vital partner in the healthy development of its region and state in association with civic, national, and international engagements. It is Oregon's Center of Excellence in the Fine and Performing Arts.

The mission guides the university's strategic planning. As part of this accreditation effort, the academic departments have re-evaluated their programmatic goals and objectives against the goals and objectives of our mission and vision. This accreditation experience is the launching point, under the guidance of our new president, Dr. Mary Cullinan, for new strategic planning and for an updated systematic budgeting process that will more rationally align our programs with our resources.

General Education and the First-Year Experience

The goals and objectives of our education programs have benefited from clearer definition as part of the self-study process, as have the efforts of institution-wide committees and evaluative bodies who are working on the establishment of integrated institution-wide metrics for the development, evaluation, and approval of programmatic goals and objectives.

The general education requirement for every degree program at SOU is clearly outlined in the SOU Catalog. Every major requires (1) 12 lower division writing or communication credits (usually fulfilled by enrollment in the University Seminar series); (2) an additional minimum of 36 lower division general education credits (12 in humanities, 12 in social sciences, and 12 in sciences); (3) four to eight credits in quantitative reasoning; and (4) nine to 12 upper division general education credits.

Prior to 1996, the general education requirements were less representative of breadth options and developed more discipline depth. In 1996, with the introduction of the University Colloquium (our first first-year experience), and with the 2006 revision of our general education structure (renamed University Studies), we have moved into a more intentional, outcomes-based general education curriculum.

With the recent rewriting of the outcomes-based general education curriculum, the faculty have reorganized and increased the general education credits required for graduation (from 52 credits to a minimum of 64 credits). This institution-wide revision, an intentional act by the faculty, is meant to underscore the deep collective commitment we have to the liberal arts at SOU.

Curriculum Development

The design of each academic program originates within the jurisdiction of faculty members in the programs. The faculty members have the right to "act upon and advise the President on all matters of educational policy within the limits prescribed by federal

and state law and the regulations of the Oregon State Board of Higher Education” (Exhibit 9-11).

Department chairs’ requests for undergraduate curricular revisions are submitted to the Curriculum Committee (CC). The CC reviews and approves all additions and deletions of undergraduate courses or programs and then submits their recommendations to the Faculty Senate for approval. The University Studies Committee (USC), which replaced the Faculty Senate Core Curriculum Committee in 2005, further reviews courses that are proposed for inclusion in general education. The Graduate Council (GC), another Faculty Senate committee, reviews additions and deletions for graduate-level programs and courses.

The CC serves as the primary reviewer of programs and courses designed for majors. Changes in curriculum of any type undergo a well-defined, systematic process that begins at the departmental level and moves through the appropriate Faculty Senate committee. Each of these committees is senate-appointed and made up of a representative body of diverse faculty members from each school and the library.

The CC reviews the courses from a managerial perspective, i.e., determining that SOU has adequate library resources for a course, the department has adequate staffing, and the necessary prerequisites are scheduled to promote student access to, and success in, the new course. The CC also determines whether each proposed course or program is pedagogically sound. As stated, the USC reviews new courses that are proposed to qualify as general education curriculum. The GC reviews course additions and deletions for graduate-level programs and courses.

Several programs are also accredited by external evaluators: Chemistry (American Chemical Society), Music (National Association of Schools of Music), Psychology (Council for Accreditation of Counseling and Related Educational Programs), and Education (Oregon Teacher Standards and Practices Commission). These accrediting agencies further assure that (a) these specific programs have appropriate course sequences, content, and assessments and (b) objectives and descriptions are accurate and appropriate for the offered degrees.

Proposed degrees, programs, and certificates must first be routed through the SOU curriculum review process (department to dean), then to CC or GC (for graduate programs); then to the Faculty Senate. Following approval by the Faculty Senate, the proposals are presented to the Oregon University System (OUS) Provosts' Council for evaluation and recommendation, and then on to the Oregon State Board of Higher Education for final approval.

The schedule for curricular maintenance at Southern Oregon University has been primarily aligned with the concomitant institutional process of publishing an annual, accurate, up-to-date course catalog.

Every year, the CC, the USC, and the GC review courses (and programs, in the case of the CC and the GC) submitted for addition and deletion. Even with weekly meetings, the CC is challenged to complete the management of all the annual curricular adjustments. Because of the magnitude of this task on the undergraduate level, the CC has noted (Appendix 2-D) that some curricular tasks are going unattended. Consequently, the SOU Faculty Senate has been advised by the CC to review certain procedures for monitoring curriculum development, implementation, and evaluation:

- clarification of rigor and course criteria for 100-, 200-, 300- and 400-level courses
- establishing a system for monitoring potential course redundancy

Overall, due to time constraints, there has not been a standing practice that CC “policies, regulations, and procedures for additions and deletions of courses or programs [be] systematically and periodically reviewed” (Appendix 2-D).

Program Termination

There are no documented OUS policies on terminating a program and no documented SOU policy for terminating a program. However, even though policies governing the termination of an academic program are not well defined, the informal practice is that the university provost informs the OUS Provosts’ Council (the governing body overseeing the OUS curriculum) when a program or major is dropped. Following the council’s review, the matter is taken to the OUS Board as a consent item. Just as the OUS Board approves the creation of new academic programs, it also oversees the termination of programs.

At SOU every effort is made to allow students in revised or eliminated programs to graduate in a timely manner (the *teach-out*). For students close to graduation, the most frequent options are running small classes to support that group of students or finding an appropriate substitution for a discontinued class. Students who are early in their studies may be moved to a related major or track within a major—with appropriate substitutions to allow for timely graduation.

Curricular Review and Evaluation

Since 2003, SOU has been engaged in conceiving and developing a methodical program to formalize university-wide assessment activities, focusing in particular on curricular assessment. At the start of the 2006–2007 academic year, the University Assessment Committee and Curriculum Committee started meeting together periodically. They have identified the following institution-wide curricular issues as most pressing:

- to create a common, streamlined process for the design and review of courses, regardless of whether the course is designed for a major or general education
- to identify the criteria on which a course will be assigned a course number, establishing benchmarks of rigor for 100-, 200-, 300- and 400-level courses
- to establish a clear plan for program review that feeds into institutional review and evaluation of student achievement

The systematic review of academic outcomes for each program is currently under development. As a result of this accreditation review, in their self-studies every educational program at Southern Oregon University has articulated student knowledge, skill, and disposition outcomes for graduates in their programs. The self-studies demonstrate that departments are at different stages in the design and implementation of formalized methods of monitoring student achievement.

The University Seminar (USEM; referred to as the University Colloquium prior to 2006), has provided the institution with the most evidence that assessment of student achievement leads to the improvement of teaching and learning. Over the years the program has collected a great deal of data that have been used by its faculty to modify the curriculum. A comprehensive reorganization of the University Colloquium occurred in 2005 as part of the initial implementation of the new general education curriculum, University Studies.

USEM faculty members designed a diagnostic essay assessment tool to be embedded in all sections of USEM at the beginning and end of the year. Data from the diagnostic essays are used to monitor individual student achievement; included is a pre-assessment to use in the design and implementation of each section of USEM (catering rigor to academic proficiencies). Achievement data from these diagnostic essays are also used to guide professional development for USEM faculty and monitor student achievement longitudinally (Exhibit 2-17). In addition, these embedded assessments also provide institutional baseline data in the following areas: (1) use of standard English, (2) writing organization, and (3) the construction of logical arguments (a type of critical thinking that is used across all disciplines).

At this time, there is insufficient longitudinal data collected to indicate a statistical difference in student achievement. However, other student enrollment data suggest attrition is down and student satisfaction is up (see below).

Attrition Rates in Colloquium/USEM by Years

2003–2004	2004–2005	2005–2006	2006–2007
27%	26%	24%	15%

USEM Student Evaluation Assessment Questions: Fall Term 2006

Level of Engagement	Number of students: 603	Percentage
Very Engaged	178	29.52%
Moderately Engaged	286	47.43%
Slightly Engaged	86	14.26%
Not Engaged	40	6.63%

Other programs have also benefited from documented assessment activities. For example, in spring 2006, the Biology Department began administering the Major Field Test, an undergraduate assessment designed to measure the basic knowledge and understanding achieved by students in a major field of study. Data from the Major Field Test are part of the information the Biology Department collects on student achievement.

Faculty members have also been developing consistent programmatic expectations and criteria for the evaluation of capstones. This work is in progress, and prior to conducting a longitudinal study of student performance on the capstones, a consistent method of evaluation needs to be established.

Departments are uneven in monitoring student achievement programmatically. Some departments—such as Business, Criminology and Criminal Justice, and Mathematics—have begun the study of programmatic alignment, identifying where classes are directly teaching to and assessing program outcomes. Other departments are farther behind and may be in the early stage only of shaping a list of academic outcomes for the major. As the collaborative work of the Faculty Senate committees continues and the strategic planning for SOU progresses, processes for the evaluation of student achievement and program effectiveness will become more formalized and integrated across campus.

As stated, the management of SOU academic programs is handled concomitantly with the management of each year's academic catalog. In addition to catalog descriptions, each SOU program now has documented specific academic exit outcomes. These exit outcomes articulate what knowledge, skills, and dispositions are expected from all graduates in that program (see departmental self-studies for details). Departments are now clarifying proficiency levels for each of these outcomes.

As an institution-wide, integrated effort, curriculum analysis and assessment is in development. On May 7, 2007, the Faculty Senate approved a recommendation from the University Assessment Committee that outlines a clearly-defined plan for monitoring student achievement (Appendix 2-B).

These initiatives demonstrate the beginning of a culture of assessment that has as its central goal the review of student achievement at the beginning, at the midpoint (prior to being coursework in the major), and at the capstone levels. We are looking at commonalities in data collection, analysis, and presentation that will enable us to have a campuswide, evidence-based culture of assessment and accountability.

The Academic Year

SOU operates on an academic quarter system and uses principles common to institutions of higher education in setting degree requirements. The fall, winter, and spring quarters are 11 weeks in duration; there is also an additional eight-week summer session in our academic calendar. During summer session, courses are taught in a condensed format allowing for one-, two-, three-, four-, and eight-week formats. Course credits are determined by the course type (laboratory, lecture, and internship) based on formulae that are standard in institutions of higher education. For lecture courses students earn one credit for every ten hours of instruction, and for laboratory courses, in general, students earn one credit for every 30 hours of instruction.

Our degree programs are of comparable length to similar programs offered at other institutions of higher education. A minimum of 180 credits is required for the bachelor's degree, of which 60 credits must be at the upper division level. Students must complete

45 of their last 60 credits through SOU; they must also complete at least 15 credits of upper division coursework while in residence at SOU, and they must complete their last term on the SOU campus. Students must maintain a minimum cumulative GPA of 2.0 in courses taken at SOU. Additional requirements may be program-specific and are explained in the SOU Catalog.

Role of the Hannon Library

Despite a consistent and longitudinal reduction in our library budget (see Standard Five), SOU librarians continue to serve our faculty and students effectively. Librarians have multiple subject areas in which they develop expertise and serve as liaisons to the departments, collaborating with faculty in research instruction and collection development.

The SOU faculty have mandated information literacy as a foundational goal strand that is structured throughout the university curriculum, from University Seminar to the capstone experience. The mission of the Hannon Library's Information Literacy and Instruction Program is to work with faculty members to teach students to think critically and use information for their academic, professional, and personal lives—helping students to define information needs and then locate, evaluate, and use information resources effectively and responsibly.

In recent years, collaboration between program faculty and library liaison faculty has focused on four distinct areas:

1. first-year experience (FYE) University Seminar (formerly University Colloquium)
2. 300-level writing and research in the discipline
3. lower and upper division courses with specific assignments or projects, including the capstone experience
4. graduate programs, such as the Master of Arts in Teaching (MAT), Master in Applied Psychology (MAP), and Master in Management (MiM)

For the FYE classes, the library has provided online tutorials, a virtual tour, and other Web-based resources, including collaboration within the University Seminar Blackboard site. In coordination with Student Affairs, the library has offered introductory workshops to new students prior to the start of class in the fall term as a part of the Jump Start program. Also in support of the FYE, the library has attempted to utilize a train-the-trainer model, working directly with University Seminar faculty to provide tools for segmenting information literacy skills into their class session—instead of an all-at-once approach.

Direct instruction sessions for University Seminar classes in the library are provided when requested and offer hands-on training in cooperation with faculty members, taught within the context of an assignment. However, the library is challenged to enhance the instruction provided throughout the year. Currently, there is a shared sentiment among the SOU librarians and the University Seminar faculty that additional collaboration is necessary in order to provide more direct information literacy instruction.

Within the library, all faculty members provide reference service and teach information literacy workshop sessions in their liaison areas. This is generally focused on the 300-level writing and research classes in the disciplines.

In addition to the 300-level writing and research classes, there are other classes in the majors—both lower and upper division—that require a focused skill set for research and necessitate a collaborative effort between the faculty teaching a course and the library liaison faculty. For example, students enrolled in general psychology courses (PSY 201 and 202) are required to complete two article analyses which compare a popular press article and a primary source, empirical research report from a professional journal about the same topic.

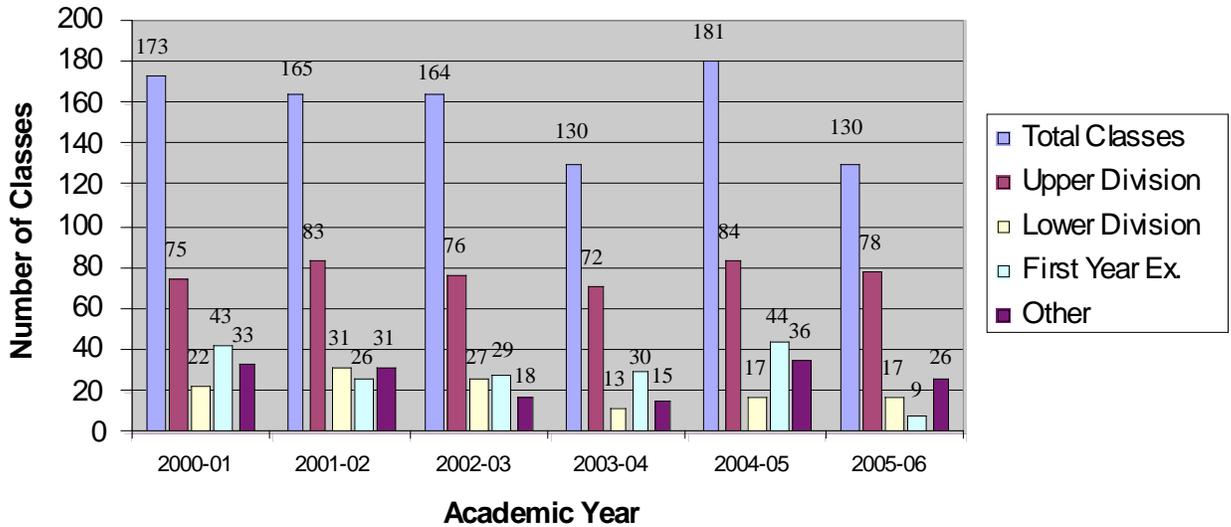
In many capstone courses a refresher session or an individual one-on-one conference with the liaison librarian is desired to update and further refine skills. The individual instructors work with the liaison librarian and require assignments and projects where students apply their library skills and utilize information resources. Workshops are set up in the library classroom as well as in one-on-one consultations with the librarian.

Library research workshops for graduate studies are taught by subject liaison librarians in partnership with faculty members from the discipline. For example, the Education sequence of Hannon Library's Instruction and Information Literacy Program includes four major components:

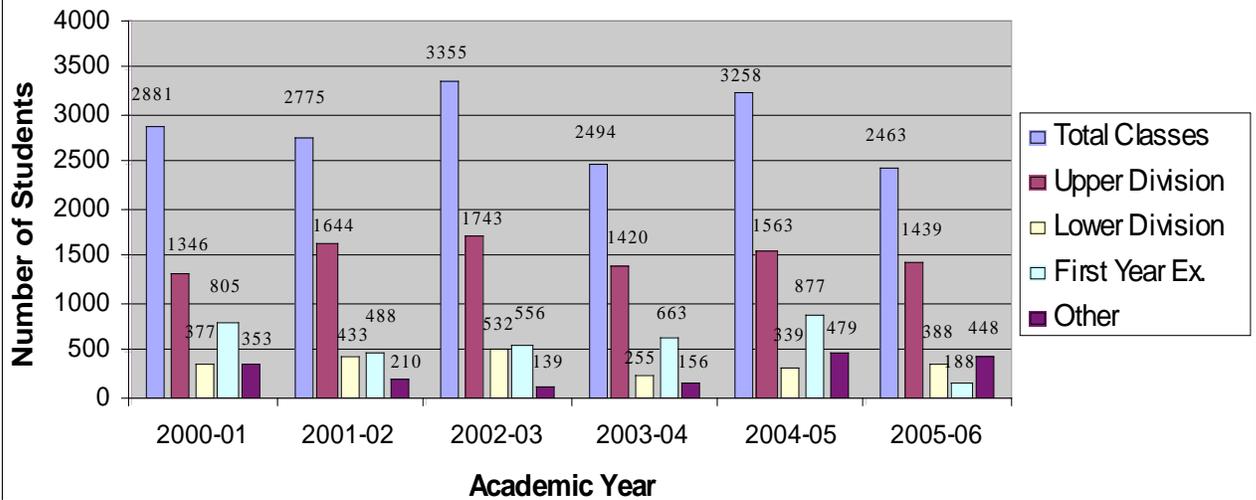
1. current awareness and instruction for faculty—updates faculty members about the current resources available in the library
2. upper division instruction—classes taught in the discipline by the appropriate liaison librarian in collaboration with the faculty member
3. instruction for all students in the Master of Arts in Teaching and the Special Education programs—students attend workshop in the library electronic classroom
4. instruction for specific classes and assignments available to all courses as needed, such as the Education 559 action research classes

Each year over the past six years, university faculty members have coordinated an average of 157 classes with librarians, serving 2,870 students. On average, 78 classes (for 1,525 students) have been upper division or graduate level courses. The following two figures illustrate (1) the total number of classes and (2) the number of students divided into upper division, lower division, and the first-year experience classes, as well as (3) the number of students attending classes within each division.

Library Instructon 2000 - 2006 Number of Classes by Type



Library Instruction 2000 - 2006 Number of Students by Type of Class



In summary, the ongoing development of relationships between faculty members from the disciplines and the librarians plays a crucial role in the fulfillment of the information literacy goals in each stage of a student's academic career, from the first-year experience to the 300-level writing and research course to the capstone. Critical to the collaboration has been the institutionalizing of information literacy as a foundational goal strand within the University Studies general education curriculum.

Academic Scheduling

Annually, academic departments establish a class schedule that builds on the prior year's scheduling. Departments carefully evaluate what has been offered in the past, factor in curricular changes, changes in enrollment patterns, and budget adjustments, and then project what will be needed for University Studies (general education) courses and courses in the majors for all students. However, much remains to be done with respect to accessible scheduling. Our history has been one of individual academic programs building course schedules in isolation. There are isolated examples of academic programs coordinating their course offerings in order to assist student schedules. There is not yet, however, a highly coordinated, institution-wide program for academic scheduling of teaching/learning spaces centered on student needs. Currently it is centered on faculty and program requests. (Note: In academic year 2007–2008, new academic scheduling software will be added at SOU to address this need.)

Experiential Learning

SOU no longer grants academic credit for prior experiential learning. The last time credit was awarded for life experience was in academic year 1993–1994. Due to subsequent budget cuts, this process was eliminated. When a transfer student has been awarded prior learning credit by another OUS institution or Oregon community college, SOU honors and awards those transfer credits.

Educational Program Planning and Assessment

The SOU Student Profile

Our incoming first-year, full-time student is most likely to be a white female (our student population is approximately 58 percent female) from Jackson County, Oregon, between the ages of 18 and 24, with an average high school GPA of 3.20 and an average verbal and math SAT score around 1020. Of the first-year, full-time females who enter in the fall, approximately 33 percent of them will likely graduate within six years. The majority of SOU students are (in declining order) from Oregon, California, Hawaii and Washington (tied), and Alaska.

Enrollment demographics for 2006 reflect a consistent trend since the last accreditation visit. In fall 2006, SOU enrolled 789 new freshmen, which represented 52.1 percent of the newly admitted students (and 15.8 percent of the total head count for that term). The same fall, SOU enrolled 441 new transfer students, representing 29.1 percent of the newly admitted students and 8.8 percent of the total head count for that term. The top five institutions from which we received transfer students were (in declining order) RCC, College of the Siskiyous, Umpqua Community College, Southwestern Oregon Community College, and Lane Community College.

The average age of our students has shifted slightly downward over the past ten years, with the number of students in the 17–25 age range rising gradually from 68.5 percent in fall 1998 to 73.7 percent in fall 2006.

Overall, minority student representation has increased steadily over the past several years, rising gradually from 8.0 percent in fall 1998 to 12.1 percent in fall 2006. The student population of SOU generally reflects the populace of the region. For fall 2006, 2.4 percent of the total SOU head count was American Indian, 1.4 percent was African American, 3.9 percent was Asian/Pacific Islander, and 4.4 percent was Hispanic.

SOU has the highest percentage of students with disabilities within the OUS; 6.7 percent of our student population has registered with Disability Services as having a disability. This is nearly double the reported state average; there are also an unidentified number of students at SOU with both visible and invisible disabilities who do not choose to use academic accommodations. On average, students with disabilities are two years older than SOU's average student age. In addition, students with disabilities' grade point averages are .32 points *higher* than the grade point average of the student body.

Persistence Rates

Persistence rates for females have been on the rise in the past two years and declining slightly for males (see below). We are currently investigating whether this is a general trend in enrollment. Persistence rates for our first-time, full-time freshman minority populations are generally lower than for our white SOU students (the smaller number of minority students may greatly distort the percentage rates).

First-Year Persistence Rates by Gender: First-Time, Full-Time Freshman Cohort

	Fall 2003-Fall 2004	Fall 2004-Fall 2005	Fall 2005-Fall 2006
Females	62.9%	67.2%	68.1%
Males	62.8%	62.0%	59.9%

First-Year Persistence Rates by Ethnicity: First-Time, Full-Time Freshman Cohort

	Fall 2003-Fall 2004	Fall 2004-Fall 2005	Fall 2005-Fall 2006
American Indians	52.9%	76.5%	57.1%
African Americans	77.8%	66.7%	42.9%
Asians/Pacific Islanders	64.6%	68.6%	73.3%
Hispanics	53.5%	55.9%	48.5%

Admission and Grade Aptitudes

Admission requirements for high school GPA and SAT/ACT have remained constant for ten years: a GPA of 2.75 or higher or SAT I of 1010. As shown in the accompanying table, average GPAs are much higher, while the SAT scores stay consistently close to the requirement.

Admission Aptitude Data on First-Year, Full-Time Students

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Average HS GPA	3.11	3.12	3.18	3.22	3.21	3.22	3.22	3.20	3.18	3.16
Verbal + Math SAT I	1033	1016	1025	1048	1027	1034	1026	1024	1027	1018

Admission aptitudes for transfer students to SOU are reflected solely by college-level GPA at time of admission. As can be seen in the data below (average transfer GPA by year), there appears to be a modest increase in applicants' GPA over the last ten-year period:

Year	GPA								
1995	2.88	1997	2.92	1999	2.97	2001	3.07	2003	3.06
1996	2.85	1998	2.99	2000	3.07	2002	3.05	2004	3.06

Program Evaluation

Until 2001, the majority of SOU academic programs conducted periodic external reviews of their effectiveness (copies of these evaluations are in the Provost's Office). After the beginning of President Elisabeth Zinser's term (July 2001), program evaluation was temporarily suspended (and remains so) in the context of Oregon's reduced financial support for higher education.

Because program review had been conducted primarily by discipline-specific outside evaluators (through 2001), no common institutional process for program review currently exists. The annual preparation of a revised catalog is the primary institutional process around which curriculum is maintained.

Nonetheless, some departments have designed their own processes for curricular evaluation. Some organize annual retreats at which faculty formally review the scope and sequencing of departmental courses to ensure students' educational experiences are appropriate in depth and breadth. The following are examples from the different schools:

- *School of Arts and Letters.* In the School of Arts and Letters, the department of English and Writing (externally reviewed in March, 2001) conducts annual reviews through the departmental curriculum committee. As a result of an internal review, this program recently completed a realignment of its curriculum from two areas of concentration to five.
- *School of Sciences.* The School of Sciences has three departments that have well-structured systems for program evaluation: Chemistry (as a result of accreditation by the American Chemical Society), Mathematics, and Geology (through the use of a summer field camp for graduating seniors).

- *School of Social Sciences.* The School of Social Sciences has three departments (Economics, Psychology, and Anthropology/Sociology) that are currently conducting regular formal program reviews. While their approaches to program review differ, in each case the collection and study of data have led to findings that influence curriculum design, implementation, and evaluation.
- *School of Business.* The School of Business conducted a comprehensive review and revision of its program in the late 1990s in which the faculty developed the capstone course BA 499: Business Planning. Another major change that occurred in the late 1990s centered on streamlining core course requirements and reducing the size of option areas. Since the major program revision in the late 1990s, the faculty of the School of Business have been conducting ongoing assessments of student achievement and program effectiveness. Senior and graduate surveys undertaken in 2000, 2002, and 2005 indicate high levels of self-reported achievement across the board.
- *School of Education.* The School of Education, primarily a graduate school, has recently designed and implemented an undergraduate program: the Early Childhood Development degree. This degree was collaboratively designed and is currently co-implemented with Rogue Community College (RCC). The program began in fall 2003 and has been using ongoing assessment of student achievement as a means of monitoring program design and student achievement.

In response to our need to conduct program review and implement the newly designed University Studies (general education) curriculum, the SOU Faculty Senate created a new senate committee, the University Assessment Committee (UAC). The UAC was formally established in fall 2005. By winter 2006, it had established the following goals:

1. research, review, and summarize existing institutional data regarding student achievement
2. deepen our understanding of the assessment and evaluation process
3. develop an institutional plan for the systematic evaluation of academic achievement that is consistent with the campus mission

A report to the senate in winter 2007 (Appendix 2-B) outlined the committee's findings and plans.

It is clear that a consistently systematic institutional approach to program review will enhance the process of collecting and analyzing data about student achievement and program effectiveness. With the exception of University Seminar, none of the current approaches toward program review incorporate a comprehensive review of curricular design, implementation, evaluation, and curricular maintenance. We are aware of this shortcoming and continue moving toward the establishment of a clearly defined comprehensive process for the periodic and systematic review of program instructional methods, delivery systems, and student work with the intent that our findings will influence curriculum design, delivery, and evaluation practices.

As an instrumental part of the SOU self-study process, every program developed clear programmatic knowledge, skills, and dispositional outcomes (see program self-studies). As indicated in many self-studies, several programs intend to publish these outcomes on their Web sites in 2007.

Some departments, e.g., University Seminar, are actively engaged in reviewing student work to better identify programmatic proficiency levels. Institutionally, the UAC is currently engaged in establishing a schedule for program review and is actively collecting examples of departmental capstones to more systematically identify proficiency benchmarks in communication, critical thinking, and information literacy.

Individual departments that have a record of systematically monitoring student achievement are Mathematics, Anthropology, Education, and Psychology. Nevertheless, SOU is only at the beginning of the institutional process of systemically collecting and analyzing data to illustrate how assessment activities lead to the improvement of teaching and learning.

Undergraduate Program

University Studies: The New General Education Program

Southern Oregon University values and promotes its general education component as evidenced by a thorough, three-year revision of its previous program and full implementation of University Studies in fall 2006. All undergraduate students must meet the requirements of University Studies, a vital general education program in support of SOU's mission statement as a "contemporary public liberal arts and sciences university" fostering professional expertise and social responsibility.

University Studies is designed around clearly stated goals and proficiencies that guide faculty in the measurement of student achievement, facilitate the alignment of courses and curriculum, and provide guidance for assessment of both student learning and institutional effectiveness. The design of the University Studies curriculum, which *focuses on* student achievement, has been a critical curricular as well as conceptual shift for the SOU faculty. The implementation of a proficiency-based curriculum has inspired greater scrutiny of course design and shifted the SOU curriculum towards increased accountability for course design and teaching effectiveness (Exhibit 2-7 c).

A draft of the University Studies mission clearly outlines objectives for students, faculty, and the institution:

University Studies serves SOU's vision as a public liberal arts and sciences university by expanding students' intellectual horizons and helping them comprehend a diverse and changing world. Working alongside the majors, University Studies stresses

cognitive skills and humane perspectives that prepare students to lead productive, ethical, globally conscious, and socially responsible lives.

Currently, SOU honors two main general education curricula:

1. *University Studies*. New University Studies curriculum piloted in fall 2005 with University Seminar and implemented in fall 2006. Requires the components of a three-term, first-year experience (12 credits); a quantitative reasoning course (4 credits); expanded lower division Explorations courses of 12 credits each of humanities, social science, and science (36 credits); and three upper division general education courses (referred to as *integration courses*); one course in each of the three identified strands of science/technology, civic engagement, and global awareness (9 to 12 credits).

Students starting under the catalog year of 2006 must follow the new requirements of University Studies with this total of 61 to 64 credits; all current students may switch to the new program, if desired. The total of 61 to 64 credits brings SOU more in line with other Oregon colleges and universities.

2. *General Education*. General Education curriculum instituted in fall 2000. Requires a three-term, first-year University Colloquium (12 credits), a course in quantitative reasoning (4 credits), an Explorations component of two lower division sequential courses in humanities, social sciences, and sciences (24 credits), and three courses at the 300-level of Synthesis and Application in humanities, social sciences, and sciences (9 to 12 credits).

Students from catalog years 2000 to 2005 may complete general education with these required 49 to 52 general education credits.

The current University Studies requirements and the former General Education requirements are published in the SOU Catalog and online. A complete description of University Studies resides on the ACCESS Center's Web site, which clearly leads students to updated information and requirements.

Although the outward structure of both general education programs is similar, the major change is that University Studies is designed, driven, and assessed through student outcomes that are articulated through goals and proficiencies. The complete goals and proficiency levels set for each strand of the University Studies program are documented in the Center for Teaching, Learning, and Assessment (CTLA) Web site, and portions of the goals and proficiencies are published in several other places:

- a bookmark distributed to all incoming students
- advising sheets used in the ACCESS Center and in departments
- templates used to propose and evaluate courses

The immediate benefits of our University Studies program, leading to a more cohesive and coherent educational experience for our students, include the following:

- Course outcomes are student-centered with an emphasis on meeting the learning needs of the students.
- Students make clearer connections between general education and discipline-based knowledge.
- Students meet some of the general education outcomes in their own majors.
- Faculty members can incorporate cross-curricular perspectives in a variety of courses.
- Faculty members maintain authority over the levels of competency and mastery of both skills and knowledge in their courses.

The design and current realignment rest on specific principles from a 1997 faculty-approved statement:

- General education at SOU should reinforce critical and creative thinking, effective communication, literacy, and adaptability throughout a student's entire college experience.
- General education at SOU should consist of both common experiences shared by all students and similar experiences specifically designed for students in different majors. General education at SOU should contain a significant component that is interdisciplinary in nature and focused on relationships among disciplines.
- General education at SOU should contain a significant component that is multicultural and international in nature.
- General education at SOU should provide a guided tour (an overview) of various disciplines, including examples from the arts and humanities, the sciences, and the social sciences.
- General education at SOU should provide each student with significant depth in several different disciplines.
- General education at SOU should provide all upper division students with an opportunity to interact, in an academic setting, with students from a wide variety of disciplines.

The realignment of the current model of University Studies added these requirements:

- Assessment on all levels is key and primary.
- Administrative oversight will be necessary in implementing and monitoring the recommendations.
- Perception of general education as a separate curriculum can be lessened by integrating learning goals.

SOU's University Studies demonstrates the intent of a public liberal arts and sciences institution with lower division and upper division requirements that are interdisciplinary in nature and focused on relationships among disciplines. Foundational skills of communication, critical thinking, and information literacy are reinforced throughout the curriculum.

Following is the outline of the University Studies curriculum:

Lower Division

Foundational Courses

University Seminar (USEM 101, 102, 103) (Complete with a grade of C- or better)	12 credits
Quantitative Reasoning*	4–8 credits

Explorations Courses

Humanities (Arts and Letters)	12-credit minimum
Sciences	12-credit minimum
Social Sciences	12-credit minimum

(*The Quantitative Reasoning requirement may be satisfied by completion of either a stand-alone course or Explorations courses designed to incorporate the learning objectives of the Quantitative Reasoning requirement.)

Upper Division

Integration Courses

Strand H: Science, Technology, and Society*	3–4
Strand I: Civic Engagement and Social Responsibility*	3–4
Strand J: Diversity and Global Awareness*	3–4

(*Two of three strands can be met in the major area.)

SOU works with other accredited institutions of higher education to establish clear and consistent course and program articulations in order to help our students with transfer needs. We manage three types of course articulation:

- *course to course: direct equivalencies*
- *course to category: lacks direct equivalency but satisfies a lower division University Studies (general education) requirement*
- *articulated degree programs: a set of lower division classes offered at a community college that satisfies major prerequisites for a specific SOU program and guarantees junior standing upon admission to SOU, typically packaged in an associate degree*

Course-to-course and course-to-category articulations are approved by SOU faculty chairs within the relevant discipline. The Registrar's Office employs one full-time transfer articulation specialist (TAS). The TAS regularly monitors curricular changes at SOU and transfer institutions, notifies the faculty of changes, solicits revisions, and updates the transfer Web sites. Articulated degree programs are governed by "Guidelines for

Program Articulation" (Exhibit 2-13). Course-to-course and course-to-category information can be found on the Admissions office Web site.

Articulated degree programs appear in marketing pieces, catalogs, and Web sites at both SOU and the partner institutions.

Advising

Southern Oregon University's academic advising program is designed to meet the Council for the Advancement of Standards in Higher Education (CAS) standards developed for academic advising (Exhibit 2-15). Academic advising at SOU is designed to be appropriate to the populations served at this university and responsive to the needs of individual students.

Four professional advisors work in the SOU ACCESS Center. These advisors are trained in developmental academic advising—trained to work meaningfully with the whole student. Each professional advisor is an active member in the National Academic Advising Association (NACADA)—the only professional organization focused specifically on academic advising.

In fall 2006, SOU hired an academic advisor for first-year programs. This advisor focuses on the needs of students transitioning into a university setting. In winter 2007, the first-year advisor will begin a two-credit student success seminar that will enable students at risk during their first term at SOU to build decision-making and academic success skills. Also, in the continued effort to improve the quality and consistency of advising, the SOU Faculty Senate voted in the spring of 2007 to establish a new senate committee dedicated to the review, implementation, and evaluation of university-wide advising strategies.

Advising and General Education

As noted above, SOU has changed its general education program since 1999. These general education changes have necessitated significant efforts to establish guidelines in the general education and informational trainings for those doing academic advising. Training sessions are provided regularly to assist faculty in preparing for summer registration with the general education systems as well as informational elements of academic advising. University Seminar instructors, who provide academic advising in the first year to the cohort assigned in each University Seminar class, receive yearly training sessions. These include sessions on the developmental aspects of academic advising, conceptual elements related to the university's mission, relational elements, and informational components—specifically, advising within the three general education systems. Students and faculty in the University Seminar receive in-class training regarding general education during fall and spring quarters each year. Informational and advising resources related to academic advising are available online from the Access Center Web site.

Developmental Study

Procedures and policies for developmental work at SOU apply in only two instances:

- when students whose native language is not English test lower than 580 on the TOEFL (Test of English as a Foreign Language)
- when students are tested to determine the appropriate mathematics course

The catalog clearly articulates the TOEFL English proficiency standards for both undergraduate and graduate applicants. Students whose English proficiency does not meet the TOEFL requirement must enroll in Eng 101 and 102, “Academic English for ESOL Students.” Successful completion of these courses awards Explorations credit, but students must still complete the University Seminar sequence of USEM 101, 102, and 103.

The only department that requires developmental or remedial work for admission to courses that apply to graduation credit is the Mathematics Department. A computerized placement test is administered to new students. Based on scores received, students may be placed in Math 60, 65, or 95. Page four of the SOU Catalog states that courses 1 through 99 are “noncredit courses or credit courses of remedial nature that do not count toward graduation or degree and are not included in calculating the grade point average.” All course schedules list these courses as “extra fee courses.”

Accelerated Baccalaureate Program

Since the last decadal visit, SOU has developed a three-year accelerated baccalaureate (AB) program. The original mission, goals, and objectives for the AB program were created in 1999 (see Appendix 2-A). AB students are scattered among the departments, and they are evaluated against each program's standards. AB Students graduate from SOU at a higher rate and in a more timely manner than other SOU students. AB students have annual graduation rates of 67-89 percent, with an overall program average of 75 percent for 1997–1998 through 2003–2004. For those who left the AB program but graduated from SOU, the range jumps to 78-100 percent, with a program average of 83 percent for 1997–1998 through 2002–2003.

Almost all AB students graduate on schedule in three years at the end of spring term. Except for one student who needed five years to graduate, all the remaining SOU students who left the program graduated in four years. The GPA data indicate AB students are stronger than their SOU peers; however, only in the last two classes did we reach 85 percent with a 3.00 or higher. We have consistently maintained over 75 percent with 3.00 or higher. The average GPA has been substantially above 3.0 (3.27-3.55) since the program's inception. Students indicate satisfaction with their choices, reporting participation in a wide variety of activities. The only limitation, reported by a few, has been the challenge related to studying abroad for a full year, though several have been able to do so.

Monitoring the continued success of AB students has been difficult. Our impression is that our AB graduates do at least as well as their peers. We attempt to track where our

graduates go, but this has been spotty due lack of response from graduates. Exit interviews have not indicated problems in seeking post-career objectives. We have had a healthy number admitted to graduate programs. No student has reported difficulty getting into graduate programs or limited employment opportunities due to participation in this program.

Study Abroad

The mission of the Office of International Programs (OIP) is to increase cross-cultural understanding and international competencies among SOU students, faculty, staff, and the local community. This mission is integral to SOU's success in preparing students to be responsible and thoughtful global citizens.

The OIP directly contributes to SOU's mission to provide "opportunities for personal, intellectual, and professional growth through quality education and scholarship." Study abroad programs and international internships offered through OIP are also a core component of the university's "international engagements."

All study abroad programs are first and foremost academic experiences where students receive credit toward graduation from SOU. Information about the nature and purposes of each study abroad program is located in several different places. The Study Abroad Grid brochure is often the first point of contact for students. The brochure is available at the OIP and in brochure racks around campus. Here basic information is presented about the areas of academic study available in each program. Each study abroad program also has an individual program brochure. Brochures are updated yearly or as needed. The SOU Catalog is updated every year with the latest information on study abroad programs.

Courses taken abroad relate directly to degree programs at SOU. Some study abroad programs are targeted to specific majors. For instance, our program at Hochschule Harz in Germany is for business majors only. Some programs are aimed at but not limited to foreign languages majors. These programs include those in Lyon, France, and the state of Baden-Wurtemberg, Germany. Other programs require no second language and are available to students from a wide variety of majors. Language proficiency requirements differ according to program and are clearly indicated in all program materials.

The OIP uses a wide variety of criteria to select students for study abroad programs. Students need to meet the academic criteria for the program, which always includes a minimum GPA (which ranges from 2.5 to 3.0, depending on the program) and may include a minimum level of second language proficiency or other prerequisites. When applying, students must submit personal essays discussing issues such as their academic background, personal development, and interest in studying abroad. Students are also required to submit two recommendations, one of which must be written by a faculty member.

The OIP distributes materials on financial aid and scholarships for study abroad students. Detailed information is provided about which types of financial aid can apply to study abroad programs. The OIP maintains information about scholarships for study abroad

programs and commonly refers students to the Financial Aid Office to speak with experts on financial aid while studying abroad. OIP offers a three-hour orientation each term for students who are departing for study abroad programs.

Students also receive a general orientation handbook, as well as site-specific handouts for SOU bilateral programs. All SOU bilateral programs (students go both ways; we send students to the partner institution to study abroad, we accept their students here at SOU) also conduct an orientation upon arrival in the host country. Students traveling on study abroad programs through the Oregon University System attend a full-day orientation before departure and an orientation on-site in the host country. Students attending a Northwest Council for Study Abroad (NCSA) study abroad program receive a detailed student handbook and have a one- or two-day orientation upon arrival in the host country. Students receive a study abroad handbook and supplemental materials for bilateral programs.

SOU offers three types of study abroad programs, which have various staffing arrangements:

1. *NCSA Programs.* These programs are run by the Northwest Council for Study Abroad, a consortium of universities in Oregon, Washington, and Alaska. NCSA contracts with the agency AHA (at the University of Oregon) in order to administer study abroad programs at a variety of sites. All of these programs have permanent, ongoing, professional resident directors on-site.
2. *SOU Bilateral Programs.* These bilateral exchange programs have been developed by SOU and involve agreements with specific international partners. These sites do not have a resident director per se, but all the functions of a resident director are provided by the equivalent of an OIP at the host university. Staff members in these offices help students with all program-related issues, including visas, housing, classes, cultural adjustment, and language difficulties. Staff members provide an orientation for students, serve as ongoing advisors, and maintain good communication with staff at SOU's OIP regarding all student issues and concerns.
3. *OUS Programs.* These programs are developed and administered through the Oregon University System (OUS) Office of International Programs and are available to students in all OUS institutions. Some of these programs have a true resident director, per the NCSA model above, while others are run through staff per the SOU bilateral program model.

At all study abroad sites, the resident director and/or staff members are available to give counseling and supervisory services to students. If the OIP is aware ahead of time that a student may need intensive counseling, arrangements are made in advance. In such situations, on-site staff and OIP staff members are in continuing communication. All study abroad sites have a selection of basic reference materials; textbooks and other necessary materials are provided by the program. For all programs located at a host

institution, students are guaranteed the same access to all host institutional resources as that received by matriculated students of the host institution. Students are able to access their SOU email accounts and all SOU online resources, as well as other Internet-based resources.

Students are guaranteed credit for all classes taken and passed while on study abroad programs. Information about credits is provided during the interview appointment with the study abroad advisor and is included in the orientation materials and on the advisor form that students discuss with their academic advisor. Criteria for judging performance is made clear in each study abroad class, either on the syllabus or in communication from the faculty member.

Grading standards on all NCSA study abroad programs are governed by the consortium, and NCSA sites grade according to common U.S. guidelines.

The OIP currently engages in limited post-program student evaluations and could improve in this area. Currently, all NCSA programs collect and distribute information from student post-program evaluations. When SOU students visit the OIP after returning from studying abroad, they are asked to fill out a short evaluation. At this time, we do not directly contact all students. We also do not currently have a mechanism that follows up with students at subsequent dates or at their time of graduation. Such evaluations would be helpful and should be developed.

NCSA programs, OUS programs, and SOU bilateral programs all ensure fair reimbursement to participants if the program is cancelled or not delivered for reasons within SOU or the consortia of which SOU is a member. SOU bilateral programs would be reimbursed according to the same policies as any other SOU course of study. NCSA and OUS programs have their own written reimbursement guidelines that are given to all participants upon acceptance into the program.

Graduate Programs

Overview

SOU offers graduate education at the master's level. School- and university-level planning requires graduate programs to be consistent with the goals of regional service and liberal education as stated in the SOU mission and vision statements. The Oregon State Board of Higher Education is also charged with review and approval of all graduate programs, and mission alignment is also assessed and verified for SOU graduate programs by this body.

SOU initiated its graduate programs in the field of education. In the 1960s, SOU added more graduate programs in the form of interdisciplinary master of arts or master of sciences programs. They were termed *school area* degrees.

These programs were utilized to enable SOU to offer decentralized programs without incurring major program costs. These programs have been funded using existing faculty and fiscal resources to serve regional residents. In more recent years SOU has developed graduate programs with a more centralized disciplinary focus. The growth of graduate education at SOU has been constrained by limited financial resources; nonetheless, SOU has developed some vigorous and effective programs, with an emphasis on the professional areas (Appendix 2-C).

Business

(Master in Management, Master in Business Administration)

The SOU School of Business has a successful history of graduate education. An MBA was offered until 1997; it was then supplanted by a Master in Management (MiM). Although founded as a multidisciplinary program, the MiM has been staffed mostly with School of Business faculty. The MiM has enrollments of about 80 students on campus, and a branch of MiM studies at the University of Guanajuato (Mexico) has added about 30 more students. Looking forward, the SOU MBA has been revived for academic year 2007–2008 with an emphasis on weekend instruction. The MBA is expected to attract a group of students with different objectives than for those seeking the MiM.

Computer Science

(Master of Science or Master of Arts in Mathematics-Computer Science)

The Mathematics and Computer Science program is a small program serving the needs of regional students with the assistance of state Engineering Technology Industry Council (ETIC) funding. The program serves eight to ten students annually. The School of Sciences dean has challenged the department to increase its enrollment or consider suspension when ETIC funding runs out.

Education

(Master of Arts in Teaching, pre-K-12; Master of Arts or Science in Education, specialties in Special Education, Continuing Teaching License, Initial Administrative License, and School Area-Curriculum and Instruction.)

The School of Education primarily teaches graduate students and has the largest enrollment among SOU's graduate programs. Education students earn roughly two-thirds of the graduate degrees offered at SOU and make up three-fourths of the graduate enrollment.

There are currently two graduate degrees (both with option areas): the Master of Arts in Teaching (MAT) and the MA/MS in Education (MEd). The full-time MAT program enrolls an average of 100 students annually in a cohort model. There is also a small cohort in Klamath Falls, Oregon. In response to recent market demands, the School of Education also redesigned the MAT program into a part-time hybrid curriculum implemented over a two-year program (half of the instruction is online; the other half of the instruction is face-to-face). In the two years since its implementation (2005 and

2006), the part-time MAT program has recruited over 25 new graduate students into the two-year cohort.

The MEd is offered on the campus and off campus through distance learning. The MEd consists of a stand-alone program plus a dual-enrollment program, with endorsements in English for Speakers of Other Languages (ESOL), Special Education (SPED), and Reading. Two other graduate-level education programs are available that lead to the following: an Initial Administrator License and the Continuing Teaching License.

SOU's graduate education programs are not accredited by the National Council of Teacher Education (NCATE). SOU withdrew from NCATE as a result of its requirement that faculty teaching loads be limited to nine credits. The licensure programs in the School of Education are reviewed and accredited on a seven-year cycle by the Oregon Teacher Standards and Practices Commission.

Environmental Education

(Master of Science in Environmental Education)

The Environmental Education graduate program has had enrollments of about 20–25 students annually. Because of SOU's location and the quality of the program, SOU has drawn students nationally. Recently the program has had fewer students because of a highly competitive market for environmental education students and because of SOU's limited graduate assistantships.

Foreign Languages and Literatures

(Master of Arts and Letters, emphasis in Spanish Language Teaching)

The newly initiated Summer Language Institute will begin its three-year, summers-only program with a cohort of high school Spanish teachers at its selected site of the University of Guanajuato in Mexico in the summer of 2007. Leading experts in foreign language pedagogy are being contracted to assist the SOU faculty to teach the language-acquisition curriculum. Students, who are foreign language teachers, are also expected to improve their own foreign language skills. Enrollments look promising for the coming year.

Music

(Master of Music in Conducting)

The Master of Music in Conducting (aka American Band College) enrolls over 100 students each summer, with a recent enrollment of 180 students. It is a high visibility, summer-only program administered through a contractual relationship between the Music Department, the Western International Band College (WIBC), and SOU's Extended Campus Programs. The program was founded through the sponsorship of WIBC and the efforts of founder Max McKee, a former faculty member of the Music Department. The program has gained national recognition and, based on the strength of the master's

program, the Music Department is currently exploring the possibility of a PhD program for the American Band College.

Psychology

(Master of Science in Applied Psychology [MAP], with emphases in Organizational Training and Development [OTD], Human Service [HS], or Mental Health Counseling [MHC].)

The MAP program evolved out of existing graduate work in psychology and was designed with three overlapping tracks that share a common administrative support structure within the department:

- The MHC track within MAP has a capacity of 22 students per cohort. It currently enrolls 20 students and starts a new cohort every other year. This program has strong support from area employers, faculty members, and students, and is meeting a recognized regional need. The program is nationally accredited through the Council for Accreditation of Counseling and Other Related Educational Programs (CACREP). In fall 2007, the program will expand to an every-year cohort; new recruiting initiatives are underway.
- The HS track currently enrolls 16 students. Substantial discussions in 2002–2003 between the MiM program and HS faculty members resulted in some cross enrollment and there has been some exploration of further collaboration.
- The OTD track, averaging 13-16 students, has experienced substantial revision during its brief history. The program was renamed (previously called Group Facilitation) and has struggled to enroll as many students as originally envisioned. Curricular reorganization has strengthened the connection with the HS program and permitted expanded collaboration. New program structure and scheduling should enable SOU to attract part-time students.

Theatre Arts

(Master of Arts and Letters, with an emphasis in Theatre Arts—Production and Design)

Theatre Production and Design, a summer-only program designed for theatre arts educators, commenced with 20 students in a pilot program in the summer of 2004. Relying on grant funding during the start-up phase, it is modeled on the American Band College format that permits students to earn a master's degree over three summers, augmented by online work. The program uses both SOU Theatre Arts faculty and working professionals, drawing on the Oregon Shakespeare Festival and other area organizations. Current enrollment is 15–20. When fully enrolled, the program is expected to serve 60-70 students.

School-Area Degrees and Certificates

Other academic departments have, at different times, participated in sponsoring graduate work under the school-area rubric. Currently, Health and Physical Education in the School of Social Sciences is an active major serving a small number of students (one to

three per year) with interests in such areas as sports, fitness, health, and nutrition, and students in education who need the health or physical education emphasis to complete a license or degree. While it is not viewed as essential to the Health and Physical Education Department, it meets regional needs for a number of students.

The Oregon University System (OUS) appears to be re-evaluating the school-area model for its regional universities. Our expectation is that SOU will be authorized to deliver, as mission-appropriate, master's programs that are more discipline-/program-specific. Graduate certificate programs are also available in Botany, Nonprofit Management, and Accounting.

Graduate Program Oversight

At SOU, graduate-level program design, proposal, and operation are managed under the auspices of the SOU Graduate Council (GC), as authorized by the university's Faculty Senate. Programmatic data, including any evaluation information, are maintained by the department (if the graduate program is discipline-/program-specific) or by a graduate coordinator (usually a school's administrative assistant when the program falls under the school-area degree). The idiosyncratic nature of departmental involvement in school-area degrees has made systematic evaluation of the school-area degree difficult.

At present, the GC has not articulated either a set of graduate proficiencies that should be present or developed in graduate studies programs, nor has it developed a review procedure or schedule of periodic reporting of individual program results to the council by graduate program coordinators. However, the GC has begun to examine the issue of learning objectives and proficiencies in graduate programs.

In the current proposal process, new, revised, or reinstated graduate programs are required to describe their learning objectives and their measures of learning, and to explain how the objectives and measures differ from those of undergraduate programs in the discipline (as appropriate). Program coordinators and representative faculty members proposals describe in the proposal or mention in discussions with the GC the fundamental areas of differentiation between undergraduate and graduate instruction, citing significant differences in the amount and sophistication of material presented and learned, the expectations for manipulation of that material using advanced skills, the foregrounding of theory in the graduate student's work, and the leadership role that graduate students are expected to take. Prior to application to the GC, each dean and department chair conducts his/her review of the graduate program(s). Historically, the GC has noted some inconsistencies among departments' proposals regarding the mechanisms and criteria used to judge a student's progress—apart from the assigning of course grades. This requires further development as SOU endeavors to establish a more integrated evaluation process for its graduate programs.

SOU utilizes a 400/500 concept for courses that can be taken by either graduate- or senior undergraduate-level students. Though graduate and undergraduate students may be asked to perform with equal competence in fundamental class work, the graduate 500-level student is required to complete significant research and reporting activity beyond the level required of the undergraduate students in class performance. Further, graduate

students are required to complete their programs with a final comprehensive examination, a culminating thesis, or a research project and report as well as a defense of their final thesis or project. Often graduate students will also be required to assume a more sustained leadership role in the discourse of ideas in a classroom setting and may engage directly in teaching or teaching-related activities involving other graduate students or undergraduate classmates.

A couple of clear goals emerge for graduate programs through the accreditation process: (1) to establish a periodic self-evaluation of the measurement of the criteria used to judge the learning outcomes of graduate students in existing graduate programs, and (2) to engage the graduate faculty periodically in a discourse about the criteria used to differentiate graduate and undergraduate competencies and knowledge in the graduate and undergraduate majors at SOU

Graduate Faculty and Resources

With advice from the Faculty Senate and in consultation with the director of Graduate Studies/associate provost, the GC understands its mission as that of clearinghouse: providing information, support, and advice, as well as some evaluation and oversight for all graduate programs at SOU. The council's duties include approving all new and revised and/or reinstated graduate courses and graduate programs; publishing the policies of the Graduate Studies Program; establishing and reviewing the qualifications of the graduate faculty; reviewing and overseeing the overall program of graduate studies at SOU; and awarding some university graduate scholarships. The council also sets fundamental standards and outcomes in the following areas: general graduate admission and exit requirements; students' rights and responsibilities; program regulations and procedures; and quality controls such as course exclusions.

A significant restructuring—the elimination of the Office of Graduate Studies and the decentralization of the Graduate Studies Program—occurred more than fifteen years ago at SOU. This reallocation of university resources has contributed substantially to the constitution of the graduate degrees offered and to the nature of the administration and management of graduate studies at the university.

When the Office of Graduate Studies was eliminated (for financial reasons), leadership was dispersed among the academic school deans (for normal operation of the school-area degrees, in particular) and the GC. The Graduate Council's role since has been an evolving one, including an evolution in role and responsibility for graduate program evidence-based assessment and accountability.

During the last decade, SOU has been operating with shrinking state financial support, but the university has still been able to develop successful graduate degrees from departments with strongly enrolled, professional-track undergraduate degrees. Limited financial resources have constrained the establishment of strong graduate programs with liberal arts goals. In short: our successfully developed graduate programs over the last decade have been market driven. They have been mission-aligned in that they are regionally responsive; however, they typically have not been aligned with our

undergraduate liberal arts focus. Another factor limiting the development of graduate studies at Southern Oregon University is the lack of both a full-time director, with a substantial institutional commitment to graduate programs, and dedicated clerical support for graduate studies.

Clearly, several goals exist for SOU in regard to improving our graduate efforts: (1) reinstate a director of graduate studies, (2) reopen an office of Graduate Studies, (3) increase the administrative capacity of the Graduate Council to meet its present and future obligations, and (4) explore the implications of instituting designated seats on the Graduate Council that represent specific graduate programs.

At the institutional level, technological resources have been provided for graduate programs.

As noted above, periodic additions of self-sustaining, professional track graduate programs have been launched, particularly in the schools of Business and Education and more recently at the level of the departments (e.g., Psychology). In all these cases new resources have been committed for successful implementation and to ensure successful enrollment for these programs. Professional-track graduate studies, generally speaking, have healthy enrollments, and similar offerings using the self-support model are expanding. Proven and promising programs have been developed at SOU to serve people who are working full time; they have frequently been designed using self-support and summer school or alternative-schedule-driven models.

Instructional Support

Broadly speaking there is an ongoing, overall institutional commitment to supporting instructional needs and improving instruction across campus. The SOU Center for Teaching, Learning, and Assessment (CTLA) provides a range of pedagogical and technological support for faculty. The recent expansion of the Hannon Library has increased the attractiveness and adequacy of study space and the access to research materials for graduate students and for faculty members, and improved interlibrary cooperation among Pacific Northwest universities has had a positive impact on the academic life of SOU graduate students.

At SOU, all full-time faculty members with the academic rank of professor, associate professor, assistant professor, or instructor, who have a terminal degree or the equivalent in their discipline and have demonstrated a continuing commitment to scholarship and professional growth, are eligible for nomination to the graduate faculty by the department chair, with final approval by the school dean. A graduate faculty member may serve as either a chair or committee member of a thesis or other graduate committee.

Part-time faculty and regular faculty who are not appointed as graduate faculty may be approved as associate graduate faculty. They may teach specific graduate classes and serve as members, but they may not chair a thesis or graduate committee. Professionals who are not members of the faculty may serve as a thesis or graduate committee member with special approval of the school dean. The president, provost, associate provost, and school deans are *sui generis* members of the graduate faculty. The Graduate Council

reviews all recommendations—and then recommends and presents to the Faculty Senate for ratification the names of faculty members nominated to the Graduate, Associate, and Adjunct Graduate Faculty.

All departments and units that have begun graduate programs approved by the Graduate Council have presented convincing arguments, projections, and evidence as to the adequacy and diversity of their faculty resources to meet the demands of instruction, advising, scholarly or creative activity, planning, development, and evaluation of the proposed graduate program. Care is taken to launch new programs without damaging other programs within a department and without impinging negatively on other programs.

Off-campus Graduate Activities

SOU engages in a variety of off-campus graduate program service and learning activities and utilizes faculty in different ways in those programs.

The Master in Management degree has been offered off campus to a cohort of students in Klamath Falls, Oregon (1999–2002), as well as to cohorts in Guanajuato, Mexico (2002–2007). In both locations, Oregon Institute of Technology (OIT) and the University of Guanajuato (UG), instruction has been supported by a .25 FTE program coordinator hired by SOU who is in frequent contact with the graduate program coordinator. In Mexico, students and faculty also receive assistance from an on-site coordinator sponsored by UG. SOU faculty members play a key role in designing and delivering current, relevant coursework in these programs. Faculty members for these outreach programs have regular teaching duties on the main campus (SOU); many of them are also faculty members in the on-campus sections of the MiM curriculum.

The School of Education offers several off-campus programs online and in a two-way video link for students pursuing a Master of Arts in Teaching (MAT), a Continuing Teaching License (CTL), a Read Oregon endorsement, an Initial Administrator License (IAL), or a Special Education or ESOL/Bilingual endorsement. Courses in the off-campus programs are administered, with technological support and training, by the Extended Campus Programs division of Southern Oregon University. Off-campus courses and programs are currently designed, taught, and evaluated, using student evaluations, by 13 members of the School of Education graduate faculty, of whom ten hold full-time positions in the department.

As noted, the Summer Language Institute for Spanish Teachers is scheduled to begin in summer 2007. Full-time faculty members from SOU teamed with high school language teachers to create the program. Plans call for using full-time faculty members from the Department of Foreign Languages and Literatures involved in the areas of second language acquisition and pedagogy. However, adjunct instructors from other universities will also be used.

Graduate Credit and Records

Admission policies and procedural regulations are consistent with the nature of graduate programs and their decentralized administration at SOU. The requirements, procedures, and deadlines for application to the Graduate Studies Programs at SOU are stated in the

university catalog and on the University Web page and are available, along with any additional requirements, in the offices of the deans, the department chairs, the graduate program coordinators, and on the Web page of a specific program. Evaluation for admission is conducted by University Admissions personnel and by the graduate programs.

The departmental or program admission process varies somewhat from program-to-program, but it includes the evaluation of applications or candidate performance by a program admissions committee, a program admission director, or affected graduate faculty. Graduate Studies admission standards correlate with departmental admission standards, and students in possession of a letter from a graduate program coordinator may be admitted to the Graduate Studies Program as a regularly admitted graduate student in that program. Policies governing exceptions to the university admissions policies are stated in the catalog.

Nonetheless, students seeking information about graduate programs at SOU may run into obstacles and/or delays. Descriptions of specific graduate programs, including admissions policies and requirements, are not kept in a centralized location. Some descriptions are listed in the administering department's catalog listing, others in the annual SOU Catalog's Graduate Studies section, and some must be obtained directly from a department.

Application information and forms are available to those seeking admission to the Graduate Studies Program and to specific graduate majors; they may be obtained from the Office of Admissions and the offices of graduate program coordinators, respectively. But some key details, e.g., whom to contact for what and how to contact them, may require some searching to locate.

In the short term, we need to consolidate and regularize the description of graduate programs in the Graduate Studies section of the university catalog. We also need to rationalize the delivery of information published about individual graduate programs, beginning with an analysis of all existing graduate program handbooks. A long-term goal would be to organize a graduate student's admission process under the supervision of an office of Graduate Studies.

Graduate Admissions

Requirements for participation in Graduate Studies at SOU include the completion of an application form for graduate admission; the payment of a nonrefundable application fee; the submission of official transcripts from all universities attended; evidence of the completion of a bachelor's degree from an accredited college or university, an advanced degree from an accredited college or university, or the satisfaction of an alternative procedure approved by the dean; evidence of completion of sufficient prerequisite coursework to pursue the chosen graduate work; the achievement of a cumulative GPA of at least 3.0 in the last 90 quarter credits (60 semester units) of undergraduate coursework; and the receipt of all requested documentation by the announced deadlines.

The majority of graduate courses taught at SOU or our satellite sites, including Mexico, are delivered in English; students whose native language is not English must achieve a TOEFL score of 540 or higher before enrolling in most SOU graduate programs.

Specific graduate programs may require additional documentation of preparation and aptitude, such as required official entrance examination score reports, letters of recommendation, a portfolio, a resume, an essay, a face-to-face exam, or another demonstration of relevant competencies. In the evaluation of a candidate's aptitude and preparation for some professional-track master's degrees (e.g., the MiM), academic measures such as grade points, external examination scores, and transcripts are considered secondary to specific program requirements of training or professional experience and other nonacademic entrance qualifications.

Graduate Degree Standards

The Graduate Council—many of whose members are faculty members who teach and advise in graduate programs—establishes and publishes the requirements for admission to the Graduate Studies Program. At the departmental level, faculty members teaching and advising in their department's graduate programs work with their colleagues, department chairs, and deans to design all aspects of a graduate program, including entrance, satisfactory progress, and exit requirements.

The program regulations and procedures that have been established for the university by the GC include the following rules that set minimum standards for graduation in all programs. The GC has not made policies governing graduate certificates or licenses.

1. *Specified time period for degree completion.* The university rule states that all credits earned in the SOU program of graduate study must be no more than seven years old at the time a degree is completed; upon program completion, courses taken prior to ten years earlier must be replaced. The maximum course load for graduate students is 16 credits during a regular term and 15 credits during an eight-week summer session.
2. *Number of credits completed in residency.* Students must earn a minimum of 30 credits toward a master's degree while in residence. The last nine credits of the program must be in residence unless a waiver is approved by the graduate program coordinator and the school dean.
3. *Number of graduate-level credits required.* Under the university rules, only 500-level courses count toward a master's degree at SOU. Courses numbered 500 are for graduate students only, unless a special exception applies for an undergraduate student; courses numbered 400/500 are offered concomitantly for seniors and graduate students in a major.
4. *Number of credits required to complete the degree.* A minimum of 36 credits is required to complete a master's degree under Graduate Studies Program rules. Most of the SOU graduate programs require a mid-program evaluation as soon as possible after completing 18 credits and no more than 24 credits, to guarantee that

all credits taken count toward program completion. Most graduate programs have a minimum requirement of at least 36 (quarter) credits to complete the degree, licensure, or certificate.

5. *Number of graded credit hours that must be earned.* Up to 21 credits can be ungraded in a master's program. The exclusion published in the catalog says that no more than 21 credits may be in open-ended courses. The parallel courses at the undergraduate level are frequently taken for a pass/no pass grade.
6. *Minimum standard of graded performance, normally "B" or better.* The SOU graduate programs all operate informally on this standard, but there is no reference to a "minimum graded performance standard" for graduate studies or for any specific graduate program stated in the university catalog or the (current) school-area graduate programs handbook of 2000.
7. *Qualifying and exit examinations.* Most SOU graduate programs require both a mid-program and a final evaluation of candidates by the graduate faculty advisor or the supervising committee. The following programs have been granted an exemption from the mid-program evaluation: Master in Applied Psychology, Master in Management, Master of Music in Conducting, and the Education Comprehensive Exam option. All students in a master's degree program must pass a final comprehensive examination covering the required work for the degree. The type of examination differs depending on the program and major; it may be written, oral, or both. In some cases, the comprehensive examination is based on a focused bibliography that supports the project or thesis and is accomplished before completing the research activity or thesis.
8. *Proficiency requirements the candidate must satisfy.* Proficiency requirements that a candidate must satisfy are implicit in the catalog description of many graduate programs. There are no specific references to proficiency requirements for graduate studies or for any specific graduate program.
9. *Thesis, research, writing requirements that must be fulfilled.* In some master's degree programs, students may elect to complete a thesis or a project option. The student's thesis or project committee must approve the project proposal; special procedures and regulations set by a specific graduate program may apply. Students may use six to nine credits, including a maximum of three credits from a support area, for the thesis or project.

Goals for Graduate Education

Continuing open questions need to be resolved in regard to SOU's combined 400/500 courses. The required number of credits at the graduate level is almost never explicitly stated by a program in the university catalog. Two restrictions are stated in the current SOU Catalog: (1) the master's degree in elementary education and secondary education require students to earn at least 24 credits in courses restricted to graduate students, and (2) in school-area degrees, combined 400- and 500-level courses until recently could

comprise no more than 22 credits of an approved program. However the GC has lifted this restriction and no university restriction on the use of 400-/500-level courses will be applied, beginning in academic year 2007–2008.

A survey of the courses required in the graduate degree programs in the 2006–2007 SOU Catalog revealed that a number of programs—the MiM, the Master of Arts and Letters (Theatre and Foreign Languages), the Master of Music in Conducting (ABC), the MAP, the MAT, the MEd, and the educational licensure programs, as well as the Certificate in Nonprofit Management (CNM)—required that at least two-thirds and frequently all of the coursework be taken in stand-alone 500-level courses. The MiM allows 9-16 electives that are not specified as at the graduate level. Some of the school-area graduate emphases, including computer science and the certificate program in botany, do not offer a large number of stand-alone 500-level courses.

The computer science school-area master's degree requires 12 credits at the 500-only level, 18-36 credits at the combined 400-/500-level, and 9–27 credits of unspecified level in an elective area. The requirements of the school-area master's degree in health and physical education, which may incorporate education courses at the 500-level used in the licensure of elementary school teachers, are not clearly stated in the catalog. The Certificate of Botany (CB) requires that 45-47 credits be taken at the combined 400-/500-level.

SOU needs to restructure all its graduate program literature to clearly document all the information indicated in this standard. It is important that we assess the negative and positive effects of the suspension of the rule excluding school-area (primarily liberal arts) graduate programs that must depend on more than 22 credits of 400-/500- split-level coursework. We certainly need to reassess the viability of the school-area structure for graduate programs in the light of the university and systemwide restructuring.

Graduate credit transfer is approved by a program's graduate faculty and/or graduate program coordinator or by department chairs during the application process. A department's decision to accept or reject transfer or prior credit is informed by the course exclusions policies of the Graduate Studies Program and set by the Graduate Council. The overarching graduate studies policy on prior and transfer credit is as follows:

A student may include only 15 quarter-credits of approved graduate coursework taken prior to regular admission to a master's degree program at the university. This limitation applies to coursework taken at Southern Oregon University and coursework transferred from other institutions. Such courses must be appropriate for the master's degree program to which the student is admitted and must be approved by the major advisor, the school graduate coordinator, and the school dean. No more than 6 credits of prior or transfer credit may be transferred from a previous master's program. All transfer credit must be documented with official transcripts sent directly from the school of origin to the Office of Admissions.

In addition to these restrictions, a department's decision to accept or reject transfer credits is affected by the exclusion of outdated courses from coursework used to complete a graduate degree at SOU. Here is the policy:

All courses included in an SOU program for a master's degree must be no more than seven years old or less at the time the degree is completed. However, with the approval of the Office of Graduate Studies, up to 12 credits of courses over seven years old, but less than ten years old at degree completion, may be included if they have been updated and validated by the academic department and approved by the school dean. Upon program completion, courses taken ten years ago or longer must be replaced even if they have previously been updated.

Several of SOU's graduate programs utilize workshops, internships, practica, and other types of experiential learning as integral parts of the graduate degree program. Many of these courses are identified by standard "open numbers" such as 508 (workshops) and 509 (practica). Standard open-numbered courses have conventionally been identified at SOU as numbers below 511. Specific open numbers have also been created by departments, for example, 504 (individual counseling practicum) and 506 (group counseling practicum, advanced Spanish conversation). Other numbers are also used by departments to designate open-type classes; these numbers can be identified as marking a workshop, practicum, or internship course by the course's title or description.

Courses such as these fall under the "Workshop Credit and Practicum" and "Open-Numbered Graduate Courses" course exclusions of the Graduate Studies Program at SOU, as stated in the catalog and other electronic and print publications available to students. These regulations state that "[a] maximum of 9 hours of workshop or practicum credit may be included in a graduate program with advisor consent and no more than 21 credits of open-numbered courses may be included in a 45-credit program."

The number of hours spent by students in an experiential or open learning environment to earn credits toward degree completion varies from program to program. Graduate faculty advisors, graduate program planners, and practicum supervisors in each academic unit or department determine the nature and form of experiential learning in their program or an individual's program. Graduate faculty advisors monitor and assess the student's experiences in these kinds of classes and may rely on periodic observation of student performance, student work or learning goals journals, and field supervisor/employer evaluations. These practices need to be reviewed by the GC for their rationale and their consistency.

Continuing Education

Overview

SOU offers continuing education and special activities and programs that are appropriate and consistent with the mission and vision of the university. These activities are integral

to and integrated with all academic programs at SOU; their integrity is consistent with all SOU academic programs. SOU is solely and directly responsible for the management of Extended Campus Programs (ECP); the importance of direct management has been recognized by having the administrative director for ECP operate from the Provost's Office as one of the two associate provosts of the university. Credit-bearing, off-campus programs are a growing part of the university mission, especially in the context of being regionally responsive. SOU ECP is, in fact, the lead division for the university on the new joint SOU-Rogue Community College (RCC) facility in Medford. ECP operates largely on a self-support basis, and is both a model for and contributor to the economic viability of the university.

ECP advances the mission of Southern Oregon University throughout the region by developing and delivering a wide range of innovative educational programs and services that meet the academic, professional development, and personal enrichment needs of a diverse population. ECP uses entrepreneurial strategies, collaborates with departments and faculty of the university, and establishes partnerships with businesses, public institutions, and community organizations to provide accessible and conveniently scheduled lifetime learning opportunities for people of all ages.

ECP compatibility with institutional mission and goals has been ensured by having the director hold the position of associate provost for Extended Programs and operate out of the Provost's Office. The ECP planning processes is thus in alignment with the Academic Planning Council (APC) process for achieving institutional goals. Likewise, the ECP strategic planning process is tied directly to the APC planning process, as ECP leadership is present in both places. ECP conducts regular reviews, including external reviews in an effort to assess both quality and direction of operations. ECP administrative leaders are actively involved in professional associations, regularly attend professional meetings, and communicate the latest information to campus colleagues. As stated above, SOU is solely responsible for the management of ECP and relies on ECP as the lead agency in a variety of contractual arrangements, including the current joint SOU-RCC building project in Medford.

ECP organizational structure and reporting relationships are clearly defined and transparent to the greater SOU community. ECP is an integral unit of the institution headed by the associate provost for Extended Programs, who reports directly to the provost and actively participates as a member of the Academic Planning Council. Two years ago, the provost redefined the role of this position to re-establish Career Development Services and its connection to the local employer community, oversee the development of community-based learning at SOU, and expand community-college partnerships. At the same time, a team of seven program directors was created to handle the day-to-day management of ECP. The current operation is organized around programs and marketing is generally handled by each program director.

Credit, Tuition, and Fees

Tuition and fee structures for ECP are different from those on the main campus, and in fact vary across the spectrum of ECP programs. Programs may need to be costed-out

differently based upon delivery requirements, instructor compensation and location, e.g. With the exception of the Medford Campus program, all offerings are self-support, thereby requiring them to bear all their own expenses and overhead. Refund policies are made available to all students who enroll in courses/programs under the jurisdiction of ECP. The granting of credit and course approval procedures follows institutional policy. Travel/study courses include clearly defined criteria and policies for judging performance and assigning credit in accordance with prevailing standards and practices at SOU. Students are guaranteed to receive credit for all classes taken and passed while on study abroad programs. Information about these credits is provided to students before registering for the program. Students are informed that their grades will also transfer back to SOU and affect their grade point average. Criteria for judging performance is made clear in each study abroad class, either on the syllabus or in communication from the faculty member. Granting of credit for all SOU courses is based on institution-wide policy and follows the standard “1 credit – 30 hours student involvement” (see undergraduate program, this section). Student learning/outcomes are evaluated by qualified faculty—vetted by the on-campus academic departments.

Credit Programs

Academic credit programs administered by ECP include courses delivered to off-campus audiences as well as a handful of programs intended for on-campus students but funded on a tuition recovery basis (self-support):

Ashland courses (self-support). These elective academic credit courses are provided on the Ashland campus on a self-support basis, generally before 9:00 a.m. or after 2:00 p.m.

Distance learning. The School of Education has been involved with delivering a Master of Education (MEd) since the early 1990s to several videoconference sites. A Bachelor of Early Childhood Development, ESOL and Reading endorsements, Master of Arts in Teaching cohort in Klamath Falls, and a Special Education cohort of the MAT have since been added. During 2005–2006, the School of Business and the Department of Criminology and Criminal Justice began delivering coursework that offers distance learners, who have completed about two years of college work, the option of completing degrees online. Students also take courses from the Psychology Department, and various departments offer upper division general education courses to complete the degree requirements.

High school programs. Partnering with area high schools, these transition programs seek to provide an opportunity for high school students to accumulate college credits while still attending high school. Advanced Southern Credit courses are standard university courses taught as part of the high school curriculum by qualified high school faculty who have been certified by Southern Oregon University academic departments. The Early Entry program allows high school students, selected by educators at their school, to begin university course work at the SOU Ashland or Medford campuses while completing high school graduation requirements at their local high school site.

Medford Campus. Established in 1984, SOU's second campus in Medford, located 14 miles north of Ashland, offers programs targeted at working adults in need of evening and weekend coursework in order to complete a college degree. The Medford Campus provides general education courses along with degree completion programs in business, communication, human service, and psychology. Graduate programs in management and education are offered. Besides classroom space, services made available to students include access to computer labs, registration, academic advising, and bookstore services.

Sponsored/contract courses. Occasionally SOU will enter into a written contract with an outside educational partner to issue university credit for a course sponsored by the partner. Education Service Districts and teachers have been the primary market.

Summer session. Offered on a cost-recovery basis, the summer session provides a comprehensive and balanced selection of high quality academic courses that enable continuing and returning students to pursue undergraduate and graduate academic degree programs. In addition, the summer session offers a variety of innovative special courses and programs that emphasize the cultural and academic resources of southern Oregon.

Credit Enrollment History

	2001-02	2002-03	2003-04	2004-05	2005-06
Ashland Courses (self-support)	1,340	1,224	1,068	1,178	1,595
Distance Learning, include Grants Pass Courses	467	838	810	977	1,412
High School: Advanced Southern Credit	851	1,116	1,110	1,202	1,381
High School: Early Entry	126	78	48	62	55
Medford Courses & Degree Completion Programs	2,622	3,174	3,061	2,822	2,676
Sponsored Courses	1,342	1,302	1,523	1,629	1,529
Summer Sessions	1,793	1,766	1,613	1,632	1,626
TOTAL CREDIT ENROLLMENTS	8,541	9,498	9,233	9,502	10,274

Analysis of Enrollment Trends and Financial Viability

The Ashland Credit program's current health is strong. With some fluctuation in enrollment, the overall pattern is one of growth in head count and net income. Although the program was originally designed to provide educational opportunities to both admitted SOU students and interested community members alike, studies done over the last seven years indicate that the audience for ECP's Ashland Credit courses are now entirely SOU students most likely because increased tuition became too expensive for the casual learner from the community.

The Advanced Southern Credit program enrollment has fluctuated over the last several years; however, the overall enrollment pattern is one of growth. Because the tuition sharing financial model distributes income to the supervising university academic department, ECP, and the high school itself, the program is popular on all levels. The Early Entry program's enrollment has also fluctuated over the several years; however, the overall enrollment pattern in this case is one of declining numbers. The decline is attributed to the current block schedules at local high schools that make it almost impossible for high school students to attend both high school and college classes.

Student FTE for the Medford Campus for fall 2006 was 241.6, compared to 199.2 in fall 2001. While the Ashland Campus FTE has generally declined each of these years, Medford has increased some years and decreased others, with a five-year average FTE of 836.56 for a full year (including summer term). Students attending the Medford Campus tend to enroll only part time. Medford is the only program in ECP that is supported through general fund dollars, and it has remained at budget or under budget each of the last five years. The overall trend of growth would suggest that Medford Campus has the potential to contribute greatly to the overall student enrollment growth at the university. This should increase after the completion and opening of the new Higher Education Center in Medford in the fall of 2008, a shared campus facility with RCC that will provide a unique learning environment for both community college and university students. SOU will have a critical role at this campus in facilitating dual enrollment with RCC and increasing the ease of the transfer process. With SOU classes currently offered at as many as seven locations throughout Medford in any given term, this consolidation will allow students to maximize the number of courses taken without having to negotiate intra-city transportation. Additionally, the classroom seating capacity will increase by nearly 25 percent.

The Sponsored/Contract program has historically operated effectively; however, over the last decade the program has decreased in size and scope since the Teachers Standards and Practices Commission removed the academic credit requirement for professional development and salary increases.

Enrollment in the summer session has generally declined over the past five years, following a decline in academic-year enrollment. While there is no hard data to explain this, a recent student survey indicates that many students are working at least part time during the summer, possibly taking fewer classes. Changes in the Association of Professors: Southern Oregon University (AP:SOU) Collective Bargaining Agreement over the past two biennia have impacted the summer session through the discontinuance of a faculty revenue-sharing system, implementation of a substantial salary increase for faculty, a less restrictive but more cumbersome cancellation policy, and a restriction preventing AP:SOU faculty from teaching at any salary lower than their regular summer session salary. These changes have had various impacts on the summer session, including allowing the schools more freedom in their course offerings, increasing expenses, influencing the faculty mix in the Medford programs, and negatively impacting the bottom line of the summer session.

ECP Improvement Goals

Program improvement goals include the following:

- continue to administer a survey biannually to students enrolled in Ashland Credit courses to insure that the needs of the student body are met with quality instruction; develop and administer a separate survey for Ashland Credit adjunct faculty
- implement a system to allow for student and teacher evaluation of Advanced Southern Credit courses and registration process; determine a means for ensuring

these courses provide the appropriate level of rigor and preparation for continuing coursework in college

- recruit working adults and transfer students from community colleges into the Medford Degree Completion Programs
- balance quality and standards with access and program design to meet adult learning needs in the Medford programs
- partner actively in the planning of the joint facility with Rogue Community College in Medford and in the RCC-SOU partnership
- form a cohesive, integrated, student-centered, summer session curriculum for the entire university; create a calendar to compare the courses offered within the same time frame in order to identify classes that conflict or compete
- ensure that summer courses are evaluated appropriately by academic departments; aid assessment with a tracking document sent to each department to encourage evaluation of classes
- survey students to evaluate student satisfaction with their learning experience, schedules, and services during summer term; conduct e-mail surveys twice yearly to determine how well students' areas are being served during the summer term
- ensure that the summer session generates sufficient revenue to cover all direct and indirect expenses; solicit careful course selection by deans and department chairs, aggressive marketing, and assistance from the associate vice president of Marketing and Public Relations.
- work toward a collective bargaining agreement that is fair and equitable for faculty without compromising the success of summer session programs; provide information to the collective bargaining team on the impact of summer session issues and provisions under consideration

Noncredit Programs

ECP manages a large and diverse portfolio of noncredit programs which provides academic excellence in a noncredit setting through a financially self-sustaining model. It is consistent with the outreach mission and goals of the institution for youth, older adults, working professionals, and community members:

- *Community education.* This program provides personal enrichment and growth classes for adult learners primarily in Jackson County.
- *Professional development and training programs.* A variety of courses are targeted to upgrade the skills of adults working in the nonprofit, education, medical office, and business sectors have been initiated and phased out over the years based on demand. The majority of participants come from Oregon, northern California, and Washington.
- *Siskiyou Center (older adults).* Educational programs in Ashland and throughout the Pacific Northwest serve the lifelong learning needs of older adults, both locally and nationally, in the post-career-building, post-family-raising stage of life, generally described as 55 years of age or older. SOU is one of the largest providers of Elderhostel programs in the country.

- *Youth programs.* Enrichment classes and camps introduce precollege youth to a wide variety of academic subjects that broadens their knowledge of future educational opportunities.

The self-supporting nature of noncredit programs requires a deep understanding of the different audiences to be served and the ability to respond to markets quickly as interests and needs change. Noncredit courses do not require formal institutional approval; however, guidelines are used by the various ECP program directors to monitor instructor qualifications and appropriateness of content. If questions surface regarding a course proposal, academic department heads can be consulted to determine the appropriateness of the material for the particular audience. Non-SOU faculty with the appropriate combination of credentials and experience make up the majority of instructors in these programs and will often propose courses. Program staff also design and develop courses and programs to meet the needs of the target audiences.

Noncredit program directors and staff participate in ECP's summer program planning and goal setting process, which has sometimes fed into planning exercises initiated by the Academic Planning Council. All noncredit program directors participated in ECP's strategic planning process in spring 2006. All programs have mission statements and five-year strategic planning documents that were specifically developed for the Youth and Siskiyou Center programs by program directors who worked with staff and external advisory groups in 2000. While these plans have been helpful in setting direction for Youth and Siskiyou Center programs, both are currently in need of updated to ensure continued consistency with SOU's priorities and shifts in audiences served since 2000.

The director of Housing and Residential Life approves visiting conference groups for appropriate academic content on a day-to-day basis, using a set of guidelines and consultation with the associate provost for Extended Programs if a group's credentials or plans are questionable. Academic oversight of conferences is provided by the associate provost for Extended Programs, who reviews a quarterly report of groups that have stayed in the residence halls. The director of Shakespeare Studies approves the academic content of residential conference groups who plan to study Shakespeare and attend plays in downtown Ashland.

ECP is pleased with enrollment processes for noncredit programs and courses. The bulk of enrollments in Siskiyou Center residential programs are handled by the national Elderhostel office and downloaded twice weekly into a database; tuition and fees are paid by Elderhostel in one check to the university. Enrollments in Southern Oregon Learning in Retirement (SOLIR) classes are processed using a complex process to ensure every member receives his or her first choice class. Other noncredit courses are managed by an outsourced Web-based computer system (Lumens by August Enterprises) that provides online registration. Paper and electronic course records are kept for at least seven years. Course fees are equitable and based on a combination of costs and market. Refund policies vary by program but are published in printed schedules and on ECP's Web site.

If all national standards for a noncredit course have been met, ECP issues Continuing Education Unit (CEU) certificates for noncredit courses upon request. The CEU certificate is generally used by recipients to document attendance at professional development instructional events for licensing organizations.

Academic Year	CEU Certificates Issued
2003-04	122
2004-05	35
2005-06	102

An instructional provider must complete an application to request that ECP issue CEU certificates to their attendees. In the application, the provider must show how all required criteria and guidelines will be addressed. These standards and practices have been adopted from the International Association for Continuing Education and Training.

The ECP director of Ashland Credit Programs evaluates all CEU applications and is assisted by a program assistant in communicating, awarding, and processing CEU requests. Once an application has been approved, the provider must notify ECP prior to each educational event in order for CEU certificates to be issued. Demand for CEU certificates has been small and the process runs smoothly with few difficulties.

Noncredit Enrollment History

	2001-02	2002-03	2003-04	2004-05	2005-06
Community Education	1,109	1,276	1,297	1,388	1,280
Professional Development Programs (Training)					
Advanced Placement Institute	59	38	45	47	30
Nonprofit, Medical Office, Mediation Training	454	630	1,231	827	8
Computer Training	211	101	20	39	-
Professional Development Programs Total	724	769	1,296	913	38
Siskiyou Center Programs (Older Adults)					
Elderhostel On-campus	1,006	1,178	1,136	1,093	1,015
Elderhostel Off-campus	559	423	448	446	414
Senior Ventures/Charter	206	215	254	154	121
Road Scholar					42
SOLIR	519	559	570	599	635
Emeritus	94	92	102	101	94
Siskiyou Center Programs Total	2,384	2,467	2,510	2,393	2,321
Youth Programs					
Academic Competitions	1,407	1,267	1,175	1,299	1,200
Enrichment Classes & Workshops	998	1,360	993	1,066	1,209
Residential Camps	376	444	396	347	367
School Outreach	833	629	323	237	133
Youth Programs Total	3,614	3,700	2,887	2,949	2,909
TOTAL NONCREDIT ENROLLMENTS	7,831	8,212	7,990	7,643	6,548

Analysis of Enrollment Trends and Financial Viability: Noncredit Courses

Noncredit courses are labor intensive and price sensitive. Audiences must be carefully targeted. SOU's location in a somewhat rural environment makes finding a critical mass of students who want the same course or program challenging. Programs that were once popular, such as computer training and professional development programs, have been phased out when revenues were no longer sufficient to cover staffing costs.

Analysis of data regarding Siskiyou Center programs reveals a program that is largely effective, with solid processes for developing courses, maintaining records, and handling finances. The program's most critical gap is in creating a new long-range plan for sustained guidance ahead. The program is in need of systematic needs assessment.

Enrollments in the Advanced Placement Institute remain low due to several factors, including low population areas served, expensive airfare to southern Oregon, and state employee travel curtailments. The academic disciplines offered have been varied over the institute's seven years to achieve the most successful mix. The institute was restructured before the 2005 institute to improve the financial viability of the program. Though 2005 enrollments were encouraging, the 2006 enrollment did not build on this 2005 start.

Enrollments over the last several years in Community Education courses have been relatively flat. Over the last two years, Ashland Parks and Recreation has developed and significantly grown its own community education program, offering classes for a lower fee. It also pays its instructors a higher percentage of income, so it also competes with SOU for instructors. RCC has also been a competitor, primarily in the Medford market. In fall 2006, ECP entered into a partnership with Education to Go (a company that provides online noncredit classes) in order to offer instructor-facilitated online courses of a greater variety than can be offered with classroom instructors. Enrollment in these courses is expected to increase in enrollment over time at minimal cost to ECP.

The Community Education program covers all of its direct costs and provides money to SOU's general fund through the institutional assessment (9.5 percent of revenue). However, the revenue generated does not pay for all indirect expenses. The primary goal for Community Education in the coming year is to determine whether or not to continue the program and, if so, how to put the program in the black.

Overall enrollment for Youth Enrichment classes has been up and down over the past five years. The summer classes saw the biggest increase in enrollment between the summers of 2002 to 2003 due to the realignment of classes into a new program titled Kids College. Increased competition for enrichment classes has been experienced from Ashland Parks and Recreation departments as well as two new science museums.

Enrollments in youth residential programs enrollments have varied mostly due to changes in program offerings. A steady decline in School Outreach enrollments over the past five years has been experienced, due to funding issues in the public schools and lack of grant funding. Declining enrollments and loss of revenue indicate that this program should be discontinued.

Program Improvement Goals

Analysis of the enrollment and financial data generally reveals noncredit programs that are responsive to market needs, with a solid process for improving the program, reporting results, maintaining high quality instruction, and handling finances. Program improvement goals include the following:

- update Youth Programs' strategic plan with input from the Youth Programs Advisory Board and align it with the Admissions Office plans as well as with ECP's strategic plan
- incorporate incomplete goals from Siskiyou Center's 2000 plan into a new five-year plan, undertake needs assessment training for all staff to achieve greater competency at needs assessment, and develop a new program model for older adults
- discontinue School Outreach programs effective fall 2006 and look for a new program to take its place
- consult with college board staff and the Oregon Department of Education to improve the marketing of the Advanced Placement Institute; discontinue the

- institute if additional marketing strategies fail to draw a larger body of participants in summer 2007,
- continue to develop new, innovative Youth Programs and specifically explore new program opportunities with SOU academic departments, including School of Sciences (Deer Creek Field Institute and Crater Lake GIS Field Institute) and School of Social Science (foreign language camps and a journalism institute for high school students); explore the feasibility of developing a new academic competition for elementary schools
 - revise participant noncredit course evaluations, using a consistent rating scale and one common question to collect and compare results across all programs
 - conduct, tabulate, and review Youth Programs instructor evaluations; create a parent evaluation and post a parent survey on the Youth Programs Web site to gather information on registration processes and ascertain what other services and programs could be provided
 - create a youth advisory focus group made up of students/parents enrolled in Youth Programs to find out program interest and obtain feedback on current programs

Distance Learning

Overview

The purpose of the Distance Learning (DL) program at SOU is to provide the infrastructure to develop and deliver selected academic programs off campus. SOU's region for distance delivery is currently defined as southwestern Oregon and northern California. Although the program's mission is appropriately aligned with SOU's, institutional commitment and involvement could be strengthened. Currently the School of Business, School of Education, the Psychology Department, and the Criminology and Criminal Justice Department are the most involved in offering programs using distance learning technologies to audiences off campus,.

To date, DL has not been included as a central component within the strategic planning of the institution, so Extended Campus Programs personnel, in partnership with academic departments, have created policies, budgeting structures, and pooled resources to serve the needs of distance learners. Programs have been developed in these academic departments with oversight and guidance from the deans. Ultimately, each dean and the provost give final approval. The director of Distance Learning meets regularly with deans and department chairs in these areas to review program development, course scheduling, and faculty assignments. Currently, only programs that have already been approved by the Curriculum Committee are adapted for DL, but without further review in their new configuration. To date, this process has been adequate for the limited number of DL programs offered.

Curriculum and Instruction

SOU delivers some DL course content through two-way video and uses Blackboard as the course management system. Teaching faculty decide which technology to use; however, there is no formal institutional resource in place to help faculty determine the most appropriate technology for their particular learning objectives.

Most classes are designed, developed, and taught by full-time faculty. In the event that adjuncts develop and/or teach a course, the adjunct's curriculum is reviewed by the academic department, ensuring that it meets established standards.

Faculty members are provided with technology training; this training is not mandatory or systematic, however, leading to variable effectiveness. A resource person who would be available to faculty and adjuncts is needed for ongoing training and assistance. Course standards have been developed but have not been widely distributed to all faculty teaching in DL. Development of a memo of understanding for each DL faculty to sign, which would include review of the course standards, is needed. Although academic departments are expected to monitor the quality and currency of the course materials, there is no institutional procedure for peer review or periodic checks for compliance.

In adherence to OUS policy, the State of Oregon owns the works created by faculty for which they received compensation. Copyright compliance is an area where the DL policies have aligned with policies for regular on-campus faculty. Faculty sign a course development agreement that specifies ownership and compensation. However, the policies have not been well-articulated or vetted through all appropriate channels on campus. Creating a campus-based advisory committee would be a useful way to develop and disseminate these policies.

Library and Information Resources

Library personnel have been designated as specialists in academic areas and those in Criminology and Criminal Justice and Business make their services available to online students. Along with primary information literacy duties, the library instruction coordinator is responsible for supporting distance learning. In this capacity he has created Web-based materials to assist students in using library and other electronic resources. Program administrators do not presently monitor student use of the learning resources beyond faculty assessment of learning outcomes. DL courses do not require students to access additional facilities. Students are given technology standards on the Web site in advance so that students are aware of the technology being used in the course.

Faculty Support

A two-day Blackboard training is offered annually, prior to the start of fall term for faculty and staff. This training is facilitated through the Center for Teaching, Learning, and Assessment (CTLA) and a group of trained staff members are available to answer questions through the Faculty Help Desk, which is supported by Information Technology (IT). Throughout the year, training sessions on specific areas in Blackboard are offered through the CTLA. Faculty members who use two-way video are trained by a media specialist from IT. Since there are limited resources on campus for faculty who desire

training or assistance with more advanced technologies, the Criminology and Criminal Justice Department has chosen to contract course development services from an outside local vendor, A clearly articulated plan on which technologies IT will support and endorse is not yet in place.

Student Services

Many student support offices are developing electronic methods to allow off-campus students the same access to essential services that on-campus students receive. Student Affairs personnel have often found that this electronic access is also desired by on-campus students. However, services to distance learners are uneven and not always easily understandable. Terminology, organizational structure, and multiple logins for different systems are sometimes difficult for students to understand.

Distance Learning staff, the regional degree completion coordinator in the School of Business, and program coordinators in the School of Education serve as the first contact for students with complaints or concerns. They work closely with the students and establish relationships with them; however, if they are faced with a situation they are unable to resolve, the director of Distance Learning or department chair is a resource. Ultimately the dean of students is available if a director or chair is unable to resolve the complaint. Most students are used to contacting the DL support personnel, but it may not be clear to students what their options are if they need further assistance. Additional information could be made available on the DL Web site and in the DL student handbook.

Marketing materials describe the undergraduate online programs as “degree completion programs.” This is an important distinction because only the upper division courses are delivered online. DL personnel work with prospective students as they complete their general education and prerequisite courses--before they matriculate to SOU. It is important that the program requirements are clearly articulated to these students. DL provides prospective students with transcript evaluation, guidance in locating articulated online courses, and assistance with the admissions and registration processes. Services for matriculated online students ideally should be integrated with services for on-campus students.

Blackboard is ADA compliant and standards have been established in collaboration with staff in Disabled Student Services (DSS) that outline best practices for developing courses to accommodate visual or hearing impaired students. The assistive technology specialist in DSS has reviewed several online courses for compliance with screen readers and other adaptive technologies and found them compatible. Any student with a disability is vetted through DSS for evaluation and accommodations. A list of technology standards outlining the necessary equipment is provided to students on the DL Web site and a list of “helpful hints/suggestions” for online students is available in the student handbook and on the Web site.

Facilities and Finances

IT has dedicated .5 FTE to the maintenance and support of the Blackboard system, which includes installing software updates and new versions, setting up and managing accounts and interfaces to the Banner Student information system, assisting faculty users of the system with problems, and establishing maintenance procedures for the system. Some portion of CTLA staffing is also associated with training support for faculty. Historically the institution has funded off-campus and distance learning programs through a self-support model. Budgets are established that project sufficient income to cover program costs. When new programs anticipate expenses exceeding income during the initial years, this gap is covered by reserves built up from previous self-support programs. Thus far, revenues in distance learning programs have been sufficient to cover instructional and overhead expenses. However, the self-support fee structure is expensive and confusing to students and departments, which has limited enrollment growth. Additional institutional resources will likely be needed to significantly increase full faculty participation and program growth.

Commitment to Support

Off-campus programs are initiated with the understanding that sufficient opportunity will be provided for admitted students to complete their degrees if the program is discontinued in a particular area. Therefore, off-campus and distance learning programs are not implemented unless a sufficient number of students can be recruited at the start.

Evaluation and Assessment

Course/instructor evaluations are administered to students at the end of each course. These results are summarized and distributed to department chairs and faculty member after grades are posted. A summary of technology concerns is compiled for use by DL staff. The DL team meets to review these concerns and discuss solutions. Program planning is led by academic departments. Even though this evaluation data is collected, no systematic method exists to address student concerns. DL personnel expect that faculty issues are addressed by the academic department; technology issues are addressed by DL personnel. Students in the regional degree completion programs receive a handbook that helps them self-assess their ability to succeed in the online environment. No systematic system exists to evaluate students prior to beginning distance learning courses.

All courses through DL are evaluated with an online course evaluation. The evaluation tool contains questions which have been designed by academic departments along with questions specific to the distance learning environment. In fall 2006, a general student satisfaction question was emailed to students in the DL email database. Faculty members can voluntarily add an area in the Blackboard discussion board where students can anonymously ask questions or log concerns. The number of students completing the course evaluation varies by course—from only a few students to almost 100 percent compliance. The evaluation is summative and does not allow for resolving issues during the course of the term. No formal assessment exists to compare student learning outcomes in the DL courses to the student outcomes in classroom-based courses beyond faculty conclusions based on teaching the same courses in different environments. A

satisfaction survey was conducted five years ago that could be used as a baseline for future measurements.

The same institutional standards for classroom-based courses apply to online courses, including a plagiarism statement and honor code, which are communicated to students in the online student handbook and on the distance learning Web site. Currently there is no concrete way to confirm that work being turned in is being completed by the online student who is registered. However, since many of the current distance learning students also take classes in Ashland or Medford classrooms, this may not be a major issue at this time. Possibilities to implement in the future include having students sign an honor code when they enter the program, subscribe to an online plagiarism detection service, or having students take at least one proctored exam during their online program.

Program Improvement Goals

The mission of DL needs to transition from focusing primarily on providing logistic support to leading the development of a campuswide system to support students and faculty in the use of technology to reach off-campus students. Ideally, on-campus faculty would be encouraged to integrate teaching and learning with technology into their curriculum. By including DL in its strategic mission, the university could help provide the vision and structure necessary to shape future development. Specific short-term goals include the following:

- strengthen partnerships between ECP and SOU departments to share teaching strategies, enrollment data and opportunities, student service needs, and program development needs
- provide instructional support to faculty developing and teaching online courses
- document and widely publicize DL policies regarding course ownership, faculty compensation, copyright issues, and ownership of media products published by third-party vendors
- implementing program and course evaluation processes that provide data for continuous improvement
- develop student services for DL students that are comparable to on-campus services, using ECP and departmental resources

Summary for Extended Campus Programs

During the last five years, enrollment in credit programs has increased 20 percent, particularly in the Distance Learning and High School programs. During the same period, noncredit enrollments decreased over 16 percent, primarily because some programs, including medical, computer, nonprofit, and work force development training, were discontinued.

Medical program enrollments declined as governmental training subsidies were reduced and eliminated. Computer training had been on a progressive decline since the late 1990s when the market became oversaturated by providers. Other work force development trainings experienced declines for similar reasons. In spite of the challenges in finding sufficient demand to populate professional development programs on a full cost-recovery basis, the profitability of ECP as a whole as steadily increased.

However, as net income increased, the institution's need to cover a series of deficits resulted in increased assessments on all self-support revenue and pressure to transfer increasing amounts of year-end net income to support the budget for Academic Affairs. This drain-off of funds has prevented ECP from making additional investments in market research and infrastructure to further grow the unit. Consequently, enrollment growth has slowed in recent years and new program development has tapered off.

Summary/Conclusions

We believe the greatest academic strength of SOU is the faculty's commitment to our students and to our history of shared governance. Curricular change has been careful and thoroughly debated, resulting in a process of development that has been slow, but sure. Our general education discussions since the last decadal visit—and especially the general education revisions of the past few years—are indicative of the care and the concern for quality education shown by the SOU faculty and the entire SOU community.

The SOU faculty's and other SOU community members' perception of the role of assessment—in the classroom, across the academic program, and throughout the university—is also changing. Our efforts at defining the dispositions, skills, and knowledge we would like our students to retain at the end of their program of study have propelled us on a path toward a different, more analytical way of evaluating how we do what we do.

Personnel at SOU are beginning to appreciate that we must have established measurement strategies for the continuous improvement of our entire program—at all levels. Failure to establish and operationalize measurement strategies would leave SOU without the means to join in the regional, state, and national discussion about accountability in higher education today. In other words, we would become mute when others are finding a voice.

As we become progressively less publicly assisted, we must draw on more private- and grant-funded resources—endeavors that require ongoing, documented assessment techniques and the utilization of assessment data for the purposes of continuous improvement. Different people and programs around the campus are at different places in their levels of recognition and acceptance that a culture of assessment—a culture of continuous improvement—is needed. However, the path in front of us is becoming clearer.

We need expanded and continuing communication across campus about assessment and about the development of a culture of continuous improvement at SOU in order to sustain the effective, enlightened university that we aspire to maintain for the citizens of southern Oregon and beyond.

Standard Two Exhibits

- Exhibit 2-1: Instruments and procedures used to measure program effectiveness.
- Exhibit 2-2: Employer of SOU graduates in 2000.
- Exhibit 2-3: Degrees and certificates awarded by program 1996–2006.
- Exhibit 2-4: Number of programs deleted or added 2004–2007.
- Exhibit 2-5: Institutional rationale for general education.
- Exhibit 2-6: Exit outcomes, all programs.
- Exhibit 2-7: Academic committee minutes.
- Exhibit 2-7 a: Curriculum Committee minutes 2003/04, 2004/05, 2005/06.
- Exhibit 2-7 b: Core Curriculum Committee minutes 2002/03, 2003/04, 2004/05.
- Exhibit 2-7 c: University Studies Committee minutes 2005/06.
- Exhibit 2-7 d: University Assessment Committee minutes 2004/05, 2005/06.
- Exhibit 2-7 e: Curriculum Realignment Committee minutes and final report.
- Exhibit 2-7 f: University Studies (general education) curriculum.
- Exhibit 2-8: Program Self-studies.
- Exhibit 2-9: Student course evaluation forms.
- Exhibit 2-10: External program evaluations and reviews.
- Exhibit 2-10 a: American Chemical Society accreditation for 1999 & 2004 report
- Exhibit 2-10 b: National Association of Schools of Music accreditation report.
- Exhibit 2-10 c: Oregon Teacher Standards and Practices Commission accreditation report for 2001.
- Exhibit 2-10 d: Psychology - Council for Accreditation of Counseling and Related Educational Programs Report
- Exhibit 2-10 e: Computer Sciences External evaluation of department in 2001–2002.
- Exhibit 2-11: Admission standards.
- Exhibit 2-12: Academic policies.
- Exhibit 2-13: Articulation agreements, Gen Ed & Specific Programs of Study.
- Exhibit 2-14: Remedial work policies.
- Exhibit 2-15: Academic advising material
- Council for the Advancement of Standards advising material
- University studies requirements guide
- University studies transfer requirements guide
- Exhibit 2-16: Grade distribution studies by course and instructor for 3 years.
- Exhibit 2-17: Compilation of first year student proficiencies 2006.
- Exhibit 2-18: Samples of course examinations and student work.
- Exhibit 2-19: Graduate catalog.
- Exhibit 2-20: List of graduate degrees offered & graduate degrees awarded at SOU.
- Exhibit 2-21: Admission requirements for Graduate School.
- Exhibit 2-22: Internal review of graduate programs.
- Exhibit 2-23: Graduate policies on acceptance of transferring credit.
- Exhibit 2-24: Organizational chart of Extended Campus Programs
- Exhibit 2-25: Enrollments by program for 3 years.
- Exhibit 2-26: Financial summary of programs.

Standard Two Appendices

- Appendix 2-A: Accelerated Baccalaureate mission statement.
- Appendix 2-B: University Assessment report to Faculty Senate 2007.
- Appendix 2-C: Graduation rates for each graduate program.
- Appendix 2-D: Curriculum Committee memo to senate 2006.
- Appendix 2-E: Community based learning audit.

Standard Three: Students

Introduction

Southern Oregon University maintains a strong commitment to providing comprehensive student support to ensure both academic and co-curricular success for our student population. By providing personalized service and quality resource support systems, our intention is to meet the individualized needs of our students. As noted on the SOU Student Affairs Web site:

The Division of Student Affairs works collaboratively with academic units to create an environment in which students can be active learners, both in and out of the classroom. We constantly strive to improve the level of intellectual engagement, civic engagement, and diversity at Southern Oregon University.

Purpose and Organization

The Division of Student Affairs has undergone major transitions over the past three years, with a turnover of roughly one-third of the leadership staff that has included the vice president. After eight months of interim leadership in 2005 and 2006, the current vice president arrived and has begun an evaluation and restructuring of the entire division, designed to provide better services and opportunities for students. Our goal is to realize measurable impacts on enrollment and student satisfaction.

The entire division participated in the development of the new Student Affairs mission statement:

Student Affairs advocates for student success. We provide resources and individualized service, supporting education and personal development in diverse environments.

The mission statement, vision, organizational structure, and current initiatives are detailed on the Student Affairs Web site.

The adequacy of services currently provided to students varies by department, but assessment and subsequent implementation of data-driven changes is underway.

Our assessment is grounded in the responses to the 2005 and 2006 National Survey of Student Engagement (NSSE), the 2006 National College Health Assessment, the Cooperative Institutional Research Project first-year student attitudes/attributes study (2005), the Higher Education Research Institute faculty survey (2006), and five-year institutional retention/demographic data. This analysis, coupled with consideration of

best practices chronicled in NSSE's Project DEEP (Documenting Effective Educational Practice) and SOU's participation in the Policy Center for the First Year of College's "Foundations of Excellence" self-study (in progress), form the foundation of plans to positively impact enrollment trends, student engagement, and persistence to graduation. In addition to the instruments identified above, satisfaction surveys, use analyses, workload shifts, reduction in delivery costs of services, and perception changes will also be used as measures of intended outcomes. Also under consideration is the use of the newly developed "Profile of the American College Student" assessment tool, which will give us a descriptive, more complete portrait of our students and the impact of their interactions with the university.

An example of changes based on assessment of data is the recently implemented first-year academic advising program, developed to strengthen student connections with the university during the first year. This change is based on (a) the NSSE survey self-reports of student satisfaction with first-year advising and (b) university retention data regarding first-year students. Another example of changes currently underway is the development of an Enrollment Services Center (ESC). Incorporating the Registrar's Office, student account functions of Business Services, and the Financial Aid Office, the center will be located in Britt Hall in the space currently occupied by the Registrar's Office. At the ESC, staff will meet the expectations of today's students for convenience, quick service, and easy access by providing fully integrated academic support services.

The ESC complements the development of a Web portal, which will provide the same conveniences to students via technology. In addition, we are achieving roughly \$320,000 of budgetary savings through this reorganization, which includes elimination of several positions, reconfiguration of other positions, and extensive cross-training of staff. The ESC will be led by the dean of Enrollment Management, a position created by consolidating the current director of Financial Aid and registrar positions—achieving a savings of roughly \$80,000. The Enrollment Services Center will open in summer 2007. In the meantime, the staff of the ESC are now meeting to identify and implement potential efficiencies, individual position responsibilities, training needs, and logistical and technology issues.

Student Affairs has had an uneven completion of annual performance reviews over the past number of years. However, beginning with the 2006–2007 academic year, every director receives an annual review that is conducted after the completion of all unclassified annual reviews within his or her area. Additionally, reviews are based upon assessment of personal/area goal attainment for the previous year and serve as the foundation of goal development for the coming year. Classified staff reviews occur annually based on employee hire date.

Student Affairs' policies and practices are grounded in data, theory, and research, with attention paid to CAS standards (from the Council for the Advancement of Standards in Higher Education). Included are policies and procedures for housing, conduct, student activities, resource centers, health center, advising, athletics, and other areas. All policies and program decisions are created with student development and student support in mind.

They demonstrate our commitment to supporting students' academic progress to graduation as well as personal development—self-awareness, responsibility for one's actions and well-being, ethical decision-making, leadership skills, and understanding and appreciation of those different than oneself.

Areas within Student Affairs that specifically focus on student development collaborate, communicate, and ensure they are operating under the same philosophy and in coordination. All of the various departments work to support the institution's and Student Affairs' mission, values, and goals. Approval of departmental plans is contingent upon demonstration that their goals are supportive of and help achieve central values and goals.

Staffing within Student Affairs is thin but adequate. Physical space is generally very good, highlighted by a recent remodel of the student union, which houses the Office of Student Affairs, Office of Student Activities and Leadership, four student resource centers, Office of International Programs, SOU Bookstore, Advising, Disability Services for Students, several food service operations, and student government and student organization offices and meeting spaces. Budgets are very tight, but financial decisions within the division are based upon priorities that best promote student success.

A five-year planning exercise is currently underway in Student Affairs. The result, due in spring 2007, will be an integrated Student Affairs plan that outlines departmental and division priorities that are in concert with our mission, supported by our data, and assessed in an ongoing fashion.

General Responsibilities

Student Governance

Students sit on the majority of campus committees and groups. These include the SOU Faculty Senate, the University Planning Council, all program advisory councils, and search committees. Additionally, students participated on committees for the accreditation process. The Associated Students of Southern Oregon University (ASSOU) student government acts as a clearinghouse for appointments to committees. Faculty act in an advisory capacity for student government and many student organizations. Additionally, faculty sit on the Student Fee Committee, the group charged with determining and allocating student incidental fee monies. The Faculty Senate is consulted for major changes to student-related policies.

Policy

The Student Planner and Handbook, available both online and in printed format for every student and faculty member, outlines the student code of conduct and institutional policies. For fall 2007, the code will be revised for clarity and readability regarding the procedures of the student conduct system.

The dean of students oversees policy enforcement and the conduct system. The dean has taken on primary responsibility for resolving individual cases of alleged misconduct, which consumes large amounts of time and results in delays in resolution of issues. A student conduct coordinator is being hired to take on the daily work of administering an effective conduct system. This will enable the dean to better oversee the entire system and more fully integrate the student conduct process into the larger student support framework. Disabled Student Services and Success at Southern publish criteria for student accommodation in writing and on the Web. The ACCESS Center publishes advising rights and responsibilities on academic advising sheets that are reviewed with each new student. Campus accessibility issues are reviewed on an ongoing basis as a joint endeavor on the part of the dean of Student Affairs and the SOU Facilities Management and Planning director.

The Campus Public Safety (CPS) Office provides for the safety and security of students, staff, and visitors to the campus through crime prevention efforts, crime/accident investigations, and emergency response efforts.

Crime prevention. Information concerning safety on campus is published in a brochure each year and distributed to each student and staff member; it is also available on the CPS Web site. The brochure includes contact information; a description of CPS' duties and training; university policies regarding drugs, alcohol, and weapons; information about sexual assault prevention and campus policies regarding sexual assault; and three years of crime statistics for the campus.

The Campus Public Safety Office works with the Office of Student Affairs to issue timely warnings or safety alerts when there is a serious or continuing threat to students and employees. Through our partnership with the Ashland Police Department, we are also informed of crimes in the larger community that may require a timely warning. As part of an ongoing lighting improvement program, CPS organizes campus administrators, staff, and student representatives to walk through campus after dark to evaluate lighting. CPS offers escorts at any time of day for students or staff from point to point on the university campus. Additionally, emergency phones are located in sixteen strategic locations around campus. These phones are highly visible and illuminated with blue lights; emergency phone numbers are posted at the phone locations.

One of the CPS co-directors participates with a variety of campus groups that address crime prevention. Each week there is a security meeting with Student Affairs, Housing, CPS, and the Ashland Police Department (APD). Cases involving violations of the law and university policies that occur both on and off campus are reviewed. This information sharing allows review of crime trends and addresses problems across jurisdictions. CPS also has a representative on the Prevention of Sexual Assault Committee (POSAC) that has recently drafted a review of all the university procedures for reporting sexual assaults. For the first time CPS, APD, housing staff, Student Affairs, the Student Health and Wellness Center, the Women's Resource Center, and other advocacy groups have participated in joint training regarding the prevention of sexual assault.

CPS works with the Housing Office and APD to encourage students to register their bikes. CPS officers conduct a free bike registration during safety week in the residence halls; the City of Ashland waives its \$2 fee for this effort. CPS also provides forms so that students may record and save serial numbers of items that are vulnerable to theft or loss. While patrolling campus buildings, officers post a theft alert when a doorway or item is found unsecured. This theft alert is designed to educate students and staff so the problem can be corrected.

Investigation of crimes and accidents. The university has a close partnership with the Ashland Police Department and other local emergency services. Reported crime on campus is investigated primarily by the Ashland Police Department with the assistance of CPS officers. Some minor crimes and violations of state law are investigated by CPS officers who can cite offenders into Ashland Municipal Court. Information on criminal investigations is shared between departments within the limits of existing laws. Accidents involving vehicles and equipment and injuries to students, staff, and visitors are investigated by CPS officers. The investigations are shared with State of Oregon risk management and safety staff so that corrective action may be taken if warranted.

A critical element in conducting effective investigations is officer training. Campus Public Safety Officers attend a five-week academy certified by the Oregon Department of Public Safety Standards and Training. Officers are then commissioned by the university. In addition to the academy, the Campus Public Safety Department conducts monthly training that covers areas such as criminal investigations, response to sexual assaults, approaching persons with a mental illness, and other topics.

Emergency response. Emergency calls for service on campus go through the 911 dispatch center. CPS contracts with the dispatch center and shares a radio frequency with the APD. Officers are trained to respond to emergencies on campus. The training includes CPR, first aid, and automatic electronic defibrillator (AED) training. Officers carry a first aid kit and an AED in their patrol vehicles. There is close coordination with the Ashland Fire and Rescue Department when there is a medical emergency or alarm on campus. Officers are also trained to defend themselves or others should the need arise. CPS is a key element of crisis or disaster planning and response on campus. CPS staff members participate in citywide and countywide disaster drills and meetings and are working with other partners to update disaster plans.

Characteristics/Needs

Given median SAT scores, percentage of applicants admitted, and first- to second-year retention rates, SOU should be expected to compare much more favorably to comparator institutions for six-year graduation rates than it does. SOU's six-year graduation rates (first-time, entering freshman cohort only) for both 2003 and 2004 (just under 35 percent) fall 10-15 percentage points below the majority of comparator institutions identified by the Education Trust. This information, in conjunction with enrollment predictions for SOU, would suggest that an achievable institutional goal would be a six-year graduation rate for first-time freshman approaching 50 percent within the next seven or eight years.

In order for this goal to be achieved, retention throughout the undergraduate classes would need to be improved. Initially, the primary area of focus should be the first year of college. SOU loses roughly one-third of all entering freshmen by the end of the first year—with 10–13 percent of the entering class not returning after one term. Similar comparisons to those outlined above show that SOU is performing five to ten percentage points below many comparator institutions. It is not unreasonable to suggest that SOU could, with the implementation of aggressive retention initiatives, increase first- to second-year retention to 75 percent within four to five years. This, along with corresponding increases in retention from the sophomore to junior years, would provide the backbone for the suggested increases in graduation rates.

Collected and analyzed data also clearly show that students have a generally positive response to academic work in the classroom but do not fully understand the value of that work in context nor feel that the university adequately supports their needs. First-year students reported that their courses emphasized synthesizing ideas and making judgments about the value of information at higher rates than their peers at comparator institutions. Additionally, first-year students reported that they wrote more than ten papers or reports of fewer than five pages, made a class presentation, and discussed grades or assignments with an instructor at higher rates than their peers (NSSE, 2006). However, these students also reported at a significantly lower rate a feeling that the institution supports their academic success, provides adequate and helpful administrative services, and encourages service work in the community.

Additional NSSE data (2005) identify what drives satisfaction among students who have persisted at SOU. Clearly shown is the central role that meaningful interactions with faculty, advisors, and others play in student success:

- “talked about career plans with a faculty member or advisor”
- “quality of relationships with faculty members”
- “worked with faculty members on activities other than coursework (committees, research, student life activities, etc.)”
- “worked harder than you thought you could to meet an instructor’s standards or expectations”

As outlined in NSSE’s Project DEEP, there are key characteristics and choices demonstrated by high-achieving institutions that have a positive impact on student enrollment, engagement, and persistence. Twelve key characteristics are identified for focus based on Southern Oregon University’s NSSE and demographic data:

1. put someone in charge
2. develop a shared understanding of institutional mission and philosophy
3. cultivate an ethic of continuous improvement
4. strategically invest in student learning
5. front load resources to enhance student learning
6. tighten the philosophical and operational linkages between Academic Affairs and Student Affairs

7. teach students through the recruitment and admission process how to take control of their own learning
8. teach new students what it takes to succeed
9. implement and maintain a comprehensive set of safety nets and early warning systems
10. create and maintain partnerships for learning
11. alter structures to encourage cross-functional activities focused on student success
12. use technology to tie elements together

Major initiatives within this framework are already in development or in place. These initiatives can be tied directly to the twelve points above and include, but are not limited to, the following:

- introduction of student-focused institutional Web site (fall 2006)
- revamp of recruitment and marketing materials (fall 2006)
- reinvention of prospective student yield events, summer registration activities, and new-student orientation to ensure coherence, integration, and measurable learning outcomes (spring 2006-present)
- location change and remodel of the Admissions Office for greater visibility and accessibility (spring-summer 2007)
- development of a student support network and Web-based early warning system to coordinate interventions with students experiencing difficulty (ongoing)
- reorganization and remodel of the Student Health and Wellness Center to include expanded and integrated counseling services and more efficient, effective patient care (spring 2006-summer 2007)
- creation of assistive technology coordinator position within existing budget dollars to support major advancements in technology for students with disabilities (spring 2006)
- creation of first-year advising coordinator position, success of which will be measured by improving first-year to second-year retention (fall 2006)
- participation in the Policy Center for the First Year of College's "Foundations of Excellence" self-study (fall 2006-spring 2007)
- reinvention of student planner and handbook focused on academic planning, academic resources, and proven success strategies (fall 2006)
- development of an integrated, community-based learning/civic engagement curriculum/co-curriculum, including the Learn and Serve Grant-funded Community Based Learning director and VISTA Americorp-funded Civic Engagement coordinator (ongoing)
- development of a one-stop Enrollment Services Center (ESC), physically co-locating under one reporting authority the student accounting functions from Business Services, the Office of Admissions, Financial Aid Office, and Registration and Records (summer 2007)
- creation of a position within existing budget dollars focused on enrollment analysis (spring 2007)
- revision of the director of Admissions position description (spring 2007)

- increased utilization of technology to streamline financial aid application and review, registration, and other enrollment services functions (ongoing)
- implementation of Luminis portal technology (fall 2007)

With regard to students with disabilities, students and parents receive written and oral communication regarding disabilities services and federally funded support services:

- preview visit days
- registration days during summer registration
- appointments available throughout the year and on registration days to discuss services
- SOU participation in an annual regional event to describe services available to prospective students and parents

Students receive information about documentation required to receive disabilities accommodation/to receive support services through the federally funded TRIO program, Success at Southern.

- Web-based information
- written information
- meetings with DSS and Success at Southern staff

Documentation is received and reviewed prior to accommodation. SOU has set standards based on CAS standards and guidelines. Equal access to academic and campus community programs and services are provided to all qualified students.

Programs, services, and facilities are reviewed on an ongoing basis:

- facilities reviewed for accessibility for students in wheelchairs, vision impairment, or with limited hand mobility (January 2005)
- campus accessibility to computer programming reviewed (January 2005)
- additional software accessibility programs provided (through a grant) to all campus computers (2005)
- scanner to provide in-house alternative texts purchased (2005); for qualified students can format on CD Readings for the Blind and Dyslexic, alternative formatted texts previously unavailable through the SOU Bookstore, and works from various publishers (funded by Information Technology Services at SOU)
- braille machine purchased to provide in-house translation of texts (2006) (funds provided by funding from Facilities Management and Planning at SOU)
- Alpha Smart computing systems purchased to provide note-taking capability to students in class; used by student note-takers and downloaded and emailed to qualified students (funds provided by Facilities Management and Planning)
- ongoing training provided for campus community and regional campus partners (i.e., Rogue Community College) provided by DSS staff and online Webinars sponsored by the ACCESS Center
- assistive technology specialist for campus community hired (2006)

SOU provides advocacy for students within the campus community:

- DSS assists communication between students and faculty regarding services through email, appointments, and review of services to meet student needs.
- Concerns in academic areas are reviewed by DSS, the vice president for Student Affairs, the associate provost, and faculty jointly.

Human resources in DSS have been developed to provide appropriate services:

- new DSS director hired in 2006
- new assistive technology specialist hired in 2006
- graduate assistant hired in 2006
- staff to assist in test accommodation, note-taking services, and other accommodations hired in 2006
- one-year growth from 1.5 FTE professional staff to current staffing level of 3.5 FTE.

Funding and coordination of campus resources have been adjusted:

- The ACCESS Center has reallocated \$25,000 to support DSS services. In 2005, DSS services and supplies totaled \$5,000. In the 2005–2006 academic year, ACCESS Center director rerouted funding to build the DSS budget to \$30,000 annually.
- Information Technology (IT) Services has provided (beginning in 2005) an annual budget of \$15,000 to provide IT services to students with disabilities.
- Facilities Management and Planning has provided additional funding (about \$14,000 during the 2005–2006 academic year) for hardware needed in disabilities services.

Academic Credit and Records

Criteria

The criteria for evaluating student learning and awarding of credit are determined by the SOU faculty. SOU utilizes the Sungard SCT Banner Student Information System software package (Banner SIS). The package is well designed and SOU has made appropriate modifications to the software to enhance its value for SOU. Banner SIS has been used since the fall of 1990; there is great satisfaction with its capabilities and the services provided to students, faculty, and staff. More specifically, the process used by students to register for classes is both efficient and effective. There are adequate safeguards to enforce academic policies, e.g., prerequisite checking, student-level restrictions, drop dates and withdrawal dates. Students may access their personal records via the Web, as well as register for classes, pay on their student accounts, and receive their grades.

Criteria for the evaluation of summative (graduation) student performance and achievement are set by the department offering the major. Each department designs its capstone requirements to align with the curriculum requirements of the major. The evaluation of students' general education proficiency is currently being designed

collaboratively by the University Studies Curriculum committee, the University Assessment Committee, and each department or program.

Credit

The Office of Admissions processes all incoming transcripts for transfer students and accepts only transcripts for evaluation from accredited institutions. Credit is given only for those courses that qualify as college-level courses and for which the student received a passing grade. The academic advisors in the ACCESS Center evaluate transfer courses for applicability towards SOU degree requirements, such as general education. Transfer courses related to a major are referred to the appropriate academic department. When a student applies for graduation, the Registrar's Office evaluates coursework, including transfer courses, for overall degree requirements. Nondegree courses are offered by SOU's Extended Campus Programs division. SOU transcripts do not contain any references to nondegree credit. The only documentation issued by SOU related to nondegree credit is a certificate of completion.

ACCESS Center advisors participate in campus wide committees regarding curriculum, general education, Faculty Senate, academic policies, and academic standards in order to understand and apply appropriate standards when reviewing student transfer credit and veterans' prior credit. All ACCESS Center advisors, both professional and graduate assistants, train to provide consistent and accurate evaluation of credits based on standardized criteria. Criteria and standards are reviewed on an ongoing basis by the Curriculum Facilitation Team led by the associate provost. Questions regarding appropriate review of transfer work are referred to the department chairs and school deans as needed.

Security

All doors for the Registrar's Office and Admissions Office are lockable, and there are no operable windows. The security system is set each night, and there is a fire/smoke detection/suppression system.

All permanent student records from pre-Banner student information system days are backed up on microfiche and on CD. All pre-1970 paper files are stored in a safe, professional, off-site document storage facility. All Banner SIS records are included in nightly database backups at the Oregon University System center in Corvallis, Oregon.

Student Services

Policy

Admissions has a clearly developed and articulated mission statement and values that are understood and enacted (Exhibit 3-25). The Office of Admissions is adequately but not optimally housed, equipped, staffed, and administered. Development of the planned Enrollment Services Center should address some of the current plant and staffing issues. Admissions requirements are published in the catalog and on the Web. Requirement policies are developed through a holistic campus governance process that includes

Faculty Senate and various committee input. The Oregon University System also develops several admissions-related policies that are enacted on campus.

The university's academic standards policy is clearly defined in the university catalog and in the student handbook. If a student's SOU GPA falls below 2.0, the student is placed on academic probation and receives a written notification. Such students must obtain midterm progress reports the following term and review those reports with their advisors. If a student's SOU GPA remains below 2.0 for a second consecutive term, the student is academically suspended for one year, unless the term GPA for that second consecutive term is 2.25 or greater in which case the student will remain on academic probation. Suspended students may appeal to be readmitted earlier than one year. The requirements to complete a degree at SOU and the requirements to satisfy specific majors at SOU are detailed and presented in the university catalog. In addition, each academic department has its own Web pages where major requirements are also presented. Exceptions to graduation standards are referred by ACCESS Center advisors to department chairs or school deans for review.

All new students must take a math placement exam to determine their level of proficiency and to determine the appropriate starting math class. The same is true for students needing to take foreign language classes; they must first take a placement exam appropriate for the language in which they intend to enroll. Currently, this applies only to French and Spanish. Also, SOU utilizes prerequisite checking in the Banner SIS registration system. This ensures that students have satisfied all prerequisites for any course in which they attempt to enroll.

Resources are allocated to support enrolled students from underrepresented populations. This manifests itself most notably in the Multicultural Resource Center, Queer Resource Center, Women's Resource Center, and Nontraditional/Commuter Resource Center. Each center is led by a full-time coordinator, occupies dedicated space within the Stevenson Union, and provides resources, support, education, and training on issues related to these populations and their needs.

In spring 2006, the Campus Climate Survey was administered (Exhibit 3-37). Data obtained provide a baseline from which the university is constructing a five-year diversity plan of action. The campus community is being engaged in a discussion about its relationship to openness, acceptance, and celebration of difference. An action plan that touches all areas of campus—recruitment and retention of students, recruitment and employment of faculty and staff, multicultural competence of campus community members, and cultural celebrations—is now being implemented. SOU's commitment to diversity is also referenced in the "Diversity" section of Standard Nine.

Campus policies relating to sexual harassment, sexual assault, and discrimination outline expectations of students, including the responsibilities and the rights afforded them. Student Right-to-Know information is contained on the SOU Student Affairs Web site and in the SOU Student Handbook.

Financial Aid

The Financial Aid Office manages all of the financial resources available to students in a manner consistent with federal, state, and institutional policies and regulations. The focus is on providing financial assistance to as many students as possible, helping them to gain access to college and to stay throughout their educational program. SOU participates in the Department of Education's Quality Assurance Program, which maintains a high level of accountability of funds and practices. Information regarding categories of financial assistance is available on the financial aid Web site, the SOU Foundation Web site, in the publication "Financial Aid Facts," and in other seasonal publications, PowerPoint presentations, financial aid education events, and other media/events. Admissions Office staff have financial aid information with them at all recruitment events. Loan exit counseling sessions are held for all graduating seniors, and exit counseling publications are provided as well. The institutional default rate is monitored regularly by the director of Financial Aid. For 2005–2006 the default rate was 2.2 percent.

Advising

Preview events, summer registration, and new-student orientation have been reinvented during 2006–2007. Our data (NSSE 2005, 2006) clearly show that student satisfaction is tied closely to quality interactions with faculty. Additionally, best practice suggests that to ensure student success we must "[t]each students through the recruitment and admission process how to take control of their own learning" (Chickering, A. W., & Kuh, G. D. [2005]. "Promoting Student Success: Creating Conditions So Every Student Can Learn." [Occasional Paper No. 3]. Bloomington, IN: Indiana University Center for Postsecondary Research.).

Accordingly, preview events are now structured to focus on the academic nature of the SOU experience, intellectual engagement, and what students can expect should they choose SOU. This is accomplished by maximizing student-faculty contact, more explicitly stating expectations of faculty for enrolled students, putting students (and parents) in a classroom setting with faculty, and providing access to all academic programs.

Summer registration is currently being redesigned to build upon students' preview experiences and to lead them to an enhanced fall orientation. Specific learning outcomes have been developed so that when students leave Raider Registration, they will be able to

1. *articulate the value of a liberal education at SOU;*
2. *navigate the learning environment* (includes one-on-one advising, proficiency assessment, and course selection based on planning beyond the first term);
3. *navigate the living environment* (includes making thoughtful choices about housing, finances, wellness, personal management, and other success-related areas by understanding options and resources);
4. *use technology, resources, and tools necessary for academic success* (includes self-registration online, activating and accessing the SOU student email account, accessing and understanding personal financial aid information via the Internet, and learning how to activate and use the Higher One card and system); and

5. *articulate needs for fall term* (includes recognizing remaining fears/anxieties, deficiencies, and plans to address them).

New-student orientation focuses on three major areas:

1. *intellectual engagement*—Reinforce preview and registration events, students are asked to focus first on their academic pursuits. For example, a faculty member delivers an opening talk on a topic of academic substance (the topic for fall 2006 was seeing the world and current events from a different perspective), which is followed by a University Seminar cohort discussion of the topic.
2. *civic engagement*—Invite participation of all new first-year and transfer students in a day of civic engagement where they learn about regional issues and work with one of twenty community agencies. These range from hunger/homelessness to environmental impact and are intended to build connection with the community and its needs, offer a context for what students will learn in the classroom, and develop a culture of continued service.
3. *integration into the campus and its culture*—Provide exposure to student groups, opportunities to come together with faculty and staff around food, discussion, and celebration of the diversity of backgrounds, beliefs, and cultures that make up the SOU community, and time to take care of logistical needs (e.g., books, registration issues, financial aid questions) prepare students for their first term at SOU.

Additionally, first-time students at SOU are required to meet with an academic advisor to review requirements, transfer credits, and a plan of action for registration and graduation. Students are encouraged to establish advising relationships with departmental advisors during the first term on campus. Students in the University Seminar are assigned the seminar instructor as their first-year advisor. Student, advisor name, and shared responsibilities are published on the University Studies guides used by academic advisors and given to each entering student.

The Career Development Services department provides outreach and career-related services to students and alumni. The annual career networking fair, workshops, individualized career counseling, and Web-based resources are highlights of these services. Contact with prospective employers is maintained through participation in local committees and community boards. Membership in Mountain Pacific Association of Colleges and Employers and National Association of Colleges and Employers facilitates continuous contact and collaboration. Currently, the staff consists of one director and one .5 FTE career counselor. The adequacy of staffing numbers continues to be assessed and plans for expansion are being developed. The director holds a master's degree in counseling education with nine years of experience in higher education, six of which are in career development.

Interview facilities are adequate; the office will be moved from the lower level of the Stevenson Union to the upper level within the next year. This move will co-locate Career Development Services with Community-Based Learning, Civic Engagement programs, and Student Activities and Leadership, which will allow for a stronger integration of

academic work, community service, internships, and leadership development. The result will be career planning that is more thoughtful and better positions SOU graduates to achieve the goals on their career paths.

Services

The SOU Bookstore is true to its mission, which includes being professionally managed using sound methods of financial planning, inventory management, and expense control. The Oregon University System periodically conducts audits of the bookstore. During the 2005–2006 fiscal year, an OUS auditor reviewed cash handling procedures. Policies are reviewed and voted on by the Bookstore Advisory Committee. This committee is comprised of classified staff, faculty, administrators, and students.

The SOU Bookstore has consistently returned all profits to the university. For the 2005–2006 fiscal year, the university assessed the bookstore 7.75 percent of all income. The store is also the hub for all donation requests. SOU receives approximately 200 requests for donations of SOU emblematic items each year. The staff supports and participates in recruiting and retention activities throughout the campus.

The stock of required textbooks is adequate and complete. This is reflected in the 2004–2005 Independent College Bookstore Association (ICBA) Operating Survey which ranks the SOU Bookstore number 17 out of 68 university bookstores in the country for textbook sales per FTE student. The bookstore provides a high percentage of used books to students. The survey ranks the SOU Bookstore number 7 out of 68 stores for the high number of used textbooks as a percent of total textbook sales. There is a wide selection of general reading books, reference books, and study aids. The survey ranks the general book department number 28 out of 68 university bookstores as a percent of total store sales.

In 2002, as a response to students concerns about rising textbook prices, the bookstore created the SOU Bookstore-Library Textbook Share Program. Each term the bookstore purchases a copy of every required undergraduate textbook that retails for \$100 or more and, with cooperation from the library, places it on library reserve for students to check out. This joint venture has been very successful in providing some economic relief to those students who cannot afford the higher-priced textbooks required for their classes. During fall term 2006, 85 books on reserve in this program were checked out 1,199 times.

In addition to providing essential course materials, the bookstore contributes to the intellectual climate of the community through sales, events, and cultural displays that promote diversity. The SOU Bookstore sponsors an annual faculty author's reception to honor and promote our faculty publications. Students who find employment opportunities at the bookstore are provided with real life work experience that complements their academic studies.

The Student Health and Wellness Center (SWHC) provides comprehensive care, including mental health care, to both the residential and commuter the student population.

The SHWC has ongoing and extensive efforts on diversity training, mental health services, sexual assault prevention, general health education outreach, alcohol and other drug education/risk reduction/prevention, student insurance, emergency preparedness (including emergent disease/pandemics), and professional development. The SHWC led the institution's participation in the American College Health Association's National College Health Assessment. Data collected are being analyzed for use in addressing the areas listed above.

The administration and coordination of health, mental health, and health education services is provided through the director of the SHWC. Internal and external to the center, the director provides inclusive leadership. Input is routinely solicited through close proximity and daily contact with health care providers and through a formal meeting schedule. Relationships between the director and other student support service directors and coordinators on campus are active and strong. All SHWC staff members are informed of the student services available on campus and are encouraged to develop interdepartmental relationships to enhance care. Directors and coordinators of student support departments are invited to attend SHWC meetings to facilitate training, relationships, and referrals.

The SHWC is accredited by the Accreditation Association of Ambulatory Health Care (AAAHC). It is one of only two public university health clinics so accredited in the state of Oregon. Accreditation standards for clinical and administrative services are adhered to, providing operational direction consistent with the highest standards in ambulatory health care centers across the nation. Organizational characteristics determined to be essential to high-quality patient care relate to areas such as patient rights, quality of care, quality of management and improvement, clinical records, environmental safety, governance, administration, and professional development. More information on standards can be found at the AAAHC Web site. A quality improvement team meets regularly to ensure continued adherence to accreditation standards. The most recent re-accreditation was completed in 2004, and the SHWC was granted a three-year approval.

All incoming students are required to complete a comprehensive health and disability report form; the SHWC staff then work with students to develop care plans, as necessary, that will assist them in reaching their educational objectives. The SHWC provides primary medical care on an outpatient basis. Some small surgical procedures are provided within the facility. Those students with needs beyond the scope of practice at the SHWC are referred to local providers; hospitalizations are occasionally facilitated through providers. The medical director regularly attends meetings at the local hospital to facilitate relationships and ease of care coordination.

The SHWC provides a wide array of services, including primary medical care, laboratory, pharmaceuticals, mental health care, and health education. The professional staff is composed of physicians, family nurse practitioners, a psychiatric nurse practitioner, nurses, a laboratory technologist, a health educator, a social worker, licensed professional counselors, a transcriptionist, and medical office specialists. The SHWC also contracts with a consulting pharmacist and psychiatrist for case consultation.

Counseling services include the availability of three licensed professional mental health counselors throughout the academic year, with one counselor available throughout the summer and other times when classes are not in session. In addition, graduate interns are placed in the counseling center from the Master in Psychology program and supervised by the licensed counselors. A psychiatric nurse practitioner intern works under the supervision of the psychiatric nurse practitioner.

Student input is highly valued at the SHWC and is solicited routinely to assist in the development of health education programs and outreach, as well as the day-to-day administrative operations of the clinic. Active student participation through peer education programs, student internships, and student workers is recognized as essential in the provision of services. Students seen at the SHWC are instructed about the “Inform Us” form, which provides an easy avenue for feedback. Feedback is also available through the SHWC Web page. A student satisfaction survey is implemented every other year. Striving to move educational programming and services towards outcome- and evidence-based models, the SHWC has implemented the American College Health Association’s National College Health Assessment survey (spring 2006). The results are beginning to provide baseline information on student health and related behaviors that will support outcome-based programming at the population level. Using the satisfaction survey results from 2003, a trial triage program was implemented. This was in response to dissatisfaction from students regarding wait time for those with appointments delayed by the needs of more urgent walk-in patients. The triage system has been effective in the center’s ability to respond in a timely manner to students assessed as needing same-day services without delaying students with appointments. Students seen at the SHWC are provided documentation outlining eligibility, availability, confidentiality, patient rights and responsibilities, health tips, and an informed consent form. The informed consent copy is placed in the student chart and the remaining document is sent with the student. Student rights and responsibilities can also be found on the SHWC Web page.

Consultation and communication with the faculty occurs throughout each academic year. Faculty members are represented on the Wellness and Prevention Committee and on the Suicide Prevention Task Force. SHWC staff members are available to faculty as guest speakers in classes.

The SHWC strongly advocates for staff development in order to ensure that medical and mental health providers stay abreast of current standards of care within the medical and mental health fields. Though resources are limited, individuals are allotted allowances each year for educational opportunities related to their roles within the SHWC. Clinical educational in-services occur on a routine schedule throughout each year.

The SHWC building was originally built in 1962 as a combined inpatient/outpatient unit. The building has undergone several remodels in order to enhance services to students. A remodel is planned for summer 2007 that will result in the relocation of all counseling staff to the SHWC and facilitation of current best-practice, medical-model care for students. The building has approximately 3,000 square feet dedicated to clinical and

educational services. It houses a laboratory, physician's drug room, exam rooms, counseling, educational, and administrative offices.

Residential Education and Services has recently revised its mission statement and core values in an effort to actively complement the university's instructional programs:

Residential Education and Services is a self-supporting organization that is committed to helping students succeed through opportunities, leadership, and development, within a challenging and supportive living/learning community.

The core values of Residential Education and Services include the following:

- facilities—provide safe, clean, and well-maintained residential communities
- community—create a welcoming and inclusive environment where individuals are accountable, valued, and accepted
- food services—provide a creative, flexible, nutritious, and collegial dining experience that is responsive and convenient to the campus community
- education—create an out-of-the-classroom educational experience that enhances learning for all ages; provide living/learning and employment opportunities through fostering living/learning partnerships in meaningful ways
- safety—address all life safety issues within the residence halls and in family housing. These issues include fire alarms, exit lights, charged fire extinguishers, stairwells clear of debris. All buildings have locking mechanisms for limited access. Cascade, which is open during the day for cafeteria patrons, is secure in the evening after operations have closed down. All rooms are equipped with peepholes and key locks on their doors. Reports are regularly maintained about criminal activity on campus in cooperation with Campus Public Safety. Exterior lights are routinely checked for safe campus grounds near the halls. Various ADA-related retrofitting has occurred as needed.

A quality-of-life survey was administered in spring of 2006 and informed us that 59.12 percent of respondents took responsibility for security in their residence halls. Also reported was that 64 percent of respondents were satisfied with the security measures taken in the residence halls compared to the 7.2 percent who disagreed or strongly disagreed. This same survey reported 45.81 percent felt the department provided adequate fire safety programming drills. When asked if the residence halls were a safe, clean, and secure place to live, 62.74 percent responded in agreement, compared to 12.24 percent who expressed disagreement. All crimes and incidents are compiled and incorporated within the Campus Public Safety Right-to-Know information that is published out of that office.

SOU residence halls were built with numerous entrances and exits. Very few of the fire exits are equipped with mechanisms to alert staff that they are propped. In Greensprings complex, Susanne Holmes Hall, and Madrone Hall, all of the entrances and exits are locked twenty-four hours a day. In the Cascade Complex, however, two main entrances are open for the duration of the food service operation.

Cleaning of the residence halls is maintained by a contracted vendor, Qualified Rehabilitation Facilities. The contract outlines specifications and cleaning frequencies; the specifications are written to meet appropriate cleanliness standards. The department struggles to hold the contractor accountable for poor service. The company experiences a great deal of turnover, and pays perceived low wages. The institution sees several management issues that are of concern; however, there is a lack of competition because of the amount of square footage the contractor is expected to maintain. The quality-of-life survey reported 72.5 percent of residents believed the custodial staff in their building does an adequate job of cleaning public areas. Sixty-four percent agreed that the cleanliness of bathrooms and restrooms in their halls was satisfactory; 12.19 percent disagreed. When asked about the cleanliness of the residence halls on the weekend, 68.71 percent agreed it was satisfactory, while 11.78 percent disagreed. The survey posed a question about student satisfaction with the condition of their room at check-in: 65.86 percent were satisfied, 20.67 percent were neutral, and 13.45 percent were dissatisfied.

The residence halls, except for Madrone built in 2005, are all over forty years old. They are the standard double occupancy, community bathroom designs. The department has kept up on routine carpet repair, painting and upholstery; however, the internal systems such as plumbing, ventilation, electricity, are outdated and in need of repair. A five-year repair/replacement plan is currently in development. Family Housing Old Mill Village is over fifteen years of age and is still meeting the needs of the students who reside there, according to the apartment housing benchmark survey. Occupancy of family housing is at 100 percent and more units, if built, would be occupied. A housing master plan was initiated in 2004–2005 to explore the options associated with limited bonding authority and the needs of the residence hall student population. The master plan was put on hold until an energy lifecycle analysis can be completed and new key stakeholders can assume their new administrative positions. Currently there are significantly more beds available on campus than are in current demand. While this has allowed the department to develop an expansive conference enterprise capitalizing on the local interests like the Oregon Shakespeare Festival, conference programs do not generate the necessary revenue to improve facilities and the overall student experience. Occupancy is a major issue that is now being addressed.

Student staff members receive extensive training in developing a community of active learners, handling conflict, and acting as a referral resource for residents. They provide programs in areas such as civility, fine arts, health, diversity, community engagement, global and current issues, spiritual awareness, alcohol and drug abuse, sexual responsibility, environmental awareness, multiculturalism, wellness awareness, and academic initiative. Numerous opportunities throughout the year are created for faculty and staff to interact with residential students. There have been past efforts in developing faculty partners who would cooperate with hall staff in programming. Efforts have been neither well coordinated nor well received. They are being reviewed currently to develop a better model.

In recent service evaluations that were administered fall 2005, the programming efforts from the residential life staff received an average “B” grade. Programming is available

and reaching numerous students; however, efforts are not reaching all the students within the community. In the recent Quality of Life Survey, 57.96 percent were aware of programming in the halls compared to the 13.52 percent who were not. Also, only 24.27 percent were satisfied with the number of programs offered in the halls compared to 33.8 percent who were not satisfied. It is also interesting to note that 28.09 percent attended at least two educational/cultural activities in the residence halls in fall 2006, compared to 49.03 percent who did not.

SOU has seven different food outlets scattered throughout campus, as well as a fully functioning catering operation. The operation consists of a residence hall food court, a student union food court, a Subway, coffee shops in the union and the library, and two convenience stores (one in the student union and the second in a residence hall). There is a confusing jumble of eleven different meal plans available for purchase that serve on-campus and off-campus students, faculty, and staff. Due to the financial substructure of these plans, dining services are not performing up to full potential. Many times the plans are not compatible and in some cases the plans are only good at some food outlets and not at others, and in some cases the students are being overcharged. The off-campus and faculty/staff meal plans have not been well publicized. These issues are being addressed for the 2007–2008 academic year.

All SOU residence hall students are required to purchase one of three meals plans. These plans are set up on the points system, and the food is sold on an a la carte basis. The majority of residence hall meals are served at the Cascade Food Court located in the Cascade Complex. Residence hall students also have a variety of food choices that are available to them at the six additional outlets across the campus. Theme meals are planned on a monthly basis. Comment cards are available to any person wanting to make suggestions or comment on the food or service. Responses to the comments are posted for all to view. In winter term 2006, a service evaluation was administered. Feedback from the participants asked for more organic items to be available and more nutrition information posted. Food service committees made up of food service staff and students are established annually.

The relationship of Southern Oregon University to its publications and media needs to be more clearly defined and published. Currently, a Student Publications Advisory Committee is in place to provide general oversight and policy-making authority for all student publications at SOU. Student publications currently include the weekly *Siskiyou* newspaper and the *West Wind Review* literary magazine. The advisory committee is made up of a member of the ASSOU cabinet, four students who are not elected/appointed members of ASSOU or on the staff of any publication, the editor-in-chief of each publication, three faculty members, a member of the professional journalism community, and the student publications advisor (a paid staff position). This group selects editors-in-chief, conducts formal review hearings, and approves any new publications initiated by students. The campus radio station, which is broadcast over the Internet only, does not have a formal relationship beyond the relationship SOU has with its other student organizations.

Activities

Activities are offered for the intellectual and personal development of students. Programs are offered by various groups on campus, including the Student Activities and Leadership department, Residential Life, Student Health and Wellness Center, Resource Centers (Women's Queer, Commuter, and Multicultural), student organizations, and academic departments. Activities offered are intended to meet the needs of students who are at various stages of their personal and intellectual development.

A comprehensive Civic Engagement Program assists students with their development into full participants in a democratic society. This program, formally implemented fall 2006, includes a full-time staff person in the form of an AmeriCorps VISTA member. As students participate in the Civic Engagement Program, they are encouraged to learn about and serve in their community through volunteer work, leadership opportunities, and educational programs.

A significant effort is made to provide programs that appeal to different groups on campus. Programs are offered at various times during the day and evening to meet the needs of nontraditional, commuter, and residential students. All events are held in accessible locations, and advertisements include appropriate accommodation information for individuals with disabilities. Additionally, the Commuter Resource Center, Multicultural Student Center, Queer Resource Center, and Women's Center provide activities that meet the needs of their specific populations. Due to lack of personnel and unfilled positions, the impact of these programs has not been assessed in the past. During the 2006–2007 academic year, an assessment plan has been developed and implementation has begun.

Policies and procedures that determine the relationship of student groups with the institution need to be clarified and reviewed. This process is happening during the 2006–2007 academic year. Currently the relationship between student groups and Southern Oregon University are detailed in the Student Planner and Handbook. For documentation of activities and student organizations, see Exhibit 3-18.

Student organizations must register with the Office of Student Activities and Leadership in order to receive the rights of student organizations. All registered organizations are nonprofit groups comprised of currently enrolled SOU students who have organized to fulfill a well-stated purpose and whose programs and activities are clearly related to that purpose. Upon registration, student organizations have the right to reserve and use space on campus, gain access to organization email accounts, use support services in planning and scheduling activities, utilize the club accounting process, use SOU advertising channels, procure access to funding, and participate in Inter-Club Council.

Student activities are jointly governed through the Associated Students of Southern Oregon University, Inter-Club Council, and Southern Oregon University. The Student Fee Committee (SFC) is responsible for determining funding for student activities. This committee's membership includes students, faculty, and staff members. A subcommittee of this group advises Southern Oregon University on the policies of the Stevenson Union.

The Student Publications Advisory Committee charter has not been reviewed or updated since 1995 and needs revision. This revision will occur during the 2006–2007 academic year.

Intercollegiate Athletics

In addition to offering energy and vitality to the campus, community, and region, our National Association of Intercollegiate Athletics (NAIA) adds substantially to the character of SOU's educational program. The coaches and administrators employed by the Department of Intercollegiate Athletics act as advisors and mentors to roughly 300 student athletes. Many of these professionals also teach Health and Physical Education (classroom and activity) and are involved in various committees and organizations across campus. As a result of this close tie, extended interaction with the student athletes, and the emphasis on mentoring, retention and graduation rates for student athletes exceed those of the general student body.

Administrative oversight for Intercollegiate Athletics runs from head coaches through the athletic director to the vice president for Student Affairs; the ultimate authority for the program is the university president. Faculty oversight is provided by the faculty athletic representative (FAR). The president has direct input and prerogative in athletic matters germane to the mission and vision of Southern Oregon University.

The Athletics Department's overall function is to provide co-curricular activities which contribute to the physical, cognitive, and social experiences of the entire university community. The Intercollegiate Athletics program complements the instructional and other programs of the university and functions within the framework of the SOU's overall goals. In addition to the benefits derived by the student athletes themselves, Intercollegiate Athletics are aimed at providing spectator benefits for the university community and the community at large while striving to be regionally and nationally competitive. In order to successfully accomplish its overall function, Intercollegiate Athletics must be able to employ administrators that are committed to the successful implementation and facilitation of its strategic vision and mission.

The FAR's role is to oversee matters pertaining to the implementation and execution of academic policy in athletics. The FAR has access to all prescribed academic regulations as promulgated by the NAIA.

Admission procedures for student athletes are identical to those for the general student body. Student athletes typically benefit from the guidance of their coaches during this process. It should be noted that although admission standards are identical, the standards for athletic eligibility set forth by the NAIA are more stringent than those set forth by the university.

Under the NAIA eligibility rules, student athletes, once admitted, are required to maintain a full-time academic load (12 credit hours) during their competitive season. Those

beyond their first/freshman year must have passed the required 36 credit hours from the previous three terms of full-time attendance in order to be eligible to compete. In addition, satisfactory progress toward a degree is also required as mandated by the NAIA. If student athletes fail to comply with these regulations, they will be ineligible for competition. An eleven-step process has been established by SOU for verifying eligibility. The process begins with head coaches checking their athletes' transcripts for conformity. Coaches have help and guidance from the department's eligibility compliance officer. The athlete's eligibility files are then reviewed and signed off as *eligible* by the registrar, faculty athletic representative, and the athletic director. SOU requires all freshmen, transfers, and continuing student athletes who have GPAs below a 2.5 to enroll in PE 199: Athletic Study Table.

The fiscal support for intercollegiate athletics at SOU comes from three sources: the general fund, student fees, and self-support revenues. General fund money primarily supports staff salaries and accounts for approximately 21 percent of the overall athletics budget. Student fee support is allocated on a year-to-year basis, using an initial-budget-level approach; requests may take the form of either permanent priority requests or one-time priority requests. Self-support funding consists of revenues that are generated through athletic-related activities: e.g., gate, sponsorships, guarantees, and concessions. Not included here is athlete-related aid, i.e., scholarships. Approximately 76 percent of athlete scholarship funds are generated by the athletic booster club (Raider Club, an affiliate of the SOU Foundation), 20 percent of the support is in the form of tuition remission, and 4 percent in the form of housing waivers.

All funds are properly controlled and properly audited, both internally at SOU and through the OUS Internal Audit Division. The Athletic Department underwent an OUS internal audit in the fall of 2005. The audit provided the department with various recommendations aimed to further strengthen internal controls. Although controls did exist, many were not functioning as designed, and additional controls were needed for improvement. In order to address these concerns the department hired a full-time fiscal analyst to develop and refine standard operating procedures that are consistent with broader university procedures. The OUS internal audit made recommendations in five areas:

Recommendation 1: improve supporting documentation and policies and procedures for revenues:

- a. expand the SOU Business Services Cash Handling Department Manual to specify record-keeping requirements and required segregation of duties
- b. develop departmental policies and procedures that document the operation and management of revenue-producing activities, including the expected levels of documentation, duties of departmental staff, and proper handling of cash receipts
- c. improve fiscal monitoring of revenue-producing activities by providing fiscal and budgetary training for departmental staff as needed, developing Banner [financial information system] reports and analysis that would

provide meaningful budgetary data, and ensuring that the department regularly reviews and discusses the budget with each coach

Recommendation 2: improve supporting documentation, policies, and procedures for monitoring expenditures

- a. develop formalized departmental policies and procedures to ensure documentation is adequate to determine that expenditures are appropriate and accurate. Policies should also identify staff responsibilities related to purchasing authority, approval protocol, transaction processing, and fiscal monitoring.
- b. Increase the effectiveness of the central monitoring procedures to ensure departmental compliance with university accounts payable and procurement card policies and procedures

Recommendation 3: enhance concession cash handling processes

- a. develop procedures to ensure that concession sales receipts and inventory are complete, properly secured, and accurately accounted for. The expansion of the Business Services Cash Handling Department Manual highlighted in recommendation number 1 also applies to this recommendation.

Recommendation 4: improve controls for safeguarding departmental assets

- a. equipment rooms are properly secured and locker numbers and lock combination are secured and stored out of sight
- b. capital assets and expendable property in the department storeroom are physically inventoried at least annually
- c. asset tags are affixed to capital assets or they are clearly identified by other means
- d. assets are not being used off campus
- e. assets are disposed of as prescribed by OUS procedures

Recommendation 5: encourage CPR and first aid certification and provide training for coaches

- a. encourage every head coach or assistant coach who regularly attends practices and athletic competitions to maintain current CPR and first aid certifications
- b. provide CPR training for coaches at least annually

In order to address these concerns, the university created two new fiscal analyst positions to improve the fiscal monitoring of the auxiliaries, provide management and staff with meaningful financial information, and to develop/implement policies and procedures consistent with OUS guidelines and university policies and procedures.

The first position was created for the financial reporting of all the auxiliaries and reports directly to the director of Business Services. It provides oversight to all the auxiliaries, develops reports for managers and directors, assists with budgeting and quarterly reporting, provides guidance in developing procedures, and acts as a liaison between the auxiliaries and administration and among the auxiliaries themselves. This position also develops and monitors ongoing adherence to effective financial internal control systems to be used within the auxiliary units.

A second position, athletic fiscal analyst, was created for the Athletic Department and reports to the athletic director as well as to the director of Business Services. The Athletic Department manages a variety of sports programs and other recreational activities. The athletic fiscal analyst works directly with the athletic director and the coaches on program budgets. The position assists with budget development, revenue monitoring, expenditure monitoring, development and implementation of policies and procedures, and budget projections for the department. Information and concerns are discussed with the coaches, the athletic director, and the staff. In addition, the fiscal analyst acts as a liaison between the Athletic Department, other auxiliaries, and the administration.

The process since the audit has included developing flowcharts and writing procedures, training coaches and staff, implementing procedures, and revising and updating the processes/procedures as needed. The process has been a collaborative effort between the Athletic Department and other areas of the university.

The status of each of the five audit recommendations is as follows:

Recommendation 1: full implementation scheduled for June 1, 2007 when the final procedure related to segregation of duties is implemented

- a. All incoming mail will be opened by a single individual and any checks received will be entered in to a check log.

Recommendation 2: partially implemented

- a. The purchasing limits for each athletic staff member are being reviewed for consistency.
- b. The procedure for receiving merchandise from vendors is under review.
- c. The athletic department manual (currently being developed) will include the department purchasing procedures and approval process.

Recommendation 3: full implementation scheduled for June 1, 2007 when the segregation of duties is fully implemented

Recommendation 4: full implementation is scheduled for June 30, 2007

- a. The physical inventory of assets is being completed as each sport finishes the season and returns uniforms to the equipment cage. Track and field is scheduled to complete its season at the end of May.
- b. A final year-end inventory will be completed by June 30, 2007.

Recommendation 5: fully implemented

OUS also conducted an internal audit of the Athletic Department sports camps. The recommendation was to strengthen internal controls and improve cash handling procedures for the sports camps:

1. create agreements and a memo of understanding with all coaches on the operation of sports camps

2. require all coaches to sign that they have and understand the new procedures on the operation of sports camps—this understanding would include that the personnel action, if they fail to comply, can result in consequences up to and including termination of employment
3. establish standard operating and prior approval procedures for fundraising activity
4. establish accounting procedures, including setup of the separate funds for posting transactions in accordance with the OUS Financial Administration Standard Operating Manual; further, ensure segregation of duties and implement monitoring controls over all sports camps and fundraising activity

The sports camp audit requirements have been fully implemented. A sports camp manual has been written and adopted. All camps followed the procedures outlined in the draft of the manual during the summer of 2006. The formal manual was issued October 18, 2006. All coaches have signed acknowledgement forms agreeing to adhere to the policies and procedures outlined in the sports camp manual and to follow all university employment procedures.

Supporting documentation for all aspects of the audits is available in the Athletic Department.

Equal opportunity for men and women's programs at SOU is a work in progress. Since 2000 the department added two women's programs: in the fall of 2000 women's soccer was introduced, and in the spring of 2001 softball was added, bringing the total number of women's programs to seven. There are currently five men's programs. The department is in the process of developing an instrument to measure the interest and ability of incoming female students. These survey data will be used to determine if our current offerings meet the interest and abilities of our incoming female students and to determine if there is an unmet interest in intercollegiate athletics where there is ability to participate. In terms of financial assistance provided to both males and females, a proportionate amount of athletic-related aid is being provided in compliance with federal regulations. With regard to benefits and opportunities, both women's and men's sports are provided equitable treatment in the eleven program areas as outlined in federal regulations.

Currently there is nothing published by SOU or by the Cascade Athletic Conference that outlines policies concerning the scheduling of intercollegiate practices and competitions to avoid conflicts with the instructional calendar. In practice, however, the Cascade Conference and SOU organize the league schedule and regional and national tournament play around common midterm and final exam schedules. Because SOU is one of only two quarter-system schools in the Cascade Athletic Conference, coaches must be diligent when forecasting the potential strain our schedules may have on the academic performance of student athletes. To this end, our coaches work in conjunction with the athletic academic coordinator and director of Athletics to ensure that academic requirements take precedence over practice and competition scheduling. In the event of scheduling conflicts, student athletes (and often coaches) contact professors.

The Athletics Department offers a large intramural schedule that includes volleyball, tennis, rock climbing, flag football, softball, indoor soccer, and basketball. Three club sports—men’s lacrosse, men’s soccer, and rugby—are also sponsored through the department. The club lacrosse team has recently received national attention, including national ranking.

Standard Three Exhibits

- Exhibit 3-1: Organization chart for Student Affairs.
- Exhibit 3-2 a: Student handbook.
- Exhibit 3-2 b: Student Affairs mission statement.
- Exhibit 3-3: Student characteristics.
- Exhibit 3-4: Retention and graduation data.
- Exhibit 3-5: Admissions report.
- Exhibit 3-6: Student Affairs staff profile.
- Exhibit 3-7: Policy development (contained in narrative)
- Exhibit 3-8: Student conduct and rights and responsibilities.
- Exhibit 3-9: Grievance policy.
- Exhibit 3-10: Student fees.
- Exhibit 3-11: Tuition refund policy.
- Exhibit 3-12: Financial aid statistics - fund summary.
- Exhibit 3-13: Financial aid agency reviews.
- Exhibit 3-14: Financial aid cohort default rate.
- Exhibit 3-15: Unit goal attainment (contained in narrative).
- Exhibit 3-16: Student services impact (contained in narrative).
- Exhibit 3-17 a: Institutional publications.
- Exhibit 3-17 b: Drug Free Schools and Colleges Act.
- Exhibit 3-18: Student organizations.
- Exhibit 3-19: Strategic plan for student services (contained in narrative).
- Exhibit 3-20: Student government constitution.
- Exhibit 3-21: Staff resumes Peg Blake, Jonathan Eldridge, Dennis Francois, Deborah Michaels, Deb Myers, Laura O'Bryon, Diane Potratz, Tannia Shewman, William Smith
- Exhibit 3-22: Student publications.
- Exhibit 3-23 a: Data on students with disabilities within OUS.
- Exhibit 3-23 b: Assistive technology available services matrix.
- Exhibit 3-24: Student affairs goals (2004–2005).
- Exhibit 3-25 Mission statements for each unit.
- Exhibit 3-26: Student grievance process.
- Exhibit 3-27: Academic honesty.
- Exhibit 3-28: Athletics policy and procedures.
- Exhibit 3-29: National College Health Assessment (NCHA) executive summary.
- Exhibit 3-30: NCHA executive summary for Oregon consortium.
- Exhibit 3-31: NCHA survey results.
- Exhibit 3-32: Cooperative Institutional Research Program (CIRP) data summary.
- Exhibit 3-33: National Survey of Student Engagement (NSSE) full report
- Exhibit 3-34: NSSE student comments.
- Exhibit 3-35: NSSE data summary.
- Exhibit 3-36: Student Health and Wellness Center program overview & highlights (2002- present).
- Exhibit 3-37: Campus climate survey executive summary.

Standard Four: Faculty

Faculty Selection, Evaluation, Roles, Welfare, and Development

Employment

In 2005–2006, there were 192 faculty at Southern Oregon University ranked instructor or higher and 170 of these were full time. An additional 165 part-time faculty (generally ranked at lecturer) were employed, most with part-time positions. Among the faculty ranked instructor or higher, 90 percent had doctorates or master's degrees recognized as terminal for their field (Table 4-1; Exhibit 4-1). This group consisted of 114 males and 78 females. Their ethnicity broke down as 167 Caucasian, 13 Asian, 3 Native American, 3 Hispanic, 3 African-American, and 4 Declined to Respond. Faculty members are actively engaged in scholarly activity appropriate to their discipline and the teaching load consistent with the university's mission (Exhibit 4-18, Article 19; Exhibit 4-2).

Despite well-below-market salaries (Exhibit 4-18, Article 12; Table 1; Exhibits 4-3 & 4-4) and a very high cost housing market (Chart 1), SOU has been remarkably fortunate in attracting and retaining high quality faculty. Data gathered for the Oregon University System (Exhibit 4-5) indicate that in 28 searches during 2004–2005 and 2005–2006, Southern Oregon University was successful in obtaining its first choice candidate in 17 of those searches, its second choice in four other searches, and a lower choice in one search; six searches failed. There have been relatively few faculty who have left the university for reasons other than retirement during the last five years. One view of this is provided by Exhibit 4-6 a, which details faculty departures in 2005–2006. Of 13 departures, seven were retirements, five were resignations, and one was a nonrenewal. An eleven-year study by the Oregon University System (Exhibit 4-6 b) shows that SOU retained an average of 95.4 percent of its tenure track faculty from 1993–2004. This statistic means that in a given year, 95.4 percent of the tenure track faculty typically returned the following year. These rates are comparable to our sister regional institutions in the OUS: 92.8 percent for Western Oregon University, 95.5 percent for Eastern Oregon University, and 94.4 percent for Oregon Institute of Technology.

Southern Oregon University has an orderly process for the recruitment and appointment of full-time faculty, and SOU is committed to diversity in its hiring practices. This hiring process is collaborative, involving faculty and administration and monitored by Human Resources. SOU Faculty Bylaws, Section 5.100 (Exhibit 4-19) and Article 10 of the AP:SOU Collective Bargaining Agreement (Exhibit 4-18) govern initial appointments to the full-time faculty. When an open position is scheduled to be filled, the department chair is responsible for initiating the search for candidates. In open consultation with all faculty members, the chair will submit in writing to the school dean or library director a description of the position and its duties, as well as a suggested salary range and a list of the necessary and desirable qualifications which the appointee should possess. The chair then directs the department faculty members to select a search committee. The first act of the committee is to meet with the affirmative action officer for unclassified personnel

who advises the committee on how to conduct the search. Job opportunities are advertised nationally, regionally, and locally through a variety of publications, such as the *Chronicle of Higher Education*, local and regional newspapers, and discipline-specific journals, publications, and listservs. Generally, applicants submit their application materials (e.g., CV and references) directly to the department chair or chair of the search committee. Applications are evaluated by the search committee, and a list of acceptable candidates (which may or may not be ranked) is submitted to the department chair and dean. The search committee is generally responsible for handling the details of on-campus interviews. Human Resources is updated and consulted frequently with regards to the search process.

Each department or academic unit examines and validates the academic credentials of adjuncts hired to teach SOU courses within their discipline. Academic degrees, professional expertise, and experience are weighed by departments in order to uphold academic standards in each course and department.

The Biology Department utilizes adjuncts in multiple section courses which are coordinated by a tenure track faculty member. In the School of Business (where less than 10 percent of the courses are covered by adjuncts), all adjuncts are full-time practitioners in their respective fields and teach an average of one section per academic year. Several departments employ adjuncts to teach courses offered in the evenings or on weekends on the Medford Campus; this helps departments meet their required course loads and cover courses when tenure track faculty are on sabbatical.

Most adjuncts possess a master's degree or better and are supervised by an SOU faculty member or the department chair (Exhibit 4-7). The Medford Campus offers courses evenings and weekends in order to allow adult students the opportunity to complete their college degrees (at both the baccalaureate and master's degree levels) while working full time. Approximately 70 percent percent of the instruction in Medford is provided by adjuncts. The hiring and supervision of these adjuncts is conducted by the academic departments in the same manner as the Ashland-based courses.

Advanced Southern Credit, a small program that offers SOU academic credit for advanced courses offered on area high school campuses, works with SOU departments to ensure that these courses meet SOU academic standards and the teachers possess sufficient credentials and experience to teach them. These instructors are not hired by SOU; they are employed by the school districts but must meet the university standards for adjunct instructors.

Extended Campus Programs (ECP) also administers the Ashland Credit Program, which offers SOU students a varied listing of academic elective courses for broadening their education. All courses and instructors are approved by the academic department which oversees the discipline. The standards adopted by each department for the approval of Ashland Credit adjuncts are the same as those used for their departmental counterparts.

The employment of part-time adjuncts enables the institution to meet its mission. In the current Oregon educational funding climate, our commitment to providing a strong liberal arts education to our students would not be reachable without such practices.

Historically, the majority of adjunct faculty members employed by SOU have been hired through ECP for instruction on the Medford Campus, the self-support electives offered on the Ashland Campus, and courses approved for university academic credit and taught on local high school campuses (Advanced Southern Credit). Although other SOU departments and schools have also employed adjuncts for instruction, a systemized dissemination of employment practices, policies, and practices has only recently been created.

Beginning in 2002, ECP began conducting an annual orientation (Exhibit 4-8) for their adjunct faculty, offering them information on SOU's organization, policies, and practices. A professional development piece is always included, and all adjuncts are presented with copies of the year's Adjunct Faculty Handbook (Exhibit 4-9). The purpose of the orientation and handbook is to inform adjuncts of SOU policies and mission as well as the current campus practices—to help them better serve the SOU students.

Prior to the existence of the ECP handbook and orientation, other SOU service units (Hannon Library, Information Technology, Campus Public Safety, e.g.) provided information to the entire institutional community on how to access and use their services; however, a comprehensive document did not exist.

Fall 2006 saw the introduction of SOU's own Adjunct Faculty Handbook, which built on the ECP version by providing curriculum and instructional guidelines from SOU's Center for Teaching, Learning, and Assessment (Exhibit 4-9) as well as the information provided by the ECP version. This new handbook also directed all departments to insure that each adjunct is assigned a departmental faculty mentor to monitor the adjunct's performance and serve as the adjunct's primary source for campus information. This new policy has not been fully adopted.

All these changes have come into existence as the university seeks to better communicate with and supervise its adjunct faculty. Although contracts have always been issued and included the details of the work assignments (Exhibit 4-10), the university is currently working to improving the procedures practiced when employing adjuncts.

The widespread use of adjunct faculty has provided cost-effective instruction and allowed the university to offer numerous course sections that otherwise would not have been available. The percentage of adjuncts hired across the campus varies department to department. Programs such as ECP's Ashland Credit Program, the high school program (Advanced Southern Credit), and the Distance Learning Program are limited, by the very nature of these programs, to hiring adjuncts. Advanced Southern Credit adjunct instructors must be working in our local secondary schools. This program complements SOU state-funded offerings and therefore must not compete for the institution's professor-ranked faculty. SOU departments often rely on hiring adjuncts in order to meet the demand for departmental courses. The policies dictating the use of adjuncts have

always been included in the SOU AP:SOU Collective Bargaining Agreement (Exhibit 4-18, Article 19, Section D). Departmental practices do vary, however.

During the 2005–2006 academic year, the SOU Faculty Senate created the Faculty Roles, Rewards, and Responsibilities Task Force. Their charge was to include adjunct faculty in their investigations and recommendations and produce a report (Exhibit 4-11). Upon studying its various departmental adjunct employment practices as well as the percentage of adjuncts teaching courses for SOU, the institution set about standardizing some of its hiring practices. The task force found that both the financial and professional acknowledgement of long-time hired and senior adjuncts were lacking. The university also found that new instructor ranks were needed to insure that such acknowledgements were no longer overlooked and that the university would use its ranks of experienced adjuncts to better serve SOU students and the mission of the institution.

Consequently, SOU and the faculty union put into effect a memorandum of understanding (Exhibit 4-12) in September 2006 that revised the 2005–2007 collective bargaining agreement in order to clarify the role of temporary faculty members and implement the professional faculty ranks of instructor and senior instructor at SOU. This document serves as an example of SOU's practice of periodically evaluating and assessing how part-time and adjunct faculty are used in light of the institution's mission and goals.

Conditions

The Southern Oregon University faculty have a long history of actively shared governance with the administration. The Faculty Constitution and Bylaws (Exhibit 4-19) have been in existence for nearly forty years. The Faculty Senate is sanctioned by the constitution and is the primary faculty advisory body to the president of the university. The full-time faculty (instructor or higher, .5 FTE or higher) have been unionized since 1973. The faculty union, the Association of Professors: Southern Oregon University (AP:SOU), is an independent union, not affiliated with any state or national organization. The terms of the faculty's compensation and working conditions are negotiated through the AP:SOU Collective Bargaining Agreement (Exhibit 4-18). This contract aligns with the State of Oregon's biennial budget.

Through the bylaws of the constitution, several faculty committees perform particular functions related to the governance of the institution (Exhibit 4-19, Section 2 of constitution, Section 1 of bylaws). Some important examples include the Curriculum Committee, the University Planning Committee, and the Senate Advisory Council. The Curriculum Committee, with six faculty members and associated ex-officio members, receives all proposals by departments and programs for changes, such as new and/or modified courses; modifications to majors, minors, and/or certificates; and new degree programs. The Graduate Council also monitors changes to existing graduate programs and new graduate programs. The University Planning Committee consists of faculty and administrators and is charged with advising the Executive Council on matters of budget, facilities, and strategic planning. The Senate Advisory Council consists of six or seven officers and other senators from the Faculty Senate and meets regularly with the president

and provost. In addition to setting the agenda for Faculty Senate meetings, this group advises the president and the provost on matters of interest to the administration and the faculty.

In addition to the standing committees of the Faculty Senate, ad hoc committees and task forces are occasionally formed by the senate or the university president. A good example of this was the Faculty Roles, Responsibilities, and Rewards Task Force formed in fall 2005. The group was jointly formed by the senate, AP:SOU, and the administration. Its charge was to examine SOU's practices and governing documents related to faculty: how do we define our faculty and appropriately assign them work, how do we evaluate our faculty and communicate standards for progress in their career, and how do we reward/compensate faculty to properly incentivize them? The group's yearlong work resulted in a comprehensive report (Exhibit 4-11) which made major recommendations on the following: the proper use of adjuncts, the definition of a teaching track of faculty to complement the tenure track faculty, a process for better defining and communicating promotion and tenure standards—and ways to clearly distinguish the roles of the senate and its bylaws versus AP:SOU and its collective bargaining agreement (CBA) in the definition of faculty roles and responsibilities. After receiving the task force's report, the senate (along with AP:SOU and the administration) put together a joint working group to flesh out some of the vision in the report. This work continues into 2006–2007.

AP:SOU negotiates a biennial contract with the Oregon University System covering faculty compensation and working conditions (Exhibit 4-18). The bargaining unit is tightly defined to be teaching faculty, ranked instructor or higher, with at least a .5 FTE appointment. The union represents the faculty in matters of enforcement of the CBA. AP:SOU and the SOU administration have a long history of constructive engagement, with significantly less of the adversarial tone struck by many unions with their administrations. AP:SOU and the Faculty Senate complement one another in giving faculty effective voice in governance.

The other major class of campus wide committees is the administrative standing advisory committees, also known as the presidential committees. These committees are appointed by the university president or designee and have focused missions. Examples include the Institutional Review Board, the Bookstore Advisory Committee, and the Traffic Appeals Board. Unlike senate committees, these committees include classified staff members.

Full-time faculty have a standard teaching load of 12 credits per quarter, 36 credits per year (Exhibit 4-18, article 19, exhibit 2). This load frequently amounts to three four-credit courses in each of three academic quarters. Some departments give a reduced workload to new hires on the tenure track, e.g., a 32-credit load in their first year. All faculty members can, at least in principle, get a reduced load for professional activity projects if a source of back fill monies to cover the instruction and a qualified part-time instructor for the released class can be found. The CBA (Exhibit 4-18, article 9) provides some monies which can be used for this purpose. A recent change in the CBA gives each faculty member a personal professional development account (\$1250 per member per year), which supports professional travel, equipment/software purchase, and back fill for

release time. It is also common for faculty who write successful grants to include in their grant budget monies to back fill for release time.

Faculty Salaries and Benefits

An educational system’s most important initiatives depend on a corps of dedicated teachers to foster student achievement, develop new academic programs, pursue research, and contribute to the economic health of a region or state. A strong faculty requires both talent and continuity. The Oregon University System in general and SOU in particular must compete in a national market to attract and retain the expertise needed to advance scholarship and research in the region and state and to teach a growing student population.

Data show that Southern Oregon University (SOU) faculty salaries rank below the norm. Owing in large part to lack of funding by the state legislature, these salaries have not been able to keep up with comparator and competitor institutions (see tables below; Exhibits 4-3, 4-4). SOU offers lower-than-average faculty salaries but higher-than-average-benefits (health care and pension costs) without employee cost sharing. While benefits are reasonable, SOU salaries continue to suffer not only as a result of lackluster state support but also due to a sharply rising cost of living in the area. This resulting condition, known as *salary compression*, is a critical issue for the institution. Oregon has higher than average cost of living and housing prices, particularly in comparison to the Midwest and the South. This is especially true for the region that encompasses SOU (see Chart 1 below). Wages in all three surrounding counties are lower than the state average. This creates a situation in which a relatively high cost of living is paired with a relatively low wage scale. Should this disparity continue into the future, the area’s attractiveness to existing working households or to people considering employment here undoubtedly will diminish. Recruitment and retention will become increasingly difficult, potentially compromising the region’s economic development and seriously hampering the institution’s ability to attract and retain dedicated, competent staff, administration, and faculty.

Rank of OUS Schools within Their Respective Comparator Institutions

	University Salary	Total Compensation
EOU*	11 of 13	8 of 13
OIT	11 of 12	4 of 12
OSU	8 of 8	7 of 8
PSU	10 of 10	10 of 10
SOU*	12 of 13	11 of 13
UO	9 of 9	9 of 9
WOU*	13 of 13	12 of 13

Source: OUS Institutional Research, using 2005-06
 Data from the American Association of University Professors
 *On a comparator institutions’ list shared by all 3 regional Universities

Institutions' Faculty Salaries

University Average	OUS Avg. Faculty Salary	OUS % of Comparator
EOU*	\$50,000	85.2%
OIT	\$53,000	87.9%
OSU	\$66,500	84.8%
PSU	\$61,500	83.0%
SOU*	\$49,000	83.4%
UO	\$68,900	81.5%
WOU*	\$48,100	81.8%

Source: OUS Institutional Research, using 2005-06
Data from the American Association of University Professors
*On a comparator institutions' list shared by all 3 regional Universities

Average Salaries for College Faculty Members: 2004 to 2006

Type of control and academic rank	2004	2005	2006	SOU Data 2005–2006
Public: All ranks	65.0*	66.9	68.4	
Professor	85.8	88.5	91.4	66.2
Associate professor	62.4	64.4	66.3	52.2
Assistant professor	52.5	54.3	55.9	43.8
Instructor	37.9	39.4	40.1	35.3
Type of control and academic rank	2004	2005	2006	
Private: ¹ All ranks	76.6	79.3	81.5	
Professor	104.0	108.2	111.8	66.2
Associate professor	68.5	71.0	73.3	52.2
Assistant professor	57.5	59.4	61.0	43.8
Instructor	41.8	42.2	44.5	35.3

*In thousands of dollars (65.0 represents \$65,000); for academic year ending in year shown. Figures are for nine months of teaching for full-time faculty members in two-year and four-year institutions with ranks. Fringe benefits averaged in 2004, \$17,090 in public institutions and \$20,565 in private institutions; in 2005, \$17,966 in public institutions and \$21,332 in private institutions; and in 2006, \$18,677 in public institutions and \$22,170 in private institutions.

¹ Excludes church-related colleges and universities.

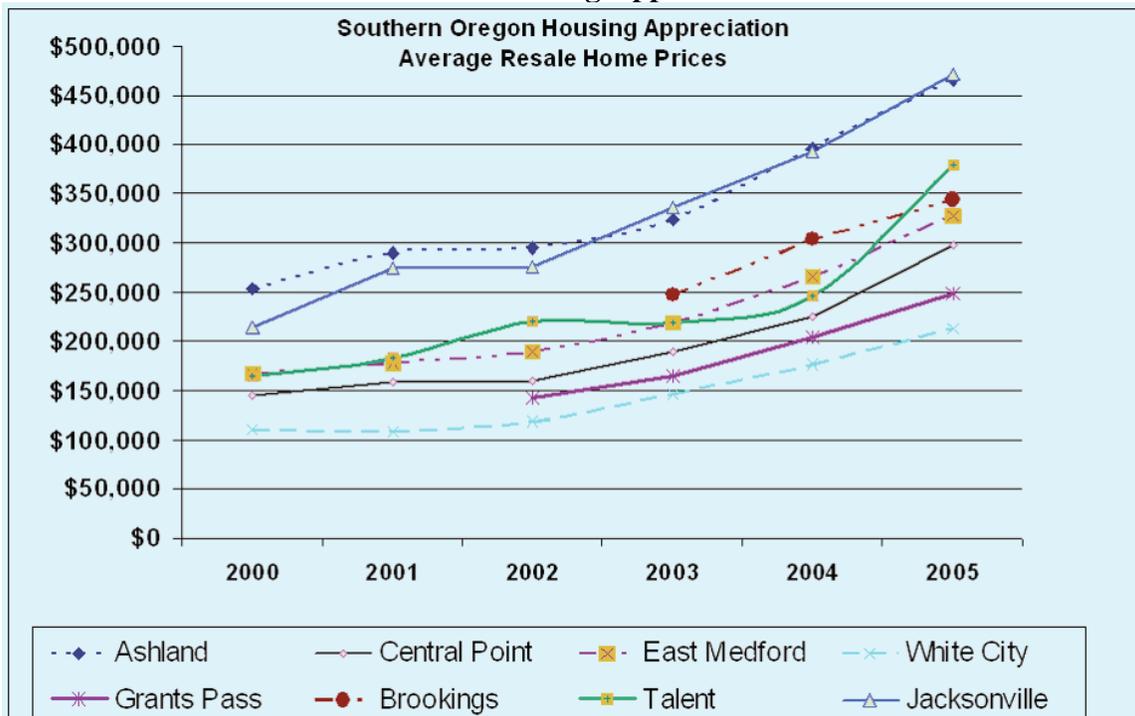
Source: American Association of University Professors, Washington, DC, *AAUP Annual Report on the Economic Status of the Profession*.

Housing Situation in SOU's Immediate Area

As it stands, the current median home price in Ashland is \$439,900 (up from \$277,742 in 2001). Land is gobbled up for development, sale, redevelopment, and resale. For the average family of four with a median income of \$52,900, the prices are too high. Ashland loses economic diversity as owners and renters get squeezed out. It was a decade ago that teachers, firefighters, and police officers were being priced out of the community. Now it is hard to find city administrators willing to move here. In the Medford-Ashland area, a

family of four earning less than \$41,700 annually qualifies as low income. A single individual that earns less than \$29,200 is defined as low income. During the last five years, the average cost of a home in the Rogue Valley has nearly doubled. The City of Talent's resale housing market has seen the greatest change, with an increase of 129 percent in this short period. Much of Talent's appreciation has occurred in just the last two years (Chart 1). The dramatic change in housing costs has put home ownership out of reach for many residents of the valley. The average appreciation for the area exceeds 20 percent annually; this effectively means home prices may increase between 1 and 2 percent every month. Essentially, an average home may cost between \$3,000 and \$5,000 more than it does today within just one month. The Medford/Ashland MSA (metropolitan statistical area) has gained notoriety over the past two years nationally. *Newsweek* magazine highlighted Medford in its July 25, 2005 edition as the No. 2 area in the country for investor property behind Redding, California. Investors make up 23 percent of the new home buyers in the Medford/Ashland area. A 2005 study by Cleveland-based bank National City and financial information provider Global Insight examined 299 metropolitan areas that account for 80 percent of the single-family home market. That study placed Medford as 11th (64 percent overvalued) in a list of the most overvalued housing markets in the country, following ten other communities all located in either California or Florida. Resale home prices in Ashland jumped from \$294,462 in 2002 to \$465,893 in 2005, a 58 percent increase in value over that short period. During that same time period, East Medford resale home prices went from \$188,743 to \$327,880, a 73 percent increase. White City, once the affordable housing capital of Jackson County, went from \$118,060 in 2002 to \$212,901, an 80 percent increase. Jackson County median household income was \$36,670 in 2003, lower than Oregon statewide at \$42,593 (U.S. Census Bureau).

Chart 1: Housing Appreciation



Additionally, faculty are being asked to take on increasing work loads while receiving salaries that are eroding in value. Recent discussion in the state legislature by the governor and related parties expressed a concern and call for action to repair the current crises in state funding of higher education in Oregon, currently ranked in the bottom four for the country as a whole. The need to improve faculty compensation has become even more urgent in the face of an increasing number of retirements among baby boomer faculty and a declining ability to attract and retain new faculty. Accordingly, OUS universities, including SOU, have turned to part-time and adjunct faculty to meet teaching needs. Even though adjuncts constitute an excellent teaching resource, it is not their role to deliver many of the critical instructional services that regular rank faculty provide outside the classroom, such as student advising and mentoring, thesis guidance, work on extracurricular student projects, or curriculum and course development—as well as participation in school governance and guidance.

AP:SOU is recognized and serves as the exclusive bargaining representative of all employees in the bargaining unit as described in Article 3 of the CBA (Exhibit 4-18). Membership is optional, though faculty that decline to pay dues (set at \$60 per year) must donate that amount to a charity of their choice (Exhibit 4-18, articles 1 & 4). Salary guidelines for the faculty at SOU are put forth in Article 12 of the CBA (Exhibit 4-18), which is available online at the SOU Web site and distributed to all members at the renewal of each two-year contract. Current salary for all members is provided by an Excel spreadsheet workbook, an addendum to Article 12 (Exhibit 4-18). The union and the administration enjoy a long history of cooperation and mutual respect with a marked absence of the hostility and contentiousness often associated with these two sometimes polarized groups on other university campuses.

New to the two-year contract agreed upon in 2005 were annual floor increases for faculty based upon years in rank for each rank. Ranks included in the CBA are instructor, assistant professor, associate professor, and full professor. Established this year is a new faculty track labeled *professional*. This new track is an attempt to acknowledge a group of teachers who up until now were insufficiently recognized and rewarded for their importance and contributions to the university. Previously referred to as adjuncts, this group's main assignment was the instruction of the SOU general education curricula. Considered to be the front line for retention, the adjunct members were not represented by AP:SOU and thus did not receive regular raises. Those that taught at least half-time (8 credits or more) did receive health benefits and retirement contributions. The new instructor rank offers a much better pay scheme and provides for job security; after a length of time, participants can be promoted to senior instructor and three-year rolling contracts. Professional track faculty are expected to maintain professional currency rather than do traditional research. As a consequence, the professional track's full-time teaching equivalent requirement is 44-45 units, as opposed to 36 units for the other ranks (Exhibit 4-12).

There are additional financial benefits available for full-time faculty at the university. The university and the AP:SOU support the principle of continuing professional

development of faculty and the improvement of instruction. The AP:SOU CBA Article 9 (Exhibit 4-18) describes this support. Section A allocated \$42,000 for the purpose of professional development in each of the years 2005–2006 and 2006–2007. Priorities exist for the proposals regarding these monies, and they include course revision, improvement of teaching methodology, faculty retraining, educational goal achievement, and promoting the development of interdisciplinary courses. The proposals are analyzed and ranked by the senate’s Professional Development Committee, which then brings its recommendations for funding to the senate for a vote. A further professional development account is set up for individual faculty in Section B of the CBA (Exhibit 4-18). \$1250 is allocated each year to each full-time member, though in the second year of the biannual contract this amount was reduced to \$750 in order to help meet the university’s \$4 million dollar deficit. The deficit has been built over the past five years as a result of declining student census, reduced state support, and less-than-realistic student enrollment growth projections. The situation is discussed more fully in the addendum report to this self-study.

The university offers sabbatical leaves for faculty. The rules and procedures are spelled out in the Faculty Constitution and Bylaws (Exhibit 4-19, section 7, 1A, 1B) and in the CBA (Exhibit 4-18, article 12, section K). Faculty apply for sabbatical leave (Exhibit 4-14 a, b). These applications work their way through the same review process as do promotion and tenure applications. The Oregon University System allows for one-, two-, and three-term sabbaticals. The university believes that longer term sabbatical leaves better serve faculty and institutional needs and encourages longer sabbaticals whenever possible.

Support and encouragement are also available for grants. A professional position is funded by the university which provides advisement, workshops, and individual guidance for faculty who are interested in attaining grants for research and scholarship.

Standard Four – Faculty Table 1 Institutional Faculty Profile

Rank or Class	Number		All Faculty – Full Time														
			Number of Terminal Degrees			Salary, 9 month			Years at Institution			Total Years Teaching			Previous Fall Credit Load		
	Full Time	Part Time	Dr	M	B	Min	Median	Max	Min	Median	Max	Min	Median	Max	Min	Median	Max
Prof	66	5	66	5	1	55.5	61.8	69.6	5	18	40	10	24	48	0	12	14
Assoc	57	7	52	12	0	43.1	49.7	54.5	1	8	22	4	13.5	38	0	12	13
Asst	41	7	20	27	1	38.3	42.5	52.7	1	4	21	1	7	24	0	12	13
Instr	6	3	1	7	1	32.0	33.5	37.5	1	6	23	1	9	31	12	12	16
Lect	13	152															

Standard Four – Faculty Table 2			
Number & Source of Terminal Degrees of Faculty			
(for Faculty Ranked at Instructor or Higher)			
Institution Granting Terminal Degree	Number of Degrees		
	Doctorate	Master’s	Bachelor’s
University of Oregon	22	4	
Southern Oregon University		14	2
Oregon State University	7		
University of California – Berkeley	7		
University of California – Davis	5	2	
Stanford University	5	1	
University of California – Los Angeles	5		

Faculty also hold degrees from nine out of ten of the other Pacific Ten schools (exception is University of Arizona), many other UC schools, Idaho, Brigham Young, Utah, New Mexico, Hawaii, Alaska-Fairbanks, Harvard, Michigan, Ohio State, Wisconsin, Iowa, Missouri, Indiana, Cornell, Colorado, Nebraska, Chicago, Vanderbilt, Virginia Commonwealth, Alabama, Florida, Boston College, Penn State, Texas, Rice, Kent State, Southern Illinois, South Carolina, Kentucky, Rutgers, and Bangalore University (India).

Evaluation

Southern Oregon University provides for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. SOU departments follow the SOU constitution’s bylaws (Exhibit 4-19, section 5) for evaluating all tenure track and professional track faculty. See Exhibit 4-12 for the most recent agreements. This includes both provision for student evaluation of teaching effectiveness (Exhibit 4-19, Bylaws, section 5.2.F) and for peer evaluation of faculty (Exhibit 4-19, Bylaws, section 5.3). In addition, many departments practice both student and peer evaluation of courses taught by adjunct instructors. Each full-time faculty member is required to engage in self-evaluation through the submission of a Faculty Professional Activity Plan for the ensuing academic year and a Faculty Professional Activity Report upon completion of the academic year. Examples of individual faculty plans and reports are available in the departmental/program self-studies. These activity items are reviewed by both the department chair and the school dean and are referred to by parties engaged in decisions regarding faculty members.

Student Evaluation of Teaching: Tenure Track and Professional Track Faculty

The SOU Faculty Constitution and Bylaws require tenure track faculty members to have at least two-thirds of their courses evaluated by students each year. A typical student evaluation form may be observed in Exhibit 4-15 a and b. Most faculty members select the courses to be evaluated at the beginning of each academic year. In the event that a faculty member does not choose a representative sample of courses for evaluation, the

chair will intervene to ensure that the sample is truly a representative mix of, for example, lower and upper division/graduate level and small/large lecture formats. The student evaluation consists of the all-campus question: “Based on your experience, how do you rate this instructor’s teaching effectiveness?” The inclusion of additional questions is at the option of the faculty member and the department. Each question is scored on a scale which ranges from 1 (worst) to 7 (best). The back of the form allows students to give written feedback about the instructor and the course. This often provides the faculty member the best indication of how students perceive their courses. The results of the all-campus question are used by all departments and programs to rate an instructor’s teaching effectiveness as *outstanding*, *very good*, *competent*, or *incompetent*. These ratings are critical to decisions regarding retention of untenured faculty and to promotion, tenure, and satisfactory service decisions for tenured faculty. The chair receives a summary of each instructor’s evaluations for each course, as well as the actual individual student responses. These are read by the chair and then returned to the faculty (a requirement of Oregon law). The vast majority of teaching faculty members receive an overall rating of *outstanding* or *very good* for their courses. When a rating of *competent* or lower is earned, the chair discusses the evaluations with the faculty member. The chair will also counsel a faculty member if certain written comments warrant further consideration.

Student Evaluation of Teaching: Adjunct Instructors

Departments on campus are encouraged to, and most do, adopt a policy that *all* courses taught by adjunct instructors are evaluated by students. The results of these evaluations are initially given to the chair, who then uses them to decide whether to hire the part-time person in the future. Fortunately, the majority of adjunct instructors who teach earn *outstanding* or *very good* in their student evaluations. A rating of *competent* or lower initially triggers a meeting with the chair. When improvement is not seen over the next one or two terms, the adjunct instructor is generally not rehired.

Faculty Evaluation: Tenure Track and Professional Track Faculty

The SOU Constitution and Bylaws require that each tenure track faculty member receives peer evaluation at least every three years, with an added requirement that a faculty member going up for promotion or tenure have on file a peer evaluation no older than two years prior to application. Peer evaluation consists of four parts:

- (1) *Chair evaluation.* All untenured and nontenure track faculty members receive an annual evaluation by the chair. This evaluation is based on class visits by the chair (and at times by personnel committee members), examination of student teaching evaluations, examination of handouts and exams used by the instructor for their courses, and a careful reading of the faculty member’s own written Faculty Professional Activity Plan (mandated in the collective bargaining agreement). The chair’s evaluation is read by the personnel committee, shared with the faculty member, and then forwarded to the dean. It serves as the basis for renewing the faculty member for the subsequent year.

(2) *Colleague evaluation.* This is required of all faculty members at least every six years and also within two years of a tenure and/or promotion decision. The department chair and the faculty member to be evaluated negotiate a three-person committee to complete the colleague evaluation. Generally, the department chair serves as one member of the three-person committee, the chair chooses a second member, and the faculty member to be evaluated chooses the third member. The faculty member submits materials to be evaluated (Exhibit 4-19, section 5, part C). The evaluation consists of a substantial look at the teaching materials, teaching evaluations, professional activities reports, and any recent peer evaluations. It may also consist of classroom visits. The committee then writes a report, including proposed goals, and then meets with the faculty member being evaluated to share the evaluation. During this meeting, goals are finalized in consultation with the faculty member.

(3) *Interim colleague evaluation.* These are conducted alternating with the regular colleague evaluations. Led by the department chair and the personnel committee, they closely resemble in form and output the chair evaluation described above in the paragraph on chair evaluation.

(4) *Promotion and/or tenure application.* When faculty members apply for tenure and/or promotion, they create an extensive document describing their achievements (Exhibit 4-17). This includes a summary of all teaching evaluations in the relevant period, all Faculty Professional Activity Plans and Reports, all other peer evaluations, as well as extensive narrative pieces in which they reflect on their teaching, research, advising, and service. This application is then read by the department's personnel committee, the chair, and then forwarded to the school personnel committee, the dean of the school, the (university-wide) Faculty Personnel Committee, the provost, and the president. At each level, a decision is made to approve or deny the requested action(s), with a copy of the decision being sent to the faculty member.

In data pooled from departmental/program self-studies (Exhibit 4-1), over 95 percent of the full-time faculty ranked *instructor* or higher have had evaluations within the last five years.

Faculty Evaluation: Adjunct Instructors

The majority of departments regularly conduct some version of a peer evaluation for its part-time faculty. The chair (or designee) visits at least one class per year for each part-time member, and all classes of any new part-time faculty. The classroom visit is followed up with a one-on-one discussion. In addition, most classes taught by part-time faculty are in multiple section courses, which are typically coordinated by a full-time faculty member. The coordinator occasionally calls meetings, and frequently meets with the part-time faculty, to offer guidance on content and methods.

Academic Freedom

Faculty members are entrusted with broad individual academic freedom to pursue and teach truth according to best practices in their discipline. Faculty and students alike are free to discuss a variety of ideas in the context of learning and scholarship. Academic freedom is protected for all SOU faculty under OAR 580-022-0005 Section 2: “[A]s a matter of policy the Board neither attempts to control, sway nor limit the personal opinion or expression of that opinion of any person on the faculty or otherwise on the Department payroll.” Additionally, faculty are entitled to freedom in the classroom as put forth in OAR 580-022-0005: “All teachers in Department institutions are entitled to freedom in the classroom in discussing subjects. . . .” When speaking, acting, or writing as a private citizen, a faculty member is free from institutional censorship or discipline (Exhibit 4-18, article 1, sections C & E).

Faculty members are aware that the concept of academic freedom is accompanied by the equally demanding concept of academic responsibility and maintaining appropriate standards of scholarship and instruction. In support of academic freedom, the Communications Department has sponsored a First Amendment Forum each winter quarter for over fifteen years. Each forum focuses on a specific issue related to the First Amendment. Topics of past forums include television news, libraries, talk radio, and photography. Finally, grievances of alleged violations of academic freedom are allowed under the bylaws (Exhibit 4-19, section 7.312) and under CBA grievance procedures (Exhibit 4-18, article 17).

Scholarship, Research, and Artistic Creation

The faculty produce a wealth of scholarship, research, and artistic creation. A sample of significant faculty work is outlined in Exhibit 4-13. A more comprehensive view of the faculty effort in scholarship, research, and artistic creation is possible by examining departmental/program self-studies on Standard Four or individual Faculty Professional Activity Reports (also found in departmental/program self-studies). One area in which SOU particularly prides itself is the engagement of students through senior capstone projects. In many cases, capstones provide a rich opportunity for students to be involved in research projects in the faculty’s areas of expertise. These efforts have resulted in joint publications, student speaking opportunities at conferences, and almost invariably a substantial writing and presentation-to-peers experience to complete the capstone.

Information about institutional policies and procedures is disseminated in a variety of ways. Format (e.g., electronic, print, live presentation) and frequency of delivery are determined based on the target audience, schedules for systematic updates or reminders, and relative importance of the information to the areas addressed. For example, expectations for faculty scholarship are included in the bylaws (Exhibit 4-19, section 5), which are accessible electronically and in print. There are numerous resources available online and in print format to guide faculty through the Institutional Review Board process and to obtain external funding. New faculty learn about Grants Administration at fall

orientation sessions that included a panel with three faculty members from diverse disciplines who have received federal grants. They discuss the process and provide their perspective on balancing teaching, research, and the pursuit of external funding. Supplementary handouts describe the proposal submission process and contact information for the grants office.

With all institutional policies and procedures, the objective is to use a variety of means to present necessary information and help faculty and staff understand what they need to know, where the information is located, when additional information should be sought, and who is available to provide guidance and clarification. Information pertaining to scholarship, research, and artistic creation resides in Academic Affairs, Finance and Administration, the Center for Teaching, Learning, and Assessment, AP:SOU, Faculty Senate, and Grants Administration is summarized in Table 3 below.

Table 3
Policy and Procedures Governing Scholarship, Research, and Artistic Creation

Title	Unit Responsible/ Location	Format	Frequency of Delivery
Faculty Bylaws	AP:SOU	Provost's Web site (also available in paper file copy)	Ongoing
Chair Handbook	Academic Affairs	Center for Teaching, Learning & Assessment Web site (also available in paper file copy)	New faculty, Ongoing
Roles, Responsibilities, and Rewards	Faculty Senate	Faculty Senate Web site	
Carpenter 1 Development Grant	Academic Affairs Faculty Development Committee	Provost's Web site (also available in paper file copy) All campus e-notification	Biannual
Grant & Research Development	Grants Administration	Grant Office Web site	Ongoing
Project Director's Handbook	Grants Administration	Grant Office Web site	Ongoing
Research & Human Subjects Clearance	Grants Administration	IRB Web site (also available in paper file copy in Grants Office)	Ongoing
Institutional Animal Care & Use Committee	Grants Administration	Paper file copy: Grants Office Science Bldg 368	Ongoing
Intellectual Property/ Copyright	Financial Services	Individual consultation and referral	Ongoing

Intellectual Property Rights

OUS policy, based on Oregon statutes, clearly states that OUS owns any works created by faculty members. However, textbooks written by faculty appear to be the property of

the faculty member and are handled differently. Currently, there is no separate policy established by SOU regarding this issue.

Because SOU is expanding its online offerings, the university is in the process of developing a memorandum of understanding to use for online course developers and the institution. Among other issues, it attributes intellectual property rights to the university for material associated with online courses. This document is currently being reviewed by legal counsel.

Expectations for Scholarship

Expectations relevant to hiring, promotion, and tenure are presented broadly in the Faculty Constitution and Bylaws (Exhibit 4-19, section 5). The format and process for faculty evaluations (annual Faculty Professional Activity Plan and Faculty Professional Activity Report); annual evaluations by chair for nontenured faculty; evaluation by chair or colleagues for tenured faculty (every three years) include a component involving review of faculty scholarship, research, or artistic creation with criteria that distinguish different ranks. Guidelines for these reports and processes are electronically disseminated by Academic Affairs on an annual basis and will be included in the forthcoming Chair's Handbook. It is the department chair's responsibility to provide a copy of the department personnel guidelines and Faculty Constitution and Bylaws at the time of hire or as soon as the new faculty member comes to campus.

In 2006, the Faculty Senate and campus wide personnel committee encouraged each department to articulate discipline-specific scholarship criteria (Exhibit 4-11). The intent of this initiative is to "recognize a broader, richer definition of scholarship that includes (using Boyer's model) the scholarship of discovery, application, integration, and teaching." Although this work has been temporarily delayed due to the current focus on accreditation and fiscal downsizing, it is anticipated that these efforts will be resumed in the 2007–2008 academic year and result in increased clarity about scholarship, research, and artistic creation.

External Funding Policies and Procedures

Southern Oregon University recognizes the value of sponsored research and programs. Through external support, faculty are able to conduct research and develop programs that improve the quality of education for students, provide information and services that benefit our community and state, and contribute to the body of knowledge that can be used for the benefit of humanity.

Sponsored research and programs are coordinated through the office of Grants and Sponsored Projects Administration (GA). GA is located in Academic Affairs, thus emphasizing the role played by extramural funding in supporting the institution's teaching, research, and service functions. Providing pre-award services, the office identifies and disseminates information on grant opportunities, assists in proposal development, manages proposal submission, and provides oversight for regulatory compliance.

Communication about SOU policy and procedure is available in several formats. Procedures for proposal submission are described on the Grants and Sponsored Programs Web site and the electronic version of the Project Director's Handbook. Supplemental templates, supporting documents, and internal routing forms are also available online. Internal routing forms are required for all grant and contract proposals and are titled "Intent to Submit" and "Proposal Clearance." Each form includes a summary of institutional policy and requires signatures from the principal investigator, department chair, dean or nonacademic vice president, grants administrator, and executive vice president. The Intent to Submit is also cleared through the SOU Foundation to alert Institutional Advancement and Marketing to projects that may be of regional or national relevance, that might appeal to specific donors' interest, that could require additional development or fundraising activity—and to prevent multiple submissions to sponsors who limit the number of proposals from a single organization.

The policy of requiring signatures at the beginning and end of proposal development is designed to

- establish early and ongoing discussion between faculty and administration regarding project development, contribution to scholarship or community, alignment with institutional mission, and promotion of strategic initiatives
- facilitate peer engagement and review in proposal articulation;
- involve post-award and contracts areas to ensure compliance with fiscal and statutory requirements;
- anticipate compliance or institutional areas of concern, e.g., use of human subjects, animals, biosafety, impact on facilities
- disseminate information on projects to identify potential interdisciplinary partnerships; and
- identify current programs and activities that demonstrate institutional commitment and success in specific areas, e.g., Native American summer residential program's support of the School of Education's Office of Indian Education Professional Development proposal.

If the grant or contract is awarded, original signed forms are retained with the audit-ready file in Financial Services. If declined, they remain in Grants Administration.

Ethical Policies and Procedures

SOU is dedicated to fostering an environment that promotes ethical research practice and academic integrity. Areas of ethical compliance managed by Grants Administration are human subject protection and animal care. Both the Institutional Review Board and the Institutional Animal Care and Use Committee are registered and in compliance with their cognizant federal agencies—the U.S. Department of Health and Human Services and the U.S. Department of Agriculture.

Policy, procedure, and applicable forms are available on the Research and Human Subjects Clearance Web site. Hotlinks on the site include overview and training resources.

Other compliance areas and the overseeing department are shown below in Table 4. Grants Administration provides general information about policy and uses the proposal clearance and review process to identify projects subject to regulation.

Table 4
Regulatory and Ethical Compliance

Compliance Area	Administrative Unit
Animal Care & Use (Laboratory)	Academic Affairs
Biosafety	Facilities Management & Planning
Conflict of Interest	Academic Affairs
Data Ownership	Fiscal Affairs
Hazardous Materials	Facilities Management & Planning
Human Subjects Protection	Academic Affairs
Misconduct in Research	Academic Affairs

The primary means of communicating policy and procedure is through the SOU Web site. However, that does not mean the campus community always knows when, where, and why to seek it. Therefore, faculty and staff are reminded about the type and relevance of resources through a number of modalities. To identify needs for training and information, GA works closely with Fiscal Affairs and the Center for Teaching, Learning, and Assessment (CTLA). Workshops are conducted through the CTLA in weekly brown bag sessions and stand-alone seminars throughout the academic year. The grants administrator offers school-specific presentations for chair and department meetings. She regularly participates as a guest lecturer in research and grant-writing classes, and works one-on-one with students conducting research for capstone projects. Grants tips are sent quarterly to all faculty and staff and include information on institutional policy. GA conducts a daily review of requests for proposals and forwards announcements to appropriate faculty based on their research interests, discipline, and school or department strategic initiatives. When an Intent to Submit is completed, GA participates as a member of the proposal development team to provide direction and ensure adherence to institutional standards.

GA is also represented on the Academic Planning and Development Management Council, whose membership includes deans, directors, academic and nonacademic vice presidents, the executive vice president, and university president. Monthly meetings provide a venue for review of grant and research activity, identification of areas needing additional resources or training, discussion about interdisciplinary project opportunities, and recognition of faculty actively seeking extramural support. GA also presents at benchmark faculty events including new faculty orientation, fall and spring faculty breakfasts, Business Services Workshops, and the annual principal investigator recognition reception.

The SOU Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) are presidential committees mandated by federal guidelines and university accrediting bodies. Responsibility for oversight has been delegated to the executive vice president and provost. The IRB adheres to policy outlined in the Code of Federal Regulations Title 45, Part 46 governing protection of human subjects. The IACUC adheres to the Public Health and Safety Policy on Humane Care and Use of Laboratory Animals. The IRB and IACUC review research conducted by SOU students, employees, faculty members, and independent contractors that involves human subjects or live vertebrate animals. The boards also develop and recommend policy and procedure specific to SOU.

Committee members are appointed by the executive vice president (EVP). Following an annual, campus wide call for applications, board members review applications, vote on a slate of nominees, and submit recommendations for appointment. Nominees are selected to comply with federal guidelines and maintain a diverse representation of disciplines. In addition to faculty members with expertise in scientific areas, boards include at least one member whose primary concerns are in a nonscientific area, at least one member from the community who is not affiliated with the university, and one doctor of veterinary medicine.

Board members play a substantive role in development and administration of research policies and practice. After appointment of members by the EVP, boards operate autonomously. Their review process is not influenced by nor can decisions be altered or reversed by institutional officials. Permanent agenda items include ongoing review of institutional policy pertaining to research involving humans and/or animals. When the determination is made that current policy should be modified or new policy developed, the board submits a formal recommendation to the Executive Council and Faculty Senate. The process thus ensures active participation of faculty at many levels.

AP:SOU Collective Bargaining Agreement

SOU's commitment to support faculty scholarship and artistic creation is evident in funding priorities and policy, space and equipment utilization, administrative infrastructure, and information resources. Article 9 of the AP:SOU Collective Bargaining Agreement (Exhibit 4-18) articulates the general fund resources provided to support professional development activities. Over the past ten years there has been an increased emphasis on financial resources to support faculty scholarship and research, with more faculty control of those funds. The professional development fund (Section A) currently includes \$42,000 (an amount that has remained consistent for at least ten years) that is distributed by the Faculty Development Committee; these resources are partially earmarked for curriculum development and partially for faculty activity in professional organizations.

Previously the school deans administered funds to support research activities, including release time, summer stipends, travel, or equipment related to research. A major shift occurred with the 2003–2005 CBA when Article 9, Section B (Exhibit 4-18) established the Personal Professional Development Account (PPDA). This clause provides \$1,250 annually for each full-time faculty member to be used for a broad range of professional

activities, services, or materials necessary for scholarly activity. Faculty must demonstrate that funds will support those activities proposed in the Faculty Professional Activity Plan, and they must include a report documenting expenditures as intended in their annual Faculty Professional Activity Report. In 2004–2005, \$1,250 (prorated by FTE for regular part-time members) was allocated to each faculty member, and a total of \$236,505 was distributed to departments. In 2005–2006, a total of \$233,474 was allocated. Faculty have the option of carrying forward funds over two years in order to consolidate resources, and \$92,930 (39 percent) was carried forward from 2005–2006 to 2006–2007. In 2006–2007, the PPDA funds were reduced to \$750 annually because the agreed-upon rate was tied to enrollment growth.

A third fund provides a discretionary account for the provost's use in faculty recruitment and retention efforts (Exhibit 4-18, section C). Recruitment funds usually are distributed as start-up and moving allowances provided for new faculty and are part of the negotiated contract upon employment. Retention funds involve additional support provided to faculty active in scholarship and travel; there is a limit of \$4,000 per individual per year. A current faculty member initiates a request for support through the chair of the department, through the dean, and on to the provost, who decides if and how much will be awarded. In 2004–2005, the allocation of \$60,650 was distributed with 67 percent for recruitment and 32 percent for retention. In 2005–2006, the provost provided an additional \$34,851 to the \$60,650 allocation and distributed 139 percent for recruitment and 18 percent for retention.

Carpenter Grants

The Carpenter Foundation, a regional organization, has a longstanding agreement to make an annual donation to SOU for the express purpose of supporting faculty professional development (currently \$25,000 per year). Each year the provost's office and Faculty Development Committee (a Faculty Senate committee) issue a request for proposals for each of two categories. Carpenter Category I funds are designated for extended study at a college, university, or accredited academic institution to pursue a terminal degree, to update or extend academic skills, or to participate in new scholarship. Grants vary from \$1,250 for summer study up to a maximum of \$5,000 for a full academic year. Carpenter II Grants are designated for travel to academic conferences, workshops, and symposia, for both participants and presenters. Proposals are reviewed and grants recommended by the Faculty Development Committee to the Faculty Senate and then approved by the provost.

Indirect Cost Recovery Funds

When faculty members successfully obtain external funding for research and other scholarly activity, SOU frequently receives indirect cost recovery (ICR) to compensate for administrative, facilities, and other expenses. The current federally negotiated ICR rate is 24 percent of total modified direct costs. These funds are distributed with 4 percent to the OUS Chancellor's Office, 5 percent to the SOU building reserve, and the remaining 91 percent to the general fund to reimburse overhead cost. Of this 91 percent, half goes to the SOU central general fund and half goes to the school dean or vice president in the unit where the staff or faculty member is assigned. There is currently no

institutional policy on the use of these funds, and most academic deans tend to support ongoing researchers for additional supplies, travel expenses, or equipment. Sometimes the funds are used for computer equipment for faculty throughout the school. Occasionally, they are used as incentives to encourage faculty to apply for other external funding. For example, in the School of Social Sciences, a request for proposals went out to all faculty members in the School in May 2006. Proposals were evaluated by the Social Sciences Chairs' Council and dean; those selected who completed a grant proposal within the year were awarded a \$500 stipend.

Physical Resources

The adequacy of physical resources to support scholarship, research, and artistic creation varies greatly across the institution. Following are several specific examples that demonstrate the possible range of adequacy:

Arts and Letters

Because the Center for Visual Arts (CVA) is a fairly recent capital project, the Art Department has ample working space for student instruction. Some areas require repair because of emerging construction problems. The lack of technical assistance to maintain studio space places these responsibilities on the shoulders of the faculty, which reduces the time and energy available for their own work. Some art faculty members use the university facilities for their own work; however, the majority supply their own studio spaces at additional expense in order to have sufficient autonomy and security.

The English Department has adequate faculty space and support facilities. The department used a substantial donation to create the William Decker Writing Studio, which provides a place where students and faculty can work on individual projects, use an extensive writing resource library, and hold readings, presentations, and workshops designed to enhance writing. They have also developed the Multicultural Library, providing a broad selection of African American, Asian American, Chicano, Gay and Lesbian, Jewish American, and Native American literature. In fall 2006 this collection was moved to the Stevenson Union to become part of the Multicultural Resource Center, with the English Department retaining literary control.

The Theatre Department is functioning considerably beyond capacity. As the program grows, faculty and staff experience a lack of adequate office and rehearsal space. Since faculty scholarship often takes the form of play production in SOU facilities, these limitations have considerable impact on the ability to implement the creative process. They are hopeful that the theatre expansion will provide adequate space for instruction and faculty creative activities.

Sciences

Many of the science departments experience a shortage of space for faculty research and a lack of funds to maintain or replace equipment. They are also hopeful that the plans for a new building (Science III) would go a long way toward mitigating many of the constraints.

Biology faculty members experience a shortage of space and funds that impacts teaching and research activities. There are shared research laboratories that are barely adequate for storage of research supplies and equipment for two researchers. A greenhouse that is used for teaching and research is definitely showing its age; parts of the original structures are literally rotting away. In the insect museum, vertebrate museum, and herbarium, shelves are full, cabinets are overcrowded, and work space is limited. Both museum and research space are sorely lacking, as are temperature and humidity control and proper ventilation. The animal rooms were constructed about eight years ago and are well designed and constructed within the constraints of the remodel; however, there is inadequate storage room for food, bedding, and other materials.

Many faculty members have gone to great efforts to acquire equipment funds from sources such as the National Science Foundation, the Murdock Charitable Trust, and SOU's professional development fund. Equipment is used both for teaching and research in biotechnology and ecology. However, much of the equipment is antiquated or insufficient despite external funding. Because there is a limited services and supplies budget, adequate maintenance and upgrades are very difficult.

Geology is very short on faculty research space. There is a scanning electron microscope/x-ray diffraction room, but it is a commons area and not suitable for storing/maintaining personal faculty research materials. Adequate sample storage space is also lacking.

By contrast, the Physics and Engineering Department finds the physical resources for instructional and research laboratories, equipment, and storage spaces to be adequate.

Two new opportunities are greatly expanding research and scholarship possibilities, especially for the sciences. SOU is closely involved with the Science and Learning Center at Crater Lake National Park in collaboration with the Oregon Institute of Technology. The facilities provide access to research laboratories and environmental education programs for scholarship and teaching activities. The Deer Creek Center for Field Research and Education near Selma, Oregon is the result of a partnership between the SOU Foundation and the Siskiyou Field Station. This 850-acre site provides a diversity of learning environments: at-risk plant communities, serpentine geology, fire-affected forest, and miles of frontage on salmon-bearing streams. There will be extensive opportunities for research as well as teaching venues.

Social Sciences

Health and Physical Education experiences a lack of space for a physiology lab and some of its equipment, such as the hydrostatic weight tank. Equipment in the Fitness Center is in poor repair and limits the possibilities of exercise science research. There is adequate space for dance, aerobics, and musical theatre.

The Political Science Department has a small office converted into a survey lab with a bank of computers and phones. Although not currently functioning, the space would be adequate for its intended purpose.

The Psychology Department has been functioning satisfactorily for the past ten years with minor lab space. An animal room has become a small groups/counseling supervision room; the learning lab has become a seminar classroom; the perception lab is rarely used but needed for a few students collecting data for capstone research or for perception course demonstrations; and the physiology lab is now used as a small storage area. There is still a grounded room intact but unused. However, as faculty retire and new ones are hired, their research needs will most likely require more dedicated lab space. For example, the new social psychologist is looking for space for a social lab. Optimistically, some of the unused spaces can be converted into appropriate research spaces that might serve several functions.

For the Sociology-Anthropology Department, one key physical space for faculty research is the anthropology laboratory. This is used for artifact analysis, both temporary and permanent storage of artifacts, field equipment, teaching materials, archive/library of reports and other documents, office space, and computer workstations. There is the possibility that additional storage area will eventually be needed but is adequate for current needs.

Administrative Support: Grants Administration

Recognizing the contribution sponsored programs make to curriculum enhancement, quality of instruction, research, and community service, SOU began incremental increases in the level of support for the Grants Administration office in July 2002. Prior to that, the office was staffed part time with loosely defined functions and limited responsibilities. The physical location was in an isolated building relatively distant from any hub of campus activity. In 2001, the grants coordinator recommended elimination of the position citing the fact that during fiscal year 2000–2001, only 19 grants were submitted to Grants Administration (GA). This should be contrasted with 75 proposals submitted in academic year 2004–2005, 67 in 2005–2006 and 34 year to date (January) 2006–2007.

In 2002, the vice president's Office for Research and Communication was established, and GA took on a more defined role. Expanded responsibilities included policy and procedure development, proposal development and submission, budget review, and formalization of the Human Subjects Review Committee. Facilitating grant activity and ensuring regulatory compliance, however, remained peripheral. The Institutional Animal Care and Use Committee, formally recognized in 1998, operated under the aegis of the vice president for Administration and Finance while the Human Subjects Review Committee functioned primarily to review protocols from the Oregon Health Sciences University School of Nursing located on SOU's campus.

With the redistribution of responsibilities of the research office in 2003, the grants administrator was moved to the Provost's Office. The position was .5 FTE until January 2004 when it was increased to .8 FTE; it became full time for the 2004–2005 academic year. Under the guidance of Executive Vice President Potter, GA facilitates pre-award

functions (discussed above) and publicity, recognition, resource development, training, and compliance (Table 4).

Despite the relatively flat levels of research and development expenditures during the past three years, SOU compares favorably with other sponsored programs offices in predominantly undergraduate institutions. SOU is *below* the median in faculty FTE, grants office FTE, and grants office annual, nonsalary budget but is *above* the median in number of proposals submitted annually, percentage of submissions resulting in awards, and dollar amount of annual external support obtained. In addition, while 80 percent of sponsored programs offices responding had responsibility for administration of human subjects protection, only 44 percent had laboratory animal care and use oversight.

GA at SOU is effective in stimulating submissions to the degree it provides the necessary direction regarding institutional procedure, regulatory compliance, and grant seeking and development. However, the most effective incentives are release time for grant writing and grant writing stipends; these options are sparse at SOU and do not fall under the purview of GA.

As mentioned above, there is only one school-sponsored incentive program (School of Social Sciences). Release time is provided primarily when the grant writer is already working under a sponsored program and is precluded from grant writing by the policy governing allowable/allocable time and effort. With so few incentives, no clear value or reward is communicated to potential grant writers. Even so, it is common for those who do write grants to dedicate vacation, weekend, and summer hours to that effort.

Administrative Support: Finance and Administration

Once a faculty member obtains external funding for research, scholarship, or artistic endeavors, the Business Services office facilitates contract oversight and fiscal management. The latter is also accomplished with direct help from the school dean's office where invoices and reimbursements are initiated. These processes and procedures are at times tedious and confusing; on numerous occasions faculty members experience more red tape than support in managing the fiscal end of grants in the post-award stage. It falls on the faculty member to create an adequate fiscal infrastructure that allows effective working relationships with the financial administration.

Increasing the level of administrative support for the Grants Administration office, Finance and Administration, and faculty rewards and incentives would have an immediate and significant impact on obtaining external funding. This is an especially important strategic investment when one considers the decreasing and tenuous nature of public support for higher education, the competition for federal funding, and the declining levels of private foundation funding. Enabling this activity requires responsive service centers, resources for proposal development, and support for pre- and post-award administration.

Information Resources

As documented above, there are extensive information resources to support scholarship and research. This is particularly the case in activities involving external funding or human subject policies and clearance protocol. In addition, the office of Grants Management regularly reviews potential resources for funding and sends electronic summaries and links to likely faculty and staff members. Academic Affairs provides policy information.

Another significant resource is the Hannon Library facilities and services available for faculty scholarship. Although the book and journal acquisition fund is limited, the library does have access to many scholarly information databases—in some instances, the premier resources in the field. Unfortunately, the sciences databases available campus wide are somewhat marginal because of expense or lack of user-friendly interfaces. In such instances, librarians work directly with faculty to identify needs, and then the librarian conducts the search for the faculty member. Librarians also frequently offer instruction and guidance about accessing information resources. Instruction may take the form of a workshop presented through the Center for Teaching, Learning, and Assessment. Guidance is provided when an individual faculty member initiates contact with a librarian to ask for assistance. Because the library has established a system of assigning a specific librarian to each department, this individual liaison is often known to the faculty and is frequently the first point of contact for scholarship activities involving retrieval of information.

Southern Oregon University communicates the research and scholarship expectations of its faculty through the Faculty Constitution and Bylaws (Exhibit 4-19, section 5), the AP:SOU CBA (Exhibit 4-18), and the individual contracts (Exhibits 4-16a, b). An important context for scholarship expectation is SOU's mission as a regional comprehensive institution and its teaching load, which is 12 credit hours per quarter, 36 credit hours per academic year (Exhibit 4-18, article 19; exhibit 4-2). New faculty members participate in an orientation that includes a session with the provost, who articulates the university's expectations. These expectations are affirmed by department chairs and deans, along with departmental colleagues. All tenure track faculty are evaluated regularly, and this includes evaluation of their scholarship. Colleague evaluation and chair evaluation serve a fundamental role in assuring progress in career and toward promotion. Self-evaluation occurs through an annual Faculty Professional Activity Plan (for a coming year) and a Faculty Professional Activity Report (of a completed year), as mandated by the AP:SOU CBA. Criteria for promotion and tenure are laid out in the Faculty Constitution and Bylaws in Section 5 (Exhibit 4-19). When applying for promotion and/or tenure, faculty must address all the criteria in their applications (see Exhibit 4-17).

The Faculty Senate has been spearheading an effort to refine and communicate promotion expectations to the faculty. While the criteria in the bylaws have served the institution well, there is a general perception that the variability in interpretation and application of those criteria is too wide. The senate commissioned the Faculty Roles, Responsibilities, and Rewards Task Force in 2005–2006 to make some recommendations on this and

related issues (see Exhibit 4-11). One of their key recommendations was a “cube model” for promotion criteria. In short, the “faceplate” of the cube would resemble a table with generic/philosophical expectations for scholarship, teaching, and service at each professorial rank. Each “internal slice” of the cube would represent a department or program’s discipline-specific expectations for its faculty. Because this model requires time for development and evaluation by various parties (president, provost, deans, personnel committees), the plan is to have this functioning at some point in the next three years. The Faculty Personnel Committee is working this academic year (2006–2007) on translating the current bylaws governing tenure and promotion into the faceplate of the cube.

SOU has a well-established tradition of granting sabbatical leaves to its tenure track faculty. Procedures and guidelines for sabbaticals are laid out in the Oregon Administrative Rules (580-021-0200 through 580-021-0245). Further clarification of sabbatical procedures for faculty is provided in the bylaws (Exhibit 4-19, section 7), the CBA (Exhibit 4-18, article 12, section K), and in Exhibits 4-14 a and b. Faculty can take a one-, two-, or three-quarter leave, and the compensation rates vary accordingly. To take a sabbatical leave, a faculty member must apply during fall of the previous academic year (Exhibit 4-14 a, b). This application is then reviewed by the department/program, the school, the Faculty Personnel Committee, and the provost. If the application is successful, the faculty member must then write a report on his or her accomplishments after returning from the sabbatical leave.

All proposals for sponsored research and externally funded programs come under the direction of Grants Administration, the SOU Foundation, and/or the SOU contracts officer. Established procedures create mechanisms for grant proposal review by the provost, president, and director of Institutional Advancement at the pre-application stage to verify alignment with the institution’s mission and goals and the promotion of strategic initiatives. Likewise, contracts must be vetted with the contracts officer, who not only follows established state and federal guidelines but also seeks approval throughout the institution.

The SOU Foundation works closely with SOU administration to establish priorities and parameters for fundraising campaigns and unsolicited gifts. The affiliate programs (Chamber Music Concerts, Friends of the Hannon Library, Schneider Museum of Art, Raider Athletics Association) work under the auspices of the SOU Foundation, and their efforts are reviewed regularly to ensure consistency with SOU’s mission and goals.

Standard Four Exhibits

- Table 4-1: and Table 4-2: Faculty profile and terminal degrees.
- Exhibit 4-1: APSOU faculty data spreadsheet.
- Exhibit 4-2: Faculty workload policy.
- Exhibit 4-3: OUS salary and compensation comparator data.
- Exhibit 4-4: AAUP salary data for comprehensive II-A universities.
- Exhibit 4-5: OUS data on failed and diminished searches.
- Exhibit 4-6 a: OUS data on faculty departures.
- Exhibit 4-6 b: OUS data on faculty turnover.
- Exhibit 4-7: Adjunct faculty data spreadsheet.
- Exhibit 4-8: Adjunct faculty orientation luncheon agenda.
- Exhibit 4-9: SOU adjunct faculty handbook.
- Exhibit 4-10: Adjunct faculty notice of appointment.
- Exhibit 4-11: Faculty Roles, Responsibilities, & Rewards Task Force report.
- Exhibit 4-12: APSOU memorandum of understanding on professional track faculty.
- Exhibit 4-13: Examples of faculty scholarship.
- Exhibit 4-14 a: Sabbatical leave application.
- Exhibit 4-14 b: Supplemental information for sabbatical leaves.
- Exhibit 4-15: Student teaching evaluation form.
- Exhibit 4-16 a: Faculty contract (renewable).
- Exhibit 4-16 b: Faculty contract (fixed term).
- Exhibit 4-17: Faculty application for promotion and/or tenure.
- Exhibit 4-18: AP:SOU Collective Bargaining Agreement
- Exhibit 4-19: Faculty Constitution and Bylaws
- Exhibit 4-20: Administrative rules, defining Southern Oregon University - section 573

Standard Five: Library Resources

Purpose and Scope

Hannon Library lies at the intellectual and physical heart of Southern Oregon University, providing the necessary information and knowledge resources vital to any university's teaching and learning mission. In its mission statement, Hannon Library states its core mission, "The library supports the research and curricular needs of students and faculty." The library's vision statement clarifies and expands the core mission: "As a cultural and intellectual center of the university, Hannon Library inspires a passion for learning." This vision emphasizes teaching information literacy and providing diverse collections that "balance traditional and digital formats to enhance student scholarship and academic inquiry" (Exhibit 5Lib-2 c). The library also identifies six core values in its values statement: excellent services, innovation, access to information, teaching and learning, collegiality, and the library as a cultural center.

Current Status of Hannon Library

The decade since the last self-study has been a period of major changes for Hannon Library that fall into four categories:

Library as place. The expansion and renovation of the university's library nearly doubled the size of the building and was named the Lenn and Dixie Hannon Library. The goal of the project was not only to build a bigger building but also to create an intellectual center that would draw in students to its study and research spaces. Judging by student and faculty comments in the past several years, this goal has been reached. Students flock to the library, bringing books, study groups, research projects, laptops, and coffee to all corners of the building.

Library as information services. Hannon Library staff continued to provide traditional services such as reference and instruction, while expanding their scope and methods. Reference is provided online as well as in person, with increasing emphasis on individual appointments with librarians to provide in-depth assistance. Information literacy became a university goal, infusing this vision into the University Studies general education requirements. Within the library, instruction has placed an increasing emphasis on teaching upper division students in courses for majors. Other information service changes in the library include adding a music audio collection, expanding the video and DVD collections, vastly expanding the Information Technology Center student computer lab, moving from print to electronic resources (particularly for journal literature), and increasing reliance on the Web to deliver these services.

Library as intellectual center. The library has distinguished itself nationally in several areas. The Government Publications Department received the second annual Depository Library of the Year award from the Government Printing Office. The library's Southern Oregon Digital Archives (SODA) Project, begun with a federal grant, also earned

national recognition for the scope and quality of its digital collections. This project is an example of how a small regional university can contribute to the growth and preservation of intellectual resources for the whole country. At the same time, however, with the reductions in the materials budget over the past five years, the library has taken several steps backward in providing intellectual resources for SOU's students and faculty. This budget lost 40 percent of its buying power from the 2000–2001 budget, necessitating the cancellation of many print journals, the loss of a few databases, and the elimination of nearly all book purchases during fiscal year 2007. The outlook for the library's future provision of intellectual resources appears bleak.

Library as cultural center. A bright spot for Hannon Library is its emergence as a cultural center on campus and in the region. Cultural contributions range from the art in the building itself, to a wide variety of cultural programs, to the gallery space on the third floor. Speakers, discussions, presentations, and musical groups have been sponsored by Hannon Library, the Friends of the Hannon Library, campus organizations, and outside groups. The future challenge will be to sustain and support these activities.

During the past decade, Hannon Library generally has been able to meet the university's need for information resources and services sufficient to support its mission and curriculum. However, the steady pressure on the library budget has begun to undercut the ability to support the instructional and outreach programs. Staff reductions and, most particularly, reductions in the materials budget have compromised access to information in such a way that students and faculty have begun to take notice.

Library Information Resources and Services

Hannon Library's collections and instructional services are a central component of the university's provision of "access to opportunities for personal, intellectual, and professional growth" (SOU Mission Statement). Library materials – print, digital, electronic, audio, and visual – are a gateway for students to experience the university's values of "learning, truth and disciplined inquiry, open-mindedness and informed criticism, and cross-cultural understanding." In Hannon Library's collections, both print and digital, students find articles from core journals in their majors, the writings of scholars in the disciplines, government publications on world issues, data to support theses in research papers, and practical information for applying learning in chosen disciplines. All of these are an important part of the university's vision of scholarship that "supports the creation, synthesis, and application of knowledge."

Resources and Services to Support Teaching and Learning

Library materials are selected to meet the instructional, informational, and research needs of the university. The highest priority is given to materials which enrich undergraduate instructional programs. Resources are selected to provide a balanced collection which represents the diversity of human experience. As of June 30, 2006, Hannon Library collections included 324,262 books (print); 2,931 e-books; 2,300 full-text documents in

the Southern Oregon Digital Archives; 970 print paid journal subscriptions; 147 e-journal subscriptions (increased to 820 on 1/1/2007); 85 licensed databases, many with full-text of articles; 297,678 state and federal government publications; 16,545 microfilm reels; 784,110 microfiche; 9,779 maps; 3,968 prints; 942 audio recordings; and 7,155 video recordings (Exhibit 5Lib-3 a).

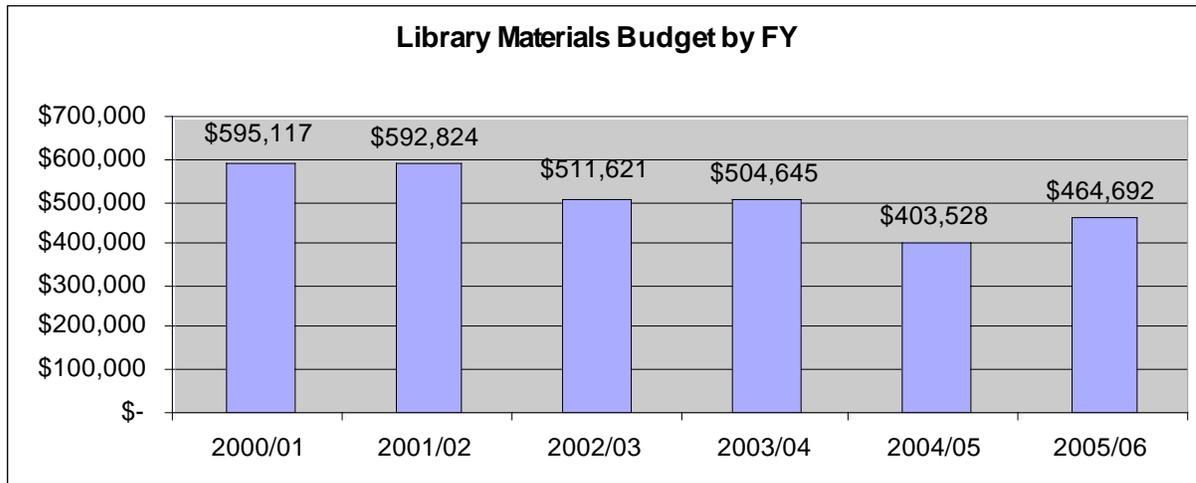
Special resources in the Hannon Library include the 8,000 volume Margery Bailey Collection of Shakespeare and English Renaissance materials, significant collections in Native American studies and viticulture/enology, and a local history and bioregion collection covering the six counties of southern Oregon and the counties of northern California. The secure Special Collections area houses Southern Oregon University Archives, as well as rare, valuable, and historically significant books and manuscripts, including the second and fourth folios of Shakespeare, dated 1632 and 1685 respectively, the *Workes of Benjamin Jonson* (1616), and Holinshed's *Chronicles* (1587).

Exemplary digitization initiatives, funded by the Institute for Museum and Library Services and the Library Services and Technology Act, created the Southern Oregon Digital Archives (SODA). This nationally recognized digital repository provides enhanced access to important, difficult-to-locate documents about this unique region. Over 2,500 full-text, searchable monographs, articles, government publications, and manuscripts have been added to SODA's three collections: the Bioregion Collection, the Southern Oregon History Collection, and the First Nations Collection.

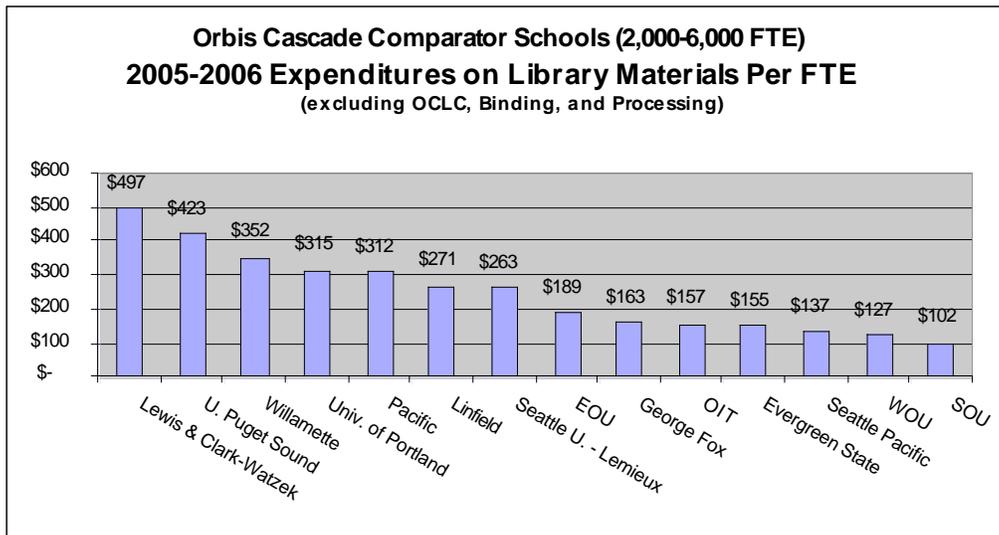
Providing access to government publications is a priority in Hannon Library, and these efforts have not gone unnoticed by the federal government. As a depository for Oregon's large second congressional district, Hannon Library serves a multicounty rural constituency. In 2004, the U. S. Government Printing Office named the Lenn and Dixie Hannon Library as the recipient of its second annual, prestigious Federal Depository Library of the Year Award. The library was recognized for efforts to provide government information in a variety of formats (including the creation of SODA) and for providing exemplary instruction and training in the use of government information to students and the public. In presenting the award on October 17, 2004 in Washington, D.C., Public Printer Bruce James stated that "the library is public-service driven, committed to creative and innovative programs and dedicated to providing access to government information to the citizens of Oregon through its partnership with the GPO." Other efforts to enhance access to government information include cataloging of print and electronic documents, harvesting born-digital documents about the region from agency Web sites, and collaboration with regional agencies to capture documents.

Hannon Library faces the challenge of a shrinking materials budget. Between fiscal years 2001 and 2006, Hannon Library's materials budget decreased from \$595,117 to \$464,692, a 22 percent decrease. Factoring in inflation of 7 percent annually, the library's ability to purchase materials is further undermined. In fiscal year 2006, Hannon Library would have needed \$775,458 to exercise the buying power of fiscal year 2001. During this time period, money was carved out of this same budget to purchase new e-resources,

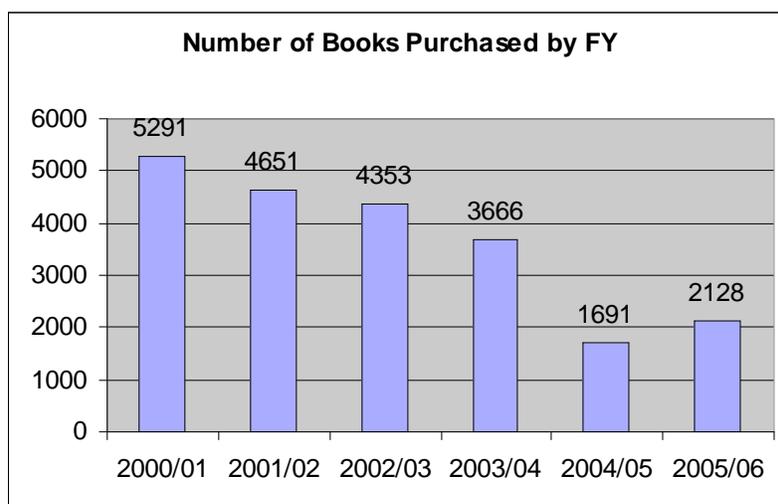
such as databases and e-journal packages. Unfortunately, the fiscal year 2007 materials budget was reduced once again by \$50,000, which is not reflected in the following graph.



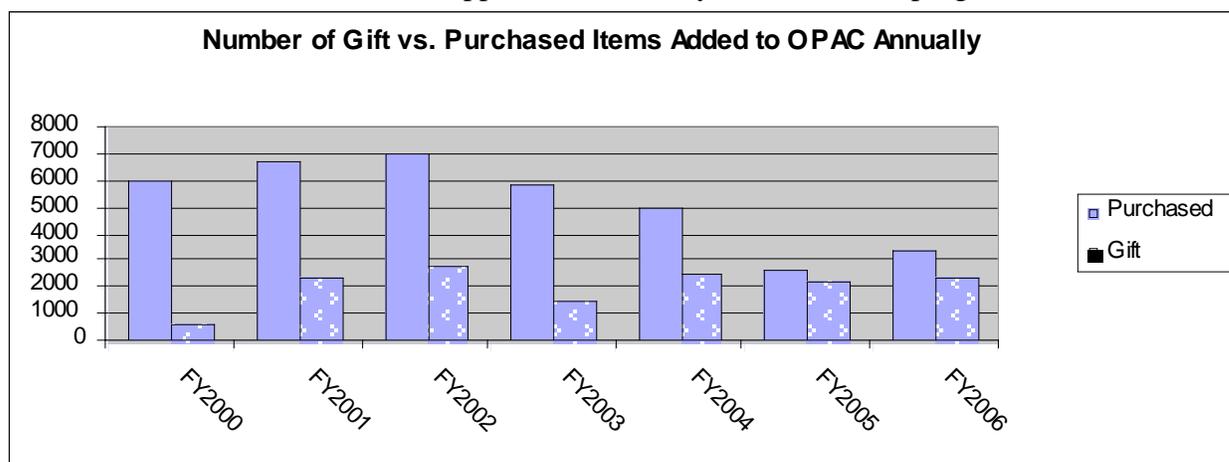
In terms of expenditures for library materials per FTE, Hannon Library does not compare well with other libraries in the Orbis Cascade Alliance. Every year the Orbis Cascade Alliance collects data on materials budgets and FTE of member libraries. Of the schools in the alliance that have between 2,000 and 6,000 FTE, *SOU spends the least per student at \$102 per FTE on library materials*. Even the other two state regional schools, Western Oregon University (\$127/FTE) and Eastern Oregon University (\$189/FTE), far exceed SOU in expenditures per FTE for library materials.



Since fiscal year 2001, the number of books purchased per year has decreased by 60 percent. The \$50,000 reduction that the library is taking in fiscal year 2007 has resulted in the near elimination of monograph purchases by the library. This is not reflected in the graph below.



Hannon Library is relying increasingly on gift books to supplement the collection, but gifts, while welcome, cannot substitute for careful selection and purchasing. The library benefits from the many writers, scholars, and emeritus faculty who relocate to the Ashland area and subsequently donate books. While these unique materials add to the diversity of the Orbis Cascade union catalog, they may not directly meet the needs of students for current materials that support the university's instructional programs.



SOU purchases deeply discounted e-resources through the Orbis Cascade Alliance. According to Greg Doyle, Electronic Resources Program Manager for Orbis Cascade, in 2006 the average savings for databases negotiated by the consortium is 63.8 percent off of list price. The library provides access to 85 licensed databases; recent additions include *WestLaw*, *Wiley InterScience*, and *SAGE Journals Online*.

Hannon Library's SFX link resolver software, utilizing the OpenURL standard, makes it easy for users to quickly bring up full text from more than 18,000 journals available in the library's licensed databases. SFX is linked to the Online Public Access Catalog (OPAC) and to all databases, so that users browsing a list of results in one database can

easily determine if Hannon Library provides access to an journal in electronic or print format—and then link to full text if available in any database or print holdings information in the OPAC.

Some of the databases that faculty have requested and which the library is unable to provide include *BioOne*, *Contemporary Authors*, *Ethnic NewsWatch*, *GenderWatch*, *Historical Abstracts*, and JSTOR. Students are clamoring for more online access. In spring 2004, 1,191 students responded to a campus student technology survey. When asked to rate the importance of various technologies for future university investment, SOU students gave digitized library collections the highest importance rating with 58 percent--4 or 5 on a scale of 1 to 5 (Exhibit 5IT-4 b).

To optimize access to cataloged materials, Technical Services and Government Publications staff create links in bibliographic records to the digital version of items when available, enrich subject headings, use subject headings that are congruent with curriculum and regional focus, add searchable contents notes, and add uniform local subject headings for Internet resources and feature films. Subject headings are kept current with monthly updates to recently cataloged materials and annual updates to the entire catalog. Sound recordings, music scores, e-books, selected academic and quality Web sites, sound recordings, and a growing range of electronic materials are fully cataloged. The Innovative Interfaces catalog search interface is being revised at this time to allow users to search more easily by location and material type.

Instruction and Reference

Hannon Library provides a proactive Instruction and Information Literacy Program that supports the teaching and learning mission of the university. All library faculty provide reference service and teach information literacy in their liaison areas. Over the past six years, librarians taught an average of 157 classes for 2,870 students per year. Of those classes, an average of 78 classes for 1,525 students was upper division or graduate level. In recent years, library instruction has focused on teaching discipline-based research and information literacy skills for upper division and graduate courses.

Library instruction is provided in several ways, most frequently in the electronic classroom equipped with 31 workstations, an instructor workstation, and an LCD projector. Sessions are geared toward a specific assignment or project and are active in nature, providing hands-on opportunities. Classroom instruction is often augmented with Blackboard course management software and individual consultations. Other venues for instruction include online, self-paced library tutorials, a virtual tour, and podcasts. The library's 30 circulating laptops can be utilized in a variety of spaces within the building to create classroom-in-a-box experiences.

The library is challenged to enhance the instruction provided throughout the first-year experience of the revamped three-term University Seminar course sequence required of all freshmen. Currently, in addition to online tutorials and a virtual tour, the library utilizes a train-the-trainer model to provide University Seminar faculty with tools for incorporating information literacy into their class sessions. Direct instruction sessions for

University Seminar are provided when requested. There is a shared sentiment among librarians and University Seminar faculty that the library should work toward providing more direct information literacy instruction in the future.

A significant accomplishment is the integration of information literacy goals and proficiencies into University Studies requirements (previously named General Education) as one of four foundational strands. The information literacy requirement articulates five goals and the proficiencies within each goal. As a foundational strand, these proficiencies are structured within the entire university experience from the first-year University Seminar to the senior capstone.

Accomplishing the integration of information literacy goals and proficiencies into the curriculum aligns Hannon Library with the Association of College and Research Libraries' (ACRL) "Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline." A few of the other shared characteristics include a defined mission statement and definition of information literacy, close collaboration with faculty in the disciplines, and methods for assessing effectiveness of information literacy instruction. For a full listing of the ACRL best practices and the ways in which Hannon Library fully aligns with these, see Exhibit 5Lib-6 d.

Library faculty are well positioned in campus committees such as University Assessment, University Studies, Curriculum, University Planning, Senate, and Personnel that offer advocacy opportunities. The instruction and information literacy librarian has facilitated the Center for Teaching, Learning, and Assessment (CTLA) initiatives, including a twelve-session faculty workshop on teaching with technology and Blackboard. The CTLA is housed in the library and offers professional development training for faculty.

Hannon Library utilizes three assessment processes to measure the effectiveness of library instruction. Anonymous evaluation forms are filled out by students following library instruction sessions and sent directly to the library department chair for compilation. Reflective peer coaching is a process for formative assessment; instructors articulate intentions to a peer coach prior to a teaching session and reflect about the session after the class. Lastly, the information literacy survey, a self-developed twenty-question, multiple-choice pretest and posttest, is delivered and compiled using Blackboard. In the 2005–2006 trial, 100 students took the online survey. This year, 2006–2007, the pretest was administered to 300 freshman University Seminar students; the posttest will be given in May. The survey is also being piloted to students in specific 300-level, research-in-the-discipline courses and some graduate action research classes.

Librarians also teach valuable skills in finding and evaluating information at the reference desk. The reference desk is staffed 63 hours a week during the regular terms. Reference librarians answered 350 questions during a typical week in fall term, comparing favorably with libraries in SOU's comparator group and in the state (according to the 2004 NCES report). Subject librarians frequently provide one-on-one training in individual appointments with students, giving them longer, more focused help with research projects. Although statistics for annual reference contacts have declined over the

past six years, with a total of 7,635 questions answered in the 2005–2006 academic year, librarians note that over the years questions have become more complex and diverse (Exhibit 5Lib-3 b). In addition, with the proliferation of student log-in computers in the reference area, reference librarians find themselves providing technical assistance as well as traditional reference assistance and instruction.

Hannon Library also provides reference access from its Web site. The Ask a Librarian page provides a phone number for telephone assistance during regular reference hours as well as an email reference service. Librarians are being trained to participate in L-Net, a statewide collaborative program that offers a 24/7 virtual reference service.

In the recent LibQual+ survey, information and research services were given high marks by students, faculty, and staff. In the questions about various services provided, students ranked reference provision as the best service, both in absolute terms and in comparison to expectations. Faculty evaluated information services similarly (Exhibits 5Lib-13 a, b).

Policies

The Lenn and Dixie Hannon Library Collection Development Policy (Exhibit 5Lib-2 a) clearly states the principles, policies, and guidelines governing the selection, acquisition, processing, organization, preservation, and eventual weeding of materials or information resources in all formats in the library's collections. The policy promotes consistency among those who have responsibility for developing the collections and helps communicate the library's collecting policies and goals to faculty, staff, students, and other members of the university community. The recently updated 42-page document includes narrative statements for types of materials in Hannon Library collections, selection criteria, information on relationships with other libraries and consortia (to enhance collaborative collection development), descriptions of preservation and collection maintenance activities, and information about collecting levels. A newly added section, "Collection Assessments for New Curricula," details the process for evaluating strengths and deficiencies in specific subject areas in response to campus proposals for new programs and courses. Additional policies (Exhibit 5Lib-2 f) complement the Collection Development Policy (Exhibit 5Lib-2 a), including a Serials Review Policy that outlines the process for evaluating requests for new journals and cancellations.

Library Resources and Services: Campus Involvement

Responsibility for collection development follows a distributed model involving librarians and faculty in the other departments. Faculty within each department channel monograph, video, journal, and other requests to their library liaison, who then works with the appropriate subject librarian. Subject librarians then submit requests for books to the acquisitions technician. Subject librarians meet regularly with departments and stay in close contact with the library liaisons. Students are able to make online requests for library materials (as well as suggestions about library services). There are two links in the SOU library catalog, "Suggestions I have for the library" and "Books I would like the library to acquire."

During fall and winter terms of 2005–2006, subject librarians visited academic departments and elicited comments with a series of open-ended questions, providing

useful qualitative data about faculty perceptions of library services and resources. The desire for larger allocations to select library resources was voiced strongly and frequently. Six departments expressed a need for specialized electronic resources. More money for print monographs was important to ten departments. Surprisingly, faculty in some science departments were as adamant as faculty in other schools about the need for more money for books. There were subject-specific needs: the Music Department would like more scores and access to audio scores and the Theatre Department believes that more scripts and monologues are needed for students. Librarians were not surprised by the request for more videos, which are used heavily in instruction. Four departments noted the lack of essential journals, while other departments felt that electronic resources have somewhat ameliorated the journal cancellations of recent years (Exhibit 5Lib-6 b).

In spring 2006, the LibQual+ survey was administered to all students, faculty, and staff at Southern Oregon University. LibQual+ is a standardized instrument made available by the Association for Research Libraries and is widely used among North American academic libraries to gather data for library evaluation and planning. The 603 respondents included 417 undergraduates, 43 graduate students, 79 faculty, and 64 staff. The survey questions fall into three categories: *affect [sic] of service, information control, and library as place*. The information control section contains elicits data about satisfaction with access to print and electronic information resources. Despite positive responses to library as place and affect [sic] of service, respondents expressed dissatisfaction with information control. Dissatisfaction with resources increased from undergraduates to graduate students and was the most pronounced among faculty (Exhibit 5Lib-13 a).

The written comments of LibQual+ respondents echo this dissatisfaction with print and electronic resources (Exhibit 5Lib-13 b). A faculty member from English wrote: "Electronic journal and reference resources must be improved." A communications faculty member submitted: "I hope some day the budget for books and other materials such as instructional videos can come back for our department." An undergraduate sociology major claimed: "The books are outdated and for my research, I usually cannot use any of the books in the library!" An undergraduate geology student suggests: "We could use some field guides to plants and updated biology books, some are very old and outdated." A faculty member from Art provides similar feedback: "I would like the library to acquire new print materials in my field. There are books from the past but all are at least 20 years old. I end up using interlibrary loan a lot." An anthropology professor would like more films: "Would love to have more academic videos available, especially recent ones." A sociology faculty member notes: "It would be wonderful if the library could subscribe to the widely used online electronic journal services. Colleagues alert me to items, but SOU's nonsubscriber status is frustrating." While there are many other comments about the need to provide for resources, a statement by a faculty member from an unidentified department stands out: "We need more journals, electronic resources, and a much larger book budget!!!"

The Faculty Senate Library Committee (composed of six department faculty members) meets at least once per quarter with the library director or her representative to review

and propose policies and practices regarding library operations and materials. Concerns can be aired and addressed at these meetings. Recent agenda items have included the library budget, approval of the Hannon Library's vision and values statement, and accreditation issues.

Having a librarian serve on the university-wide Curriculum Committee ensures that Hannon Library stays abreast of new directions in campus instruction. The course proposal form and proposal form for new programs both require a statement from the library about adequacy of holdings and need for resources to support the new class or program. Librarians regularly write assessments of holdings in specific disciplines areas as part of this process (Exhibit 5Lib-6 a). In 2006–2007, the collection development librarian is serving as chair of the Curriculum Committee.

Many collection development and organization activities also occur within library teams. The Electronic Resources Team evaluates and trials e-resources, ensuring that the allocation for e-resources is most effectively utilized to support curricula. The Serials Review Team evaluates requests for journal subscriptions and cancellations, looking at subject coverage in print and electronic formats. The Collection Development Team responds to issues in acquisitions, preservation, weeding, and issues such as materials allocations formulas. In determining allocations, the team considers past usage of materials by subject area, the average price of library materials by discipline, student credit hours by program, and total expenditures for print and electronic serials and monographs by program. The Technical Services Team ensures that the library provides optimal access to resources with the Innovative Interfaces Integrated Library System.

Facilities and Access

The recently expanded and renovated Lenn and Dixie Hannon Library is the jewel of the SOU campus and has become its heart and meeting place. The welcoming building with its soaring, light-filled rotunda houses a wide variety of study spaces and gathering spaces from study rooms and study tables to fireplace alcoves and secluded, inviting reading areas. In the LibQual+ survey one student noted, “It is beautiful and I now enjoy going to the library and spending time there” (Exhibit 5Lib-13 b). The Hannon Library increased in size from 64,380 square feet to 122,830 square feet, doubling its space for collections and adding new kinds of spaces that were previously missing. It now houses 22 group study rooms, four meeting and seminar rooms, a secure Special Collections and University Archives room, three electronic classrooms, an attractive current periodicals reading area, an art gallery, and a coffee shop. “Coffee Shop rocks,” commented one student. The building is enhanced by an award-winning mosaic (the creation of artists Robert Stout and Stephanie Jurs) and other works by local and regional artists.

Hannon Library is increasingly popular as a meeting space for student and faculty groups. The group study rooms and seminar rooms can be booked in advance on the Web. A nursing student noted that “the study rooms have been invaluable this year to my study

partners and myself in surviving and succeeding in anatomy and physiology.” The classrooms (when not used by scheduled classes) and the DeBoer and Meese meeting rooms can be reserved by on-campus and off-campus groups; there is no fee for on-campus groups. The two meeting rooms are prized meeting spaces and kept very busy. During the 2005–2006 year, the rooms were reserved for some 1,730 hours. The two general classrooms had 2,523 hours reserved, while the three conference/seminar rooms were booked for 2,352 hours. In addition, these rooms are often used spur-of-the-moment by groups that drop in (Exhibit 5Lib-3 c). There are also numerous informal meetings in the fireplace alcoves, around study tables, and in the many informal seating areas that are scattered throughout the building. Visitors will often see students gathered around laptops working on class assignments or in study rooms practicing presentations.

With the opening of the new building, Hannon Library has taken on an expanding role as a cultural center of the campus, a role now documented in the library’s vision and values statements. The year 2005 was the “Year of the Library,” with a multitude of musical, literary, and other presentations throughout the building. A number of activities continued in 2006 and are now ongoing, including series such as “Shakespeare in the Library,” “Siskiyou Views” lecture series, Friends of Hannon Library lecture series, and “Music in the Library.” Other campus groups also use the large Meese meeting room for other lecture and cultural presentations.

As part of the building project, the library expanded the number of computers and related equipment available for student and staff use. The very popular Information Technology Center (ITC) and computer classroom next door provide 66 computers for SOU student use. These include three with large screens intended for multiple users and several intended for students studying foreign languages. There are also 30 laptop computers available in the ITC for SOU students to check out and use in the building. The area also houses five video playback machines; four CD players and three cassette players may be checked out for use in the library. The reference area houses 28 computers and another 11 short-stay computers are scattered on the three floors. Printing is available on four public/student printers. Library Systems staff work with IT to schedule and provide new computers for the ITC and to cascade older equipment into the reference and other public service areas.

Full-time employees and student workers have some 56 computers for their use (Exhibit 5Lib-4 d). The classrooms, meeting rooms, and seminar rooms all have more-than-adequate presentation and display equipment. A new state-of-the-art, networked microfilm scanner and computer make the sometimes onerous task of using materials on microfilm much easier for students. Since much of this new equipment was purchased during 2004–2005 as the building project was completed, one challenge facing the library will be the wholesale replacement of many computers after a few more years.

Like most libraries, Hannon Library struggles continuously to support off-campus and online programs, striving to approximate resources and assistance available to on-campus students. Support for Medford programs is particularly problematic and will grow more acute with the completion of the joint SOU/Rogue Community College building there.

The decision has been made to develop cooperative programs with RCC instead of relying on SOU to provide library services to RCC. The details have yet to be worked out.

These off-campus efforts are coordinated by the librarian who also oversees the information literacy program. The library provides a number of services over the Internet for all registered users, which is particularly beneficial to off-campus users. The Web site is clear and usable so students can find needed information and resources from anywhere in the world without assistance. Staff regularly update the Web site to make it more responsive, interactive, and intuitive. Students can access the catalog and request books to be delivered to a number of off-campus locations. The Web site also provides links to other library catalogs and to WorldCat, so students and faculty can identify needed resources when they are out of the region.

Perhaps the most important services to off-campus students is the provision of a number of varied databases. Students can do subject searches and then access the complete full text of over 18,000 journals online. Electronic resources are a priority of Hannon Library and have been spared much of the cutting that has characterized other formats over the last few years.

Assistance with these resources is provided by the distance education coordinator responding to email queries, the reference desk answering phone questions, and via online chat (available all hours every day). The library also supports other universities' distance programs, such as the Oregon Health and Science University's nursing program, through collaboration with the SOU distance education librarian and the host institution. In the computer classroom, Hannon Library sets up six to ten sessions each year for students in these programs. The library's distance education coordinator is an active member in the campus Blackboard Users Support Group. He serves as liaison to faculty creating online and hybrid courses, adds library resources into courses, and co-teaches numerous courses in order to provide library instruction and consultation.

Accessibility of Resources

As a result of a strategic initiative funded beginning fall 2004, Hannon Library was able to expand its hours during the regular school year to 87 per week. It is now open until 11:00 pm five nights of the week rather than closing at 9:00 as had been the case earlier; weekend hours were also expanded. During summer session, the hours are reduced to 67.5 per week; during intersessions the library is open only 45 hours. In spite of this, students taking the 2006 LibQual+ survey would like even longer library hours, particularly in the evenings and on weekends. Indeed, according to recent National Center for Education Statistics (NCES), SOU has fewer hours than all but one of its comparator libraries for its previous 64,380 square feet (Exhibit 5Lib-3 b). In the current budget climate, however, Hannon Library worries about how to maintain these expanded hours. The use of the library is up dramatically since completion of the expansion project. Almost 365,000 user entrances were counted during 2005–2006, up 16 percent from 2004–2005 and 73 percent from 2003–2004 (while construction was still going on). In

October 2005 alone, 47,800 people entered the building; the monthly average for the school year was nearly 37,000 (Exhibit 5Lib-3 d).

The collections themselves—books, journals, government publications, videos, art prints, and other materials—are easily accessible to students and other patrons. All books, print journals, and Oregon documents are fully cataloged in the online catalog, as are the vast majority of relevant federal government publications. Most materials check out for three weeks to students and can be renewed online and by phone, as well as in person. According to the most recent NCES statistics, the number of items checked out at SOU is above the median for our comparator libraries but below the state average (Exhibit 5Lib-3 b). Course reserves are available in hard copy in the library and electronically through the Blackboard software.

Most current journals (more than 18,000 titles) are available via the Web and are therefore accessible off campus as well as in the building. The Southern Oregon Digital Archives makes available digitally a number of rare materials documenting the region's ecology and history. Use of electronic information resources has grown steadily over the years (Exhibit 5Lib-12 b), reflecting student preferences for getting information digitally and, often, remotely. During 2005–2006, there were nearly 290,000 uses of electronic databases, an increase of 50 percent over two years earlier. This shift toward digital information offsets the decline in hard copy use over the same period (Exhibit 5Lib-3 a).

For those items that cannot be found in SOU's collections, Hannon Library provides materials from other libraries through traditional interlibrary loan. Using the Summit union catalog, students and faculty can also request books from partner libraries in the Orbis Cascade Alliance. During 2005–2006, students and faculty at SOU borrowed 9,808 items from other libraries; nearly three-quarters of the borrowers used Summit (Exhibit 5Lib-3 a). Most of the Summit materials arrive in Hannon Library two to three days after being requested. For traditional ILL materials, journal articles are often received one or two days after being requested using digital delivery, though other materials often take a week or longer. Overall, reliance on materials from other libraries has become increasingly important to SOU students as the materials budget has decreased.

Cooperation with Other Libraries

SOU is one of the five founding members of and an active participant in the Orbis Cascade Alliance, a consortium of 33 public and private higher education institutions in Oregon and Washington (Exhibits 5Lib-11 a - e). The Oregon cooperative, Orbis, was founded in 1993 with the goal of creating a union catalog and sharing library resources; in 2002 it merged with a similar Washington group to create the current organization. The goals of Orbis Cascade are to

- provide access to the Summit union catalog of member holdings;
- allow patrons to request materials from collections at other member libraries;
- enhance cooperative electronic and physical document delivery among members;
- support cooperative collection development activities among members;
- facilitate deeply discounted group purchases of databases, e-journals, and e-books;

- plan for a regional library services center to provide shared storage and potentially support preservation and digitizing services; and
- investigate collaborative opportunities to develop and manage digital asset collections.

As of January 2007, the Summit catalog is comprised of 8.8 million titles representing 27.8 million items, with some 67 percent of these items being unique and held by only one library. SOU's membership in Orbis Cascade represents a commitment to providing students and faculty with resources that would be difficult or impossible to obtain otherwise. The consortial agreements emphasize the responsibility of each member to continue contributing to the combined collection, enriching—but not substituting for—local collections. Given the current SOU budget, the library struggles to meet this obligation.

Other cooperative and consortial activities include membership in the Oregon University System Library Council, cooperative agreements with Rogue Community College and the University of Guanajuato, and support for Oregon Health and Science University (OHSU) and Portland State University (PSU) programs. The library council meets several times a year, usually in conjunction with meetings of the Orbis Cascade Council, with the goal of advocating as a unit for academic libraries within the OUS system and coordinating services and resources when appropriate. OHSU provides undergraduate and graduate nursing programs and PSU provides a Master of Social Work degree, all on the SOU campus. Under the written agreements Hannon Library provides facilities, services, and/or materials to support these various programs.

Personnel and Management

The library is committed to seeking and retaining highly qualified librarians and paraprofessional staff who are dedicated to Hannon Library's mission. They are encouraged to increase their training (and supported as they do so), participate in professional organizations, and pursue professional development.

Sufficient and Qualified Library Staff

As of 2005–2006 Hannon Library employs nine librarians, one of whom is the interim library director. The current interim director, appointed upon retirement of the previous director, expects to serve through 2007–2008. During that academic year, a search will be conducted for a permanent director.

In addition to the professional librarians, the library employs twelve support staff and the equivalent of eleven FTE student assistants. In January 2004, Hannon Library submitted a strategic initiative proposal, "Staffing the Expanded Library Building," which was partially funded (Exhibit 5Lib-7 d). The proposal called for funding three additional staff positions (an archives/preservation technician, an access services assistant, and a systems assistant), part-time adjunct librarians, and additional student assistant hours. The library

received approval for student assistant hours, adjunct librarian funding, and one of the three staff positions. This additional staffing allowed the library to open longer hours. However, it has not alleviated the additional workload of managing a building approximately twice the size of the old one, the increased number of workstations and other equipment, the annual increase in minimum wage paid to student assistants, or the new and increased functions taken on by librarians and staff in the past five to ten years.

All Hannon Library faculty have accredited M.L.S. degrees and a second master's degree defined in the Southern Oregon University Faculty Constitution as their terminal degree (Bylaw 5.240). Librarians are appointed as tenure track professorial faculty with nine-month contracts and receive promotion and tenure as defined in Bylaw 5.200 (Guidelines for Promotion and Tenure). In addition, the library faculty have adopted a policy that details functions specific to academic librarians for evaluation (Exhibit 5Lib-2 f). This policy also serves as the outline for the annual Faculty Professional Activity Report (FPAR) and Faculty Professional Activity Plan (FPAP) prepared by each librarian. The library currently employs two part-time adjunct librarians who have an M.L.S. degree only; these librarians assist with reference service.

Librarians are extremely qualified and most have worked at Hannon Library for many years. Each librarian is responsible for a core service in the library and collection development, teaches information literacy skills in his or her respective disciplines, and (with the exception of the director) participates in staffing the reference desk (Exhibit 5Lib-7 b). Additionally, as academic faculty covered by the SOU Faculty Constitution and Bylaws, librarians are active in university service, publish in their respective areas, and perform many other kinds of professional activities (Exhibit 5Lib-10 a).

Librarians are increasingly challenged to find time to cover basic library operations; provide information literacy instruction in University Seminar classes; teach research methods in their liaison areas; implement new software applications to the Hannon Library III Millennium catalog; create and maintain library Web pages; and provide other technology applications to support the curriculum and improve students access to information resources.

Each paraprofessional support staff position has a position description (Exhibit 5Lib-7 a) that is updated at the time of the staff person's annual evaluation. Turnover occurs on a regular basis, especially in the library technician II positions. However, there is a cadre of long-term employees who are well trained and knowledgeable about their areas. Most paraprofessionals are responsible for complex library operations. There is little opportunity for cross-training, and it is very difficult to provide training to the new employee when a staff member leaves. Some areas are especially short staffed such as Systems, where new and growing services are difficult to implement and maintain. As librarians and staff leave, their positions are reviewed and revised, based on new functions and new skills required to successfully perform in the position.

In the latest NCES data for 2004, Hannon Library has 30 percent fewer overall staff than the average of its comparator group (38.9, comparators, versus 30, SOU). As of June

2006, the library had a staff of 32, 23 percent below the comparator average. Hannon Library is weak in all areas: librarians, support staff, and student workers. The NCES comparators' average for support staff was 14.8, while Hannon Library had 12. The NCES data show a gap of 19 percent between the comparators' average number of support staff (14.8) and Hannon Library (12) (Exhibits 5Lib-7 e, f).

Since there is mix of 12-month and 9-month appointments in the data, recalculating the number of librarians reported for each university to an equivalent 12-month number gives a more accurate view of professional staffing among SOU's comparator institutions. After this recalculation, Hannon Library ranked second from the bottom among its comparators in number of librarians. In addition, SOU ranks sixth among the nine comparator institutions for all other staff (excluding student workers) (Exhibit 5Lib-7 f).

While the library has a history of effective use of scarce personnel resources, it has increasingly relied on student workers as it takes on new and expanding services. Since 2004, the number of student assistant FTE has increased by 2 FTE as a result of additional strategic initiative funds noted above. Even with that increase, Hannon Library is still 27 percent behind the comparators' average number of student assistant FTE (Exhibit 5Lib-7 e). Students can be highly effective and valuable employees; however, training student workers for complex procedures that should be the purview of a regular full-time employee becomes labor-intensive as students leave employment from year to year.

In the most recent round of strategic initiative funding, the library asked for assistance with student wages, a library systems assistant (information technology consultant, 1.0 FTE), and an archives/preservation technician (library technician 3, 1.0 FTE), both sorely needed positions (Exhibit 5Lib-7 c). The request was unsuccessful.

In addition, after the reductions that will be taken in 2007–2008 and 2008–2009 as a result of reduction decisions in 2006–2007, Hannon Library will have .5 FTE less of a nine-month librarian, 1 FTE fewer support staff, and no part-time adjunct librarians. These reductions will effectively eliminate most of the gains from the 2004 strategic initiative for improved staffing in Hannon Library. Hannon Library faces unknown impacts on hours, reference desk staffing, instruction, and digitization initiatives as a result of these reductions.

Professional Growth for Staff

As part of the Associated Professors: Southern Oregon University (AP:SOU) contract, each Hannon Library faculty member receives a professional development budget that may be spent on courses, attendance at conferences, professional materials, or organization memberships. Within this budget, librarians are encouraged to participate locally, regionally, and nationally and are granted release time for this participation.

One of the library's challenges is the distance that librarians and staff must travel to attend conferences and workshops. The library has not had sufficient funds to

support much professional development travel for faculty beyond the AP:SOU contract funds nor to support professional development for support staff. This situation will not improve in the foreseeable future. However, the recently remodeled and enlarged building can now host trainers and workshops. In the past two years, Hannon Library has hosted a number of workshops conducted by the Online Computer Library Center (OCLC) and other library professional organizations. Teleconferences also provide local opportunities for professional growth. The director and librarians will continue to work with groups such as OCLC to conduct local training sessions.

Organization and Linkages of Library among Campus Resource Bases

Hannon Library is organized into five main service areas: Reference and Instruction, Access Services, Government Publications, Technical Services, and Systems. Access Services includes Circulation, Interlibrary Loan, Summit delivery, and the Information Technology Center. Technical Services covers Cataloging, Acquisitions, Periodicals, and Collection Development (Exhibit 5Lib-8 a).

The library director reports to the vice president for Academic Affairs and provost and participates in the Deans Council, Academic Planning Council, and the Development Management Council. The director's involvement in these meetings provides opportunities to participate in institution-level planning and to inform peers of library activities and plans.

Librarians are actively engaged in the life of the university. The library elects a member to the Faculty Senate and participates in a number of senate committees. In addition, librarians hold standing seats on the University Planning Council and the Technology Council.

Hannon Library's systems staff, consisting of two librarians and one paraprofessional, work with the campus Information Technology staff to ensure that the library follows campus standard practices and procedures in the purchase and utilization of computer technology. The systems librarian serves as a representative to the Technology Council. The library systems analyst participates in regularly scheduled Information Technology's Desktop Services meetings. Desktop support, fixes, and upgrades are shared between the IT and library staff.

The electronic resources librarian serves as a member of the Online Northwest organizing committee. The Online Northwest annual conference provides a forum for discussion and presentations on technical and policy issues associated with information technology in libraries.

Staff Involvement in Curriculum Development

The library faculty serve regularly on campus committees involving curriculum development and decisions, and for the second time in six years, a librarian is chair of the university-wide Curriculum Committee. They also serve as permanent members of these

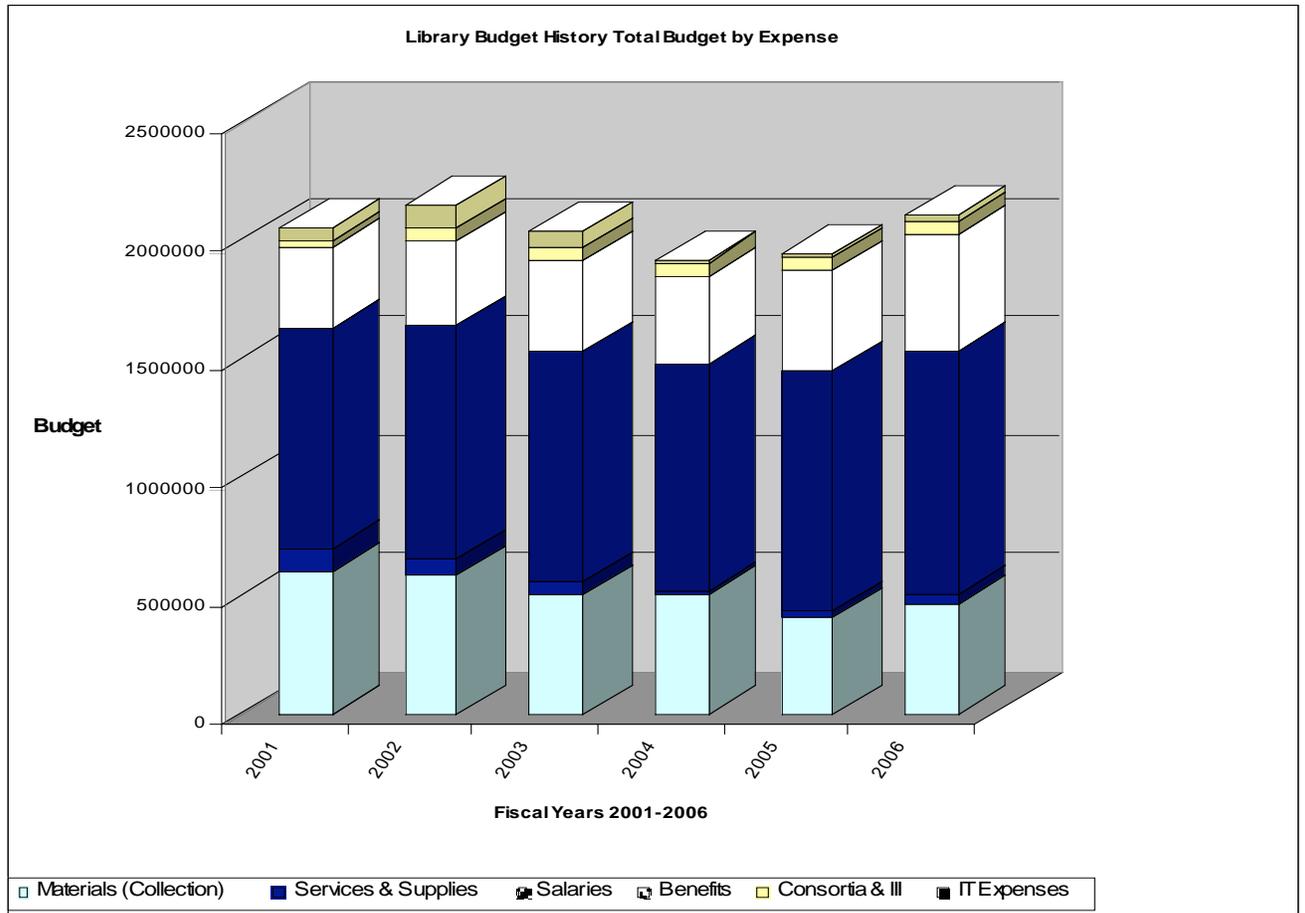
additional campus governance and curriculum committees—the University Studies Committee and the University Assessment Committee.

The library’s participation in the Curriculum Realignment Action Committee (CREAC), active in 2003–2005, led directly to the choice of information literacy as a foundational goal strand along with communication, critical thinking, and reasoning (quantitative, inductive, deductive).

Departments consult with a liaison librarian during the process of new program proposal. All proposals require a collection assessment as a part of the formal process for approval by the Curriculum Committee and Faculty Senate.

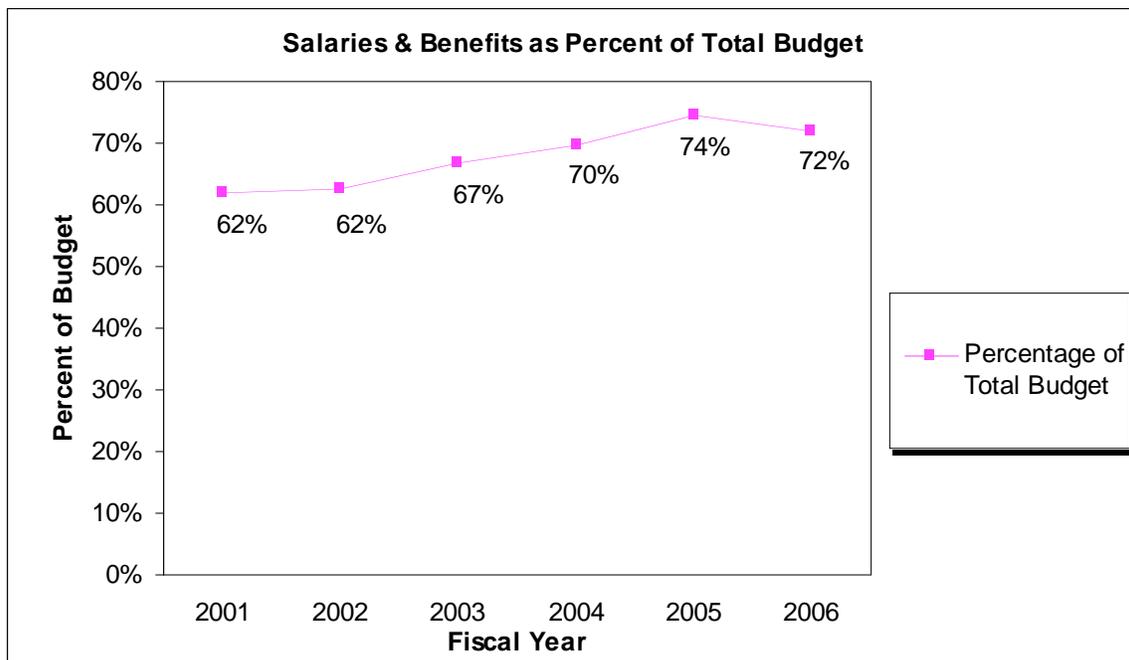
Financial Support for Library Resources

Between fiscal years 2001 and 2006, the overall financial support that Hannon Library received from the university has been virtually static, increasing 2.6 percent from \$2,061,754 to \$2,114,830 as shown in the graph below. This increase of \$53,076 over six fiscal years has not kept pace with the rapidly rising costs of meeting the library’s mission to support “the research and curricular needs of students and faculty” (Exhibit 5Lib-9 a): we have lost ground.



As the university experienced budget reductions, budget lines within the library were reduced. The greatest impact has been on the materials budget, which has decreased by 22 percent over the past six years, from \$595,117 to \$464,692. The details of Hannon Library’s shrinking materials budget and the resulting difficulties of providing adequate information resources to support the teaching, learning, and research needs of the university are discussed above in “Resources and Services to Support Teaching and Learning.”

During this period, rising costs of salaries and benefits have put pressure on the overall library budget. As the following figure illustrates, salaries and benefits now account for 72 percent of the library budget. At the same time, the number of staff has remained static.



Hannon Library has increasing difficulty providing adequate professional service during the summer (mid-June through mid-September). The budget for the librarians’ summer contracts has remained essentially static (increase of about 2 percent) since 1995, while the budget for their salaries during the regular academic year has increased 51 percent (Exhibit 5Lib-9 e). As a result, reference service to students in the summer is declining. Last summer there were numerous times where the reference desk went unstaffed because of information literacy instruction sessions, illness, or family emergencies. For summer 2007, the library is planning to reduce library hours as well as reference service.

The library’s information technology expenses have fluctuated over the past six years. With the assistance of the university’s Information Technology Department, Hannon Library purchased a significant and required upgrade to its Integrated Library System (ILS) from Innovative Interfaces Inc. (III) in fiscal years 2002 and 2003. The library will

need to purchase an upgrade to the online catalog interface in the next two years that will cost a minimum \$50,000. Currently, it does not have the funds for this purchase.

Construction funds during fiscal year 2003 through 2005 provided for money to purchase equipment, hardware, and software, and thus eased the pressure on the library's static budget. However, unless the library's budget significantly improves, it will not have the funds to replace this equipment and hardware as it ages. Consortia dues to Orbis Cascade Alliance and Innovative Interfaces, Inc. maintenance costs have increased by 42 percent. This increase coupled with budget reductions leaves the library with no flexibility to purchase software that would improve student access to the library's information resources, such as federated searching across all e-resources, portal software, and citation-creation and management software.

In spite of its static budget, Hannon Library has accomplished much over the past six years by setting spending priorities that maximized benefits to students and faculty.

Planning and Evaluation

Hannon Library's planning processes at all levels articulate the university's mission. With support for the campus teaching and learning functions as the library's most fundamental charge, planning within the library and in concert with curricular units is primarily focused on this area. Closely aligned to SOU's secondary mission to build connections at regional, national, and international levels, Hannon Library planning also seeks to provide the university with current and historical regional materials and to create programming that places the library as a cultural and educational center for the university and service region. The challenge is to provide the materials and services needed to support the university's mission given dwindling resources for purchase of print and electronic resources and for staffing.

Planning Is Central to the Library Mission

Hannon Library actively engages in a range of planning activities within the library and in alignment with university structures for regular and strategic planning.

Proposals created by the library feed into the university's process for strategic initiatives to seek funding and personnel to meet critical strategic needs beyond current budgets (Exhibits 5Lib-6 f; 5Lib-7 c; 5Lib-7 d). As a result of the current retrenchment, Hannon Library will lose some of the gains of the successful 2004 strategic initiative that provided staffing for increased hours of operation. Other strategic initiatives submitted in 2004 and 2006 were not funded that would have provided staffing for systems and digital initiatives and that targeted increases to the materials budget.

Additional venues for library involvement in university planning include the following:

- deans' meetings, which are attended by the library director
- Faculty Senate, which always has at least one library faculty member

- University Technology Council, which has at least one library faculty member
- standing committees of the Faculty Senate on which librarians serve and at times chair: Curriculum Committee, University Assessment Committee, University Studies Committee, University Planning Council

Planning is a high priority within Hannon Library, as evidenced by activities over several years. In academic year 2000–2001, library faculty and staff held a series of planning meetings to identify library opportunities for the next three to five years and to develop a timeline for accomplishing specific objectives. Using a SWOT analysis (strengths, weaknesses, opportunities, threats), the group identified six strategic goals for the near future (Exhibit 5Lib-2 e). Hannon Library has made strides, in varying levels, in each of the identified opportunities during the years that followed:

- expand the library’s role in the teaching/learning activities of the campus
- develop the library’s physical space
- establish the library as a regional information center
- extend access to the library’s information resources and services
- develop a marketing plan for the library
- maintain and expand an ongoing professional development program

Beginning in fall 2005, Hannon Library faculty put additional deliberate emphasis on planning. A Strategic Vision Committee was formed, consisting of the interim director and two library faculty. One impetus for the committee’s formation was the retirement of the library director in spring 2005. Before going to search for a new library director, library faculty met with the provost, who issued the directive to develop a plan for the future of the library—which had a foundation in extensive campus consultation. The library’s charge was to clarify, in collaboration with the campus, the future direction and role that the library should have within the university and then outline the qualities to look for in a new director. Based on this information, the library would then craft a position description for a director to lead the library into the future.

Throughout the 2005–2006, the Strategic Vision Committee engaged library faculty in activities that resulted in the thoughtful revamping of the mission, vision, values, and goals for Hannon Library. Library faculty read a series of journal articles on the future of the academic library, “Net-Gen” students, and libraries as cultural centers in the life of the university, sharing their responses online via a lively Blackboard dialog. This thoughtful interchange and ongoing planning sessions culminated in the development of Hannon Library’s preliminary mission, vision, and values statements. These statements articulate Hannon Library’s aspirations and guiding principles that would provide direction over the next five to ten years (Exhibit 5Lib-2 c).

The next step was to share this mission, vision, and values statement with the campus and ask for feedback. Library faculty drafted a series of open-ended questions. Between November 2005 and January 2006, each subject librarian scheduled meetings with his or her departments to review the library mission, visions, and values statement, to solicit feedback with the open-ended questions, and to seek comments about the direction that

the library should take. Faculty in all departments provided excellent feedback. A common theme was the need for more print and online resources (Exhibit 5Lib-6 b).

Following the department visits, the Faculty Senate Library Committee reviewed the mission, vision, and values statements, and gave their formal approval. Around this time librarians considered at length the merits of the title *dean* vs. *director* for the new leader of Hannon Library, chose to lobby for a new Dean of Library Services, and wrote a lengthy position description for a future search.

In May of 2006 the library faculty held their most recent strategic planning session, where all again looked at alternate futures and, informed by their readings of the previous year, decided on three areas of focus: instruction and redefining reference, budget and revenue, and digitizing initiatives.

Unhappily, the budget reductions of over several years, coupled with the additional loss of library staff, jeopardize many of these plans (Exhibit 5Lib-2 d). Currently Hannon Library is beginning to rethink its priorities in order to sustain core library services.

Linkages among Campus Resource Bases

See *Organization and Linkages of Library among Campus Resource Bases* above.

Assessment of Library Effectiveness

The library and information resources world is changing at an accelerating pace. Hannon Library works very hard to assess current services and resources in order to adapt to new formats and service needs of the university. Planning for online and print collections is based on analysis of usage, assessment of the strength of its holdings in particular disciplines, consultation with departments, and data on program size and curricular needs—with consideration of the need to provide new services and resources (see “Information, Resources and Services” above). As has already been discussed, Hannon Library has an effective structure for collaboration with academic departments. Subject librarians are in close communication with departments regarding instruction, collection development, and outreach to share information about library resources and services. The library employs a range of evaluative techniques to measure the effectiveness of information literacy instruction, including anonymous student evaluations of instruction sessions and the information literacy survey—a twenty-question, multiple choice pretest and posttest delivered and compiled using Blackboard. Reflective peer coaching, a formative assessment, allows librarians to discuss their teaching with colleagues and receive feedback. The library’s role in assessment of instruction and information literacy is subject to ongoing review and change as the university improves coordination and depth of assessment of learning outcomes.

The most recent formal assessment of library resources, services, and infrastructure occurred in spring 2006 when Hannon Library commissioned a LibQual+ survey to assess student, faculty, and staff perceptions of library access to materials, quality and affect of services, and adequacy of Hannon Library spaces and infrastructure to support the university’s teaching and learning mission (Exhibit 5Lib-13 a). LibQual+ is a standardized instrument made available by the Association for Research Libraries and is

widely used among North American academic libraries to gather data for library evaluation and planning. The LibQual+ survey was opened to all faculty, students, and staff of SOU for three weeks in April and May of 2006. The 603 respondents included 417 undergraduates, 43 graduate students, 79 faculty, and 64 staff.

According to the results of the LibQual+ questions related to *service*, undergraduates—while pleased with assistance by librarians and staff—expressed some concern about individualized attention received from student employees. The survey responses and written comments raised concerns about courtesy, competence, and confidence in student library assistants. As a result of these data, the Access Services student coordinator is working to improve training and supervision of student assistants in this area. Hannon Library is in the process of hiring a new Access Services coordinator, who will soon oversee student employment training in an effort to elicit more welcoming behavior, courtesy, and competence in tasks that improve services to patrons.

The LibQual+ questions having to do with patron perceptions of *information control* showed that undergraduates, graduate students, and faculty wanted better access to print and electronic journals and other materials—and to be able to access library electronic resources from home or office. The perceived lack of meeting these needs was greater among graduate students than undergraduate students. Faculty proved to be most in need of increased access to journals (print and online), followed by other print resources as their second highest need, and remote access to library resources as their third highest need. As mentioned previously, continuing reductions to Hannon Library's materials budget over several years compromise the library's ability to provide print and digital resources to support the teaching and learning mission of the university.

Extremely high scores in the category of *library as place*, particularly among undergraduate and graduate students, indicate that the Hannon Library building expansion and redesign has been successful. Written comments ranged from “beautiful facilities” to “the new facilities are fantastic” to “the library is wonderful! I love everything about it.” As the budget continues to decrease, Hannon Library is challenged to continue making full use of library spaces over a reasonable number of hours for the purposes to which clientele have become accustomed, including access to group study rooms, computer labs, lectures and performances, and gallery shows and exhibits that feature the creative accomplishments of SOU students (see “Planning and Evaluation”).

Even with budgetary limitations, Hannon Library is committed to providing student-centered services and supporting the teaching and learning mission of the university. A climate of continual assessment is necessary, as well as ongoing strategic planning activities, if the library is to successfully meet the challenge of providing core services with fewer people and resources. The gathering and analysis of data, like that generated by the LibQual+ survey, will be an essential element of future assessment and planning processes.

Summary Assessment

Not only has Hannon Library made significant gains since the last self-study, but it is also a very different place. There have been major accomplishments. With the 2005 completion of the Library Enhancement Project, the building increased in size from 64,380 square feet to 122, 830 square feet. The bright and welcoming building contains electronic classrooms, student computers, a coffee shop, inviting reading areas, a secure Special Collection and University Archives, current periodicals area, art gallery, meeting rooms, and 22 group study rooms, all with wireless connectivity.

Librarians directly reach 2,500 students annually with library instruction sessions and additional students via podcasts, Camtasia tutorials, and e-reference. Information literacy has been integrated into the university's general education curriculum.

Today Hannon Library offers access to an ever-growing number and type of resources for instructional, research, and general information needs. Electronic and print collections complement the educational programs of Southern Oregon University. Online access to content is increasing; students can access full text from over 18,000 journals. Link resolver software makes access to full text easier than ever. Through Hannon Library's membership in the Orbis Cascade Alliance, students have access to 27.8 million items at 33 member academic libraries in Washington and Oregon.

Services have also increased. Hannon Library staff have done a remarkable job delivering needed services with ever-dwindling resources. The library maintains an Internet Web site that is regularly updated with links to new resources. Exemplary grant-funded digitization initiatives and the creation of the Southern Oregon Digital Archives have provided Hannon Library national recognition. The library has become a cultural, social, and learning center of the campus and region, hosting lectures, musical performances, and other events.

Budgetary reductions sustained over several years are not without result. Fewer librarians, fewer classified staff, and less money to purchase print and electronic resources make it difficult to provide existing services, or to move in new, innovative, student-centered directions. Some significant challenges remain:

- Hannon Library is challenged to provide print and electronic resources in the face of a seriously reduced materials budget, coupled with inflation. The library's ability to support the university's curricular offerings and provide access to critical information resources will be increasingly limited.
- In 2007–2008, Hannon Library will require a \$50,000 upgrade to the Innovative Interfaces ILS software. Additionally, within the coming few years, the library will need to replace aging equipment throughout the building. Some of these upgrades have been postponed but the library cannot do so indefinitely.

- In light of the university's most recent round of staffing reductions, resulting in the loss of .5 FTE tenure-track librarian, two adjunct librarians (.5 FTE), one graduate assistant, and .75 classified staff, Hannon Library will be challenged to maintain current hours, services, and reference desk staffing.
- Information literacy instruction requires increased attention. There is a need to enhance instruction for the three-term freshman University Seminar. The library is also increasingly challenged to provide library instruction for the university's expanding distance education programs. Similarly, meeting reference and library instruction needs of the new joint Southern Oregon University/Rogue Community College campus in Medford will be even more difficult with reduced staffing levels.
- With the completion of successful grant-funded projects, Hannon Library should be poised to continue our regionally and nationally recognized digital initiatives. Personnel and budget reductions will make it difficult to pursue grant opportunities or to continue in-house digitization. Ongoing software and maintenance fees are expensive, and digitizing equipment is becoming dated.
- Hannon Library's Special Collections and University Archives are unstaffed. These areas house priceless materials dating from the sixteenth century by and about Shakespeare and his times, as well as the irreplaceable materials that trace the history of the region and university. This library is challenged to engage in preservation efforts to better care for these materials, provide local access, and make these materials accessible through interpretation and digitization.
- Hannon Library has identified new directions in the provision of library services and resources. One example is the installation of federated search engine software that would allow users to enter one search term and search across the library's online databases and OPAC. Another example is software that assists students in creating citation lists for their research projects. Given current budget constraints, it will be a challenge for Hannon Library to move in new directions.
- In order to continue providing core services to the university with fewer people and resources, the library needs to engage in even more strategic planning activities, as well as analysis of workflow and possible cross-training of staff. Gathering and analysis of data, like that generated by the LibQual+ survey, will be an essential element of this assessment and planning process.
- Hannon Library hopes to increase student outreach that, coupled with an enhanced instruction program, will improve student comfort with the library and research process—in turn helping student retention. The library has identified several methods of outreach, from new brochures and all-student emails, to initiatives utilizing the American Library Association's "READ" posters (featuring SOU students and faculty) and "@ your library" promotional materials.

- The search for a new library dean will take place during 2007–2008. Library faculty, through deliberation and campus collaboration, have identified those characteristics to look for in a leader that will take Hannon Library into the future. This exciting opportunity challenges the library to effectively administer this search and work with the new dean as the library moves in new directions.

Standard Five: Library Exhibits

- Exhibits 5Lib-1: Printed materials that describe for students the hours and services of learning resources facilities such as libraries, computer labs, and audiovisual facilities.
 - 5Lib-1 a: Library services.
 - 5Lib-1 b: Library events.
 - 5Lib-1 c: Library home page.
- Exhibits 5Lib-2: Policies, regulations, and procedures for the development and management of library and information resources, including collection development and weeding.
 - 5Lib-2 a: Collection development policy 2007.
 - 5Lib-2 b: Government publications collection development policy.
 - 5Lib-2 c: Mission, vision, and values.
 - 5Lib-2 d: Strategic planning 2006–2009.
 - 5Lib-2 e: Strategic plan final report 2001.
 - 5Lib-2 f: Library policies and procedures manual.
- Exhibits 5Lib-3: Statistics on use of library and other learning resources.
 - 5Lib-3 a: Annual final statistics 2000, 2001, 2002, 2003, 2004, 2005, 2006
 - 5Lib-3 b: NCES hours, services & gate count 2004.
 - 5Lib-3 c: Room usage 2005–2007.
 - 5Lib-3 d: Gate counts 1999 - 2007.
 - 5Lib-3 e: Information Technology Center user counts 2004 - 2006.
- Exhibits 5Lib-4: Statistics on library collection and inventory of other learning resources.
 - 5Lib-4 a: ACRL SOU 2000, 2001, 2002, 2003, 2004, 2005, 2006.
 - 5 Lib-4b: NCES SOU 2000, 2002, 2004.
 - 5Lib-4 c: NCES comparison charts 2004.
 - 5Lib-4 d: SOU library equipment 2006.
 - 5Lib-4 e: Databases by title and subject.
 - 5Lib-4 f: Class instruction web pages.
- Exhibits 5Lib-5: Assessment measures utilized to determine the adequacy of facilities for the goals of the library and information resources and services.
 - 5Lib-5 a: NCES E-services.
- Exhibits 5Lib-6: Assessment measures to determine the adequacy of holdings, information resources and services to support the educational programs both on and off campus.
 - 5Lib-6 a: Collection assessments.
 - 5Lib-6 b: Department visits 2005–2006.
 - 5Lib-6 c: Age of collection 2007.
 - 5Lib-6 d: Instruction alignment with ACRL best practices.
 - 5Lib-6 e: Orbis Cascade libraries' material expenditures.
 - 5Lib-6 f: Strategic initiative 2006: Strengthening Collections.
 - 5Lib-6 g: Depository of year nomination.
- Exhibits 5Lib-7: Data regarding number and assignments of library staff.

- 5Lib-7 a: Staff job descriptions.
- 5Lib-7 b: Faculty responsibilities.
- 5Lib-7 c: Library staffing: Strategic initiative 2006.
- 5Lib-7 d: Library staffing: Strategic initiative 2004.
- 5Lib-7 e: NCES staffing.
- 5Lib-7 f: Staffing - peer institutions.
- Exhibits 5Lib-8: Chart showing the organizational arrangements for managing libraries and other information resources (e.g. computing facilities, instructional media, and telecommunication centers).
 - 5Lib-8 a: SOU library organization chart.
- Exhibits 5Lib-9: Comprehensive budget(s) for library and information resources.
 - 5Lib-9 a: Library budget summary 2001–2006.
 - 5Lib-9 b: Acquisitions final reports: 99/00 to 05/06.
 - 5Lib-9 c: Salaries as a percent of library budget 00/01 - 05/06.
 - 5Lib-9 d: Faculty summer hours 1995–2006 analysis.
 - 5Lib-9 e: Library summer budget analysis.
- Exhibits 5Lib-10: Vitae of professional library staff.
 - 5Lib-10 a: Faculty vitae: Connie Anderson, Mary Jane Cedar Face, Kathryn M. Cleland-Sipfle, Deborah Hollens, Emily Miller-Francisco, Teresa Montgomery, Dorothy Ormes, Jim Rible, Dale Vidmar
 - 5Lib-10 b: Faculty spreadsheet.
- Exhibits 5Lib-11: Formal, written agreements with other libraries.
 - 5Lib-11 a: Orbis Cascade Alliance.
 - 5Lib-11 b: Oregon Extension - Houghton College.
 - 5Lib-11 c: Rogue Community College.
 - 5Lib-11 d: Universidad de Guanajuato.
 - 5Lib-11 e: Portland State University.
- Exhibit 5Lib-12: Computer usage statistics related to the retrieval of library resources.
 - 5Lib-12 a: Southern Oregon Digital Archives (SODA)
 - Complete statistical report 2005–2006 and summary of usage 2003–2007.
 - 5Lib-12 b: Database usage statistics 2005-06.
- Exhibit 5Lib-13: Studies or documents describing the evaluation of library and information resources.
 - 5Lib-13 a: SOU LibQual 2006 final report.
 - 5Lib-13 b: SOU LibQual 2006 comments.
- Exhibit 5Lib-14: Library faculty annual reports.
 - Connie Anderson, Mary Jane Cedar Face, Kate Cleland-Sipfle, Deborah Hollens, Emily Miller-Francisco, Dorothy Ormes, Jim Rible, Dale Vidmar

Standard Five: Information Technology Resources

Introduction

Since the last accreditation there have been dramatic increases and changes in the way technology serves the institution. Ten years ago not every employee had a desktop computer. SOU had three technology-equipped classrooms, ten computer labs with 330 computers, fewer than 700 computers allocated for faculty and staff use, a few laptop computers, no online courses or other e-learning teaching tools, no wireless network, no Web services, little in the way of highly reliable network services, old category 3 or lower wiring in our buildings, and no remote-access mobile services. Distance education classes were conducted by satellite. Remote access to campus services used slow dial-up connections to access email. There was no network connection or Internet access in residence hall rooms or classrooms. SOU was in the early stages of implementing new enterprise resource planning (ERP) and telephone systems. Three separate and distinct departments—Computing Services, Telecommunications, and Media Services—reported to three different units on campus. Internet security and computer viruses required minimal resources to ensure the protection of SOU systems. Peer-to-Peer networking, SPAM, spyware, and Web portals did not exist. Technology services generally were of limited availability to students, faculty, and staff; many services were not considered essential.

Today the campus depends upon information technology services to facilitate the core operations of the university. There are now 76 technology-equipped teaching spaces (70 percent of the classrooms on campus), 34 computer labs with 823 computers serving the needs of individual disciplines, and over 900 desktop computers and 250 laptop computers for faculty and staff. Only a very few janitorial staff and adjunct faculty share a computer. Use of the Blackboard courseware system increases each year; 45 percent of courses offered use Blackboard for some element of course delivery. Some faculty have experimented with other e-learning modalities, including podcasting, computer simulations, e-portfolios, and recording and distributing lectures and associated materials. Distance education classes are delivered primarily over the Internet or through the use of videoconferencing. Wiring has been upgraded throughout the campus, and wireless services are available in most locations on campus. A majority of students, faculty, and staff have computers and broadband connections at home, regularly accessing campus services from home. Residence halls have a network connection for every student. Students conduct their business with the university online using SISWeb for application, registration, bill paying, degree evaluation, and more. ERP systems have been tailored to meet the business processes of the university. Telephony and voice mail systems will shortly converge with network and email, providing mobility enhancements. Complex systems and significantly more resources are needed to manage network and desktop security, and everyone must take responsibility for safe computing practices and data security. The campus now uses the Web site as the major vehicle for marketing. SOU will be deploying Web portal technology to improve the Web services experience. The

Information Technology (IT) organization has successfully converged three distinct organizations into a single, cohesive services operation. Campus dependence on core technology services has never been greater, and IT is emerging as an important player in the strategic planning of the university.

Although IT did not participate in the last accreditation, an external review of the operation was conducted in 2002. Throughout this section examples will be cited of the progress made in meeting the recommendations from that report (Exhibit 5IT-10 a).

Generally, SOU stacks up favorably with peer institutions offering similar and, in a few cases, progressive technology services. Similar to many institutions, SOU has enhanced the ERP system to create business efficiencies. SOU was the first of the regional institutions in Oregon to offer online bill payment, registration, applications, and degree evaluation and will be the second institution in OUS to develop a Web portal. IT has kept the network infrastructure up to date, implemented best practices data and Internet security solutions, improved systems reliability, developed account maintenance automation, and centralized desktop equipment and software license purchasing for cost efficiencies. Users are satisfied with the support, Help Desk, and training services offered. There is general agreement across the campus about the value of technology in our daily operations. While there is much that has been done well, more work remains in several key areas.

Purpose and Scope

Information Technology Mission Statement

The Information Technology Department advances the vision, goals, and strategic direction of the university by contributing to instructional innovation, and service improvements through the use of technology systems, tools, and resources that increase SOU's flexibility and effectiveness. To achieve this, IT

- effectively manages the growth of integrated online information systems;
- provides universal access, training, and support for students, faculty, and staff to enable effective use of technology;
- continually improves the performance, security, ease of use, and reliability of campus networks, systems, and services;
- assists in designing, acquiring, and implementing technology that supports the academic and administrative missions of individual campus departments; and
- defines and promotes new opportunities for improvement, using state-of-the-art and emerging technologies.

Holdings, Equipment, and Systems

IT holdings, equipment, and systems are at present sufficient to meet the university's mission and goals. The budget crisis of the past five years has created, however, a condition where IT is not positioned to replace mission-critical network and systems infrastructure or to provide funding for new investment. In the past, student technology

fees have been used effectively to build new lab and classroom facilities and to provide funding for numerous other student services. However, these funds are now nearly 100 percent committed to ongoing maintenance of existing services, and forecasts of future expenses show a deficit in this funding source (Exhibit 5IT-7 c). Similarly, general fund budget allocations are barely able to cover maintenance expenses. While the IT organizational structure is sound, staff reductions in the past four years have resulted in the reallocation of job duties to the degree that the IT staff cannot keep up with the demand for services and assistance. More is discussed about organizational structure and staffing sufficiency in the section on organizational structure. Discussions with the budget office and the Executive Council will continue toward the goal of improving the way the institution plans and budgets for IT. More details of the IT budget situation are covered in “Financial Support for IT.”

SOU offers all of the enterprise systems one might expect to find on a college campus. Novell Netware is used for file and print services. Both personal and shared network disk space is allocated for all students, faculty, and staff. SOU uses cost-effective, open source solutions to manage the network. Novell GroupWise is the faculty/staff email system and provides groupware features that coordinate calendars and tasks for campus departments; Novell NetMail is the email system for students. The two systems share an integrated address book and shared distribution lists. Campus users can access email and network files securely over the Internet with Web access solutions. At present, Novell continues to provide a stable platform for these enterprise systems, but that may change with the office productivity enhancements offered by Microsoft and unified messaging vendors. IT plans to evaluate Novell’s viability in providing state-of-the-art communications and networking solutions for the campus. Where possible, IT has developed automated processes for creating and maintaining system accounts. Appropriate authentication protocols are in place to ensure that only authorized users access SOU information systems.

Information systems at SOU are implemented and supported both centrally by IT and in a decentralized fashion by administrative departments to meet institutional and department mission and goals. The ERP system is SunGard SCT Banner for Student, Finance, and Human Resources. SOU uses the Web-for-Students and Web-for-HR products to provide convenient, accessible services to students, faculty, and staff that enhance the value of the ERP systems. Enrollment services, registration, grade entry and inquiry, financial services, and degree evaluation are among the administrative services provided. These systems have in some cases been tailored to create operational efficiencies for SOU’s administrative offices. There is a data warehouse and a useful but somewhat antiquated reporting tool available to analyze information from the ERP system. The ERP and associated Web and data warehouse services are hosted by Oregon State University (OSU), under an agreement with the OUS Chancellor’s Office. This arrangement has created cost efficiencies for SOU and benefits for OUS in the administration and reporting of financial and payroll information. OSU provides programming support for the finance and human resources systems, and SOU provides programming support for the student system. This same model, documented in a master agreement between the OUS Chancellor’s Office and OSU, is in place for all of the OUS regional institutions.

SOU is planning to implement the SunGard Luminis Web Portal to further integrate these systems and provide an improved online services experience for students, faculty, and staff.

Departments across campus have implemented information database and Web systems to deliver mission-critical services for the campus. Such systems exist in Institutional Advancement, Financial Aid, Parking Services, the Student Health and Wellness Center, Housing, Facilities Management, Hannon Library, and the SOU Bookstore. In several cases, IT provides limited support for the server equipment and software, backup, and security, but the department administers the database and other support functions. Several departments have contracted with Web services providers for hosted solutions. These include prospective student contact, career services, alumni relations, and registration for continuing education students. IT has been involved in assisting departments in the evaluation of these systems, negotiating terms and conditions of contracts, integration with the ERP data system, and evaluating the data security provided by the vendor. Another mission-critical reporting system, Fast Reports, has emerged out of faculty frustration with using the antiquated query and reporting tools (Exhibit 5IT-4a). This system, developed by faculty under the direction of the Provost's Office, is used to aid faculty in advising and has provided valuable information to assist the institution in analyzing the cost of program delivery. IT and members of the Institutional Research team provided support to ensure that the Fast Reports system was developed with data accuracy and security.

The SOU Web site has undergone several renovations since its inception. With each renovation there have been improvements in navigation, accessibility, content organization, and use as a marketing and recruiting tool. Within the past several years, a major effort to move content on the public Web site to a content management system has occurred. This has made it easier for novice Web publishers to maintain content. The IT organization works in collaboration with and under the direction of Marketing and Public Relations to design look-and-feel standards. Significant effort has been expended this past year to improve the overall design of the Web site and improve the site for marketing purposes.

Since the last accreditation, there has been tremendous growth in the use of computer equipment in classrooms, laboratories, and offices. An inventory summary of this growth is available in Exhibit 5IT-3 b. Today, all faculty and staff have a computer, with the exception of a very few adjuncts or maintenance personnel who share computers. A number of administrators and faculty have both desktop and laptop computers. For efficiency and cost-effectiveness, IT encourages those with mobile computing needs to consolidate to a single laptop computer. Seventy percent of the classrooms on campus are technology equipped. Faculty indicated in the 2004 survey (Exhibit 5IT-4 a) that computer access and use of equipment in the classroom has become an important and indispensable pedagogical tool. Standard equipment includes a computer (with Internet access), projector, screen, and sound system. A few departments have installed a Smartboard or Sypodium (electronic white boards) in select classrooms. Media equipment for classroom use is available for checkout by faculty and students. Exhibits

5IT-5 c and 4 e provide information on available equipment and use, and Exhibit 5IT-3 b provides an inventory summary of electronic classrooms. Funding permitting, the goal should be to continue expanding the number of technology-equipped classrooms and to add document cameras and electronic white boards where needed.

IT Resources and the Curriculum

Decisions concerning the use of technology to meet specific curricular needs are made by the academic departments, with IT providing support as required to install, maintain, and often purchase selected equipment and software. Departments pay for this technology using a variety of funds, e.g., general fund, grants, building project funds, and technology fees. Since 1997, when the technology fee was first implemented, departments have submitted proposals for the creation of labs, classroom equipment, and purchase of software to meet curricular needs. Proposals require prior authorization from deans and chairs to ensure that the technology request aligns with academic mission and priorities. Many lab facilities with specialized hardware and software have been built to meet specific curricular needs. Likewise, departments determine which classrooms will be equipped with multimedia systems. For a list of lab and classroom facilities, refer to Exhibit 5IT-3 b.

The Southern Oregon University Ashland campus has three distance-learning classrooms that support the conferencing needs of specific programs. In the Education Psychology Building (Ed Psych), room 164 is considered a full-origination classroom, with multiple cameras, televisions, and microphones. Ed Psych 164 is equipped with a VTEL and a Poly-Com codec, with a seating capacity of 24. Hannon Library 117 is also a full origination classroom, with a Tandberg codec and seating capacity of 46. OHSU School of Nursing has a distance-learning classroom located in Hannon Library 206, which is used to receive classes from the OHSU Portland campus. The room is equipped with a Tandberg codec, utilizing one camera and several microphones. Until fall 2006, SOU had distance-learning equipment located in Medford at the Education Resource Center. In 2008 there will be a new distance-learning classroom created at the Medford Higher Education building.

The School of Education is the primary user of IP video distance-learning delivery. The School of Education delivers a Master in Education, a Special Education endorsement, English as a Second Language endorsement, and an Early Childhood Education endorsement. SOU education courses are delivered to seven counties in southern Oregon. Training for faculty teaching via IP video delivery covers the technical direction of operating a mediated classroom studio, the enhancement of classroom interaction through technology, and the logistics of distance delivery. Faculty members receive individual training that takes two to three hours and additional time as needed during the first two weeks of the term. Most full-time education faculty are advanced users of IP video distance delivery, although each term new adjunct faculty members are hired to teach distance delivery courses. The IP video classrooms are operated by the professor, but there is technical assistance provided for connectivity before each class. During the class an SOU distance-learning technician and the Southern Oregon Education Service District

are available for on-call support. SOU is also an outreach site for Rogue Community College students enrolled in an Early Childhood degree program.

In 1999 SOU implemented Blackboard Basic for online course delivery. The number of courses in Blackboard has increased each year (Exhibit 5IT-4 g). Today 45 percent of the courses offered at SOU use Blackboard. Information on faculty adoption of Blackboard is detailed in the 2004 Faculty Survey Report (Exhibit 5IT-4 a). Survey responses at that time indicated underutilization of Blackboard features, with faculty indicating they needed more time to learn. There are also faculty who prefer to use other technology, such as posting course materials to the SOU Web site or using email. Both faculty and students indicated in survey responses that Blackboard can be somewhat cumbersome to navigate. Navigation concerns may be minimally addressed in the future by improvements in access, using the integration features that would be available through Luminis Web portal and Blackboard Enterprise (see below for review of Blackboard Enterprise upgrade). The variety of systems and methods deployed in course delivery has students somewhat confused and dissatisfied. This was evident in comments made by students in a satisfaction survey conducted in winter 2005 (Exhibit 5IT-4 b); students indicated they would prefer consistency and the use of a single system solution.

Further expansion in the use of Blackboard's features and integration of Blackboard with other campus systems is needed. While some of this has been achieved through improvements in the Blackboard product, custom-built automation processes, and the training provided to faculty, an upgrade from the Basic version of Blackboard to the Enterprise version will eventually be needed. Enterprise is needed to provide faculty with access to "Building Block" modules that add functionality, make Blackboard available through the Luminis Web Portal, and allow for growth in the use of the system. Blackboard recommends no more than 3,000 users with the Basic edition, and SOU is well past that. The upgrade from Basic to Enterprise is expensive, and funding has not been allocated. An alternative would be for SOU to consider making a change to an open source courseware system. While this would be less costly, IT and the Center for Teaching, Learning, and Assessment (CTLA) must evaluate the cost of training, programming, and course conversion and carefully review the differences in features, functionality, and ease of use.

Within the disciplines, most SOU departments have incorporated appropriate technology for the individual discipline. A limited number of the faculty make use of various e-learning or productivity tools that aid in teaching, such as blogging, podcasting, and recording and annotating lecture materials. Most faculty use PowerPoint. However, while training is offered, not many of the faculty attend, and no assessment of skills has been done to determine if with training they could become more adept at using PowerPoint features. SOU has a small group of faculty that fall into the early adopter category. They keep pace with changes in their disciplines and experiment with teaching innovations where technology plays a role. These same individuals are the ones who participate in campus technology planning activities.

While SOU has made significant progress in moving faculty to adopt various technologies to enhance or improve teaching and learning, there is still much to accomplish. Efforts have been hampered by a lack of resources and somewhat limited strategic focus on implementing uniform practices across the faculty. In 2004–2005 faculty across multiple disciplines engaged in a review of best practice innovations in online learning and applications for e-learning tools. Only a small percentage of the faculty attended workshops conducted to share information on what was learned in the best practices review. Subsequent events of this nature have drawn a limited audience. SOU has made progress by creating the CTLA. In the area of technology use, resources in the center are limited to instruction in Blackboard and using tools to record lectures or podcasts. Some instruction in best pedagogical practices using Blackboard is incorporated into Blackboard training courses. There are no internal resources available to faculty to assist them in designing online courses. There is no central plan for faculty development and no formal incentive program for faculty to develop these skills. Recommendations coming out of the 2004 faculty survey suggest a need to commit resources to continuous education, training, and technology forums for the purpose of sharing experiences, but since that time SOU has not committed additional resources to these endeavors. Additional measurement of the effectiveness in improving teaching with technology should also be a part of this effort. See the 2004 Faculty Survey Report (Exhibit 5IT-4 a) for more information. With less than .5 FTE devoted to faculty development in using technology, it has been difficult to do great things, yet SOU has managed to make steady progress through the efforts of a few dedicated faculty who promote innovation.

Information Resources and Services

Equipment and Materials Selection, Organization, and Maintenance

IT handles the majority of purchasing for technology goods and services. IT determines minimum standards for desktop equipment (both Windows and Macintosh are supported) and software and negotiates campuswide license agreements for desktop software. Any software that is used campuswide is purchased through the IT organization. These practices have resulted in cost efficiencies. There is potential for capturing additional savings on software licensing through collaborative license agreements between the OUS institutions. However, the process is hampered by the challenges of timing acquisitions, use of different products, and cooperation of the software publishers. Most departments purchase individual software programs through IT, allowing IT to find least-cost alternatives and to track software in use across campus. Departments do select and purchase database and Web services solutions to meet department operational needs. Often IT is asked to provide guidance and advice on product selection, review contract provisions, and assist with the system implementation and integration with other campus information systems. Occasionally such autonomy leads to a lack of project coordination, incompatibility of the selected software with other systems, duplication, or unexpected work for the IT organization. More strategic planning surrounding IT direction and acquisitions would help to remedy this problem.

Desktop computers in the labs or other computer equipment dedicated for student use is on a four-year equipment replacement cycle. Technology fees pay for these replacements. In fiscal year 2006–2007, computer replacement was delayed and funds utilized to cover other IT services. This was a temporary alteration in the schedule to help the institution cope with a budget shortfall. The number of labs and computers covered by the lab replacement plan has continued to grow over the years. Not all these computers were originally purchased with technology fees. However, the burden of replacing this equipment has for the most part fallen to technology fees. These additions to the replacement schedule occur when a department has one-time funding, usually a grant or building project funds that are used to buy equipment initially. Budget cuts over the past several years have pushed expenses previously covered by other IT funding sources into the technology fee budget. All of this has created a maintenance burden for the plan.

Printers in many lab facilities are replaced on a four- to six-year cycle, depending on usage volumes and application requirements. In most cases students are charged for printing, and these revenues are used to cover the cost of replacement.

Classroom equipment is replaced on a four-year cycle for computers and an eight-year for LCD projectors and other equipment. Smart classrooms have been built using multiple sources of funds, and it is the department/fund source that is responsible for the replacement. Many departments may have had funds to buy the equipment initially but may not have funds to replace equipment in the future. Any equipment purchased using technology fees would be replaced using technology fees, presuming these fees remain adequate to cover expenses. With declining enrollment and campus budget reductions, there are some years in the future, where there may be insufficient funding to cover projected expenses.

Exhibit 5IT-3 b provides information on the replacement schedules, inventory of labs and classrooms, and shows a history of growth in lab and classroom facilities over the past ten years.

There is no desktop equipment replacement plan for faculty and staff computers. The individual department, not IT, is responsible for the purchase and replacement of computers and printers for their staff. Equipment in most departments is replaced on an ad hoc basis--as funding becomes available. IT estimates the shortfall for desktop computer equipment replacement to be \$200,000 to \$250,000 annually for a five-year replacement cycle. The problem of affording computer equipment is acute for some academic departments, particularly those in the School of Arts and Letters, School of Social Sciences, and some of the science departments. To help faculty, four-year-old equipment retired from the computer labs and smart classrooms is handed down to faculty whose computers are six or eight years old. In the IT external review, desktop and classroom equipment replacement was cited as a problem to be remedied (Exhibit 5IT-10 a). Faculty indicated the lack of an adequately configured computer to be a problem in both the Faculty Technology Survey and the Help Desk Satisfaction Surveys (Exhibits 5IT-4 a, c). This problem cannot be solved without adequate funding, either for the

departments or through a replacement fund centrally administered by IT. A strategic initiative for establishing a replacement plan was submitted, approved, but not funded during the 2003–2005 strategic planning cycle. Should SOU fail to implement a more rapid replacement cycle, the upgrade to Windows Vista will be prolonged and create an expensive support burden on IT resources.

IT performs all service and repair of computers and printers except highly specialized printers and plotters which are on service contracts with a qualified service facility. Technicians are certified by the product manufacturer to perform both in-warranty and out-of-warranty repairs. There is also a dedicated team of lab/classroom support personnel within the IT organization that focuses solely on support of the computer labs, smart classrooms, and other student-use computers. This support team was developed in response to concerns about the amount of faculty effort required to maintain lab facilities. Using a variety of automated tools, the team has been effective in performing routine maintenance of the computer equipment and software (Exhibit 5IT-4 f). Some faculty time is still necessary to assist students in the use of highly specialized software and equipment in lab facilities and to handle some of the less routine application maintenance. Some academic departments have resources to commit to the maintenance of these facilities while others struggle to keep up with the workload. Faculty compensation for these activities is inconsistent.

IT maintains inventories of desktop and laptop computers, media equipment, servers, software, network electronics, and all networked printers on campus. IT installs and moves most of the equipment on campus. Departments are required to notify IT whenever equipment must be relocated so that inventories can be maintained and other data security and repair procedures are followed. Various electronic inventory tools are used to maintain equipment and software configuration details.

Desktop computers are kept up to date using automated image management and distribution software. For Windows computers, Ghost is used to generate images. IT has implemented an in-house change management tracking system for these images. Most software upgrades and patches are delivered electronically at system shutdown or start-up. For Macintosh computers, these processes are less automated. IT is aggressive in distributing security patches to all desktop systems and servers as alerts and updates are received. Lab and classroom computers are re-imaged at least quarterly to clean up any configuration corruption introduced by users. Through survey responses and Help Desk calls, IT is aware of user complaints about desktop start-up time. While some login response delays are caused by older slow computers, there are many other factors that have contributed to the problem. IT has worked diligently in the past six months to monitor and review the data and has implemented several improvements to remedy this problem.

IT provides Help Desk services for faculty and staff as well as for students. Both Help Desks are staffed by student employees who are trained by the professional staff. In addition, SOU contracts with a local service provider to assist students in connecting to the residence hall and wireless networks. This same local ISP provides dial-in services

for SOU students (paid for by student technology fees) and provides for-a-fee computer repair and software configuration services for students' personal computer equipment.

Faculty and staff are generally satisfied with the Help Desk services as indicated in Help Desk and LaCSup (Lab Classroom Support) satisfaction surveys and on computer installation comment cards (Exhibits 5IT-4c, d, f). Likewise, 73 percent of student survey responders indicated they were satisfied or very satisfied with the technology services on campus.

Effective Use of Technology

Training in the effective use of technology is provided in a variety of ways. IT offers desktop software training classes each quarter. The number of classes offered and number of people who have attended has increased in the past two years. IT staff attribute this change to increased advertising and the improved quality of instructors. Classes cover the basic and advanced features of desktop software applications, as well as customized classes on SOU systems. IT has recently coordinated with Human Resources to ensure that all new employees attend basic training. Training classes are open to SOU students. Over 75 percent of those completing course evaluations indicate an excellent experience with these classes (Exhibit 5IT-4 c).

IT provides orientation training for new students to explain available campus technology services. Such sessions are provided during quarterly orientations and early registration each summer.

While IT believes that users benefit most from hands-on, in-class training, it can be difficult to entice them to attend. For those individuals, IT offers Web instructions and one-on-one sessions. IT has had positive results in providing customized training for individual departments where the curriculum can be tailored to the specific needs of the department or group. Generally, based on IT's observations when working with users, IT trainers and Help Desk staff believe that more training is needed to ensure that faculty and staff have learned to use the software effectively. IT continues to promote the value of and need for training.

IT publishes an annual newsletter and regularly communicates with the campus (usually by email or Web) concerning changes that affect use of systems and software. IT also publishes a safe computing Web site with current information on security vulnerabilities. There is a guide for new students and employees. These guides provide an orientation to using the technology services on campus (Exhibits 5IT-9 a, b, c).

Media Services provides training for department faculty when electronic classrooms are installed. Basic instructions are posted in each room. Support for electronic classrooms is provided via the Faculty/Staff Help Desk. Technicians are dispatched promptly when a professor calls to report a problem with the equipment during class. Faculty are sometimes challenged with the operation of equipment in the electronic classrooms. Students have commented about these faculty difficulties (Exhibit 5IT-4 b). To address these challenges, there are some useful products available to enhance the quality of

support and ease the burden on faculty. Under consideration is a proposal to improve support at SOU by implementing (a) remote control consolidation for ease of use and (b) remote monitoring and repair (which would enable technicians to correct problems in less time).

Faculty have indicated that students at times are not always prepared to use the technology. Faculty sometimes must take valuable class time to bring students up to speed on the basic features of Blackboard. To address this issue, IT is investigating the level of advance preparation students may need and how best to provide training. IT is considering the use of self-paced tutorials that have been developed at other institutions.

Policies, Regulations, and Procedures

The IT organization has put many required policies and procedures in place to protect the assets of the institution and mitigate risk. Published policies include an Acceptable Use Agreement and Privacy Policy. The Privacy Policy is posted on all locations on the Web site where e-commerce transactions occur. For outsourced Web services, IT reviews service contracts and works with the service providers to ensure that their privacy policy complies with SOU's to protect student and employee information. IT ensures that every employee and student is provided a copy of and acknowledges during the account activation process that they agree to abide by the Acceptable Use Agreement. The Acceptable Use Agreement is posted prominently on the SOU Web site and available from the Windows Start Menu. IT provides an overview of the use agreement in new employee training and student orientation. Residence hall students must sign an agreement acknowledging the acceptable use policy and other requirements for using the residence hall network. There are also a variety of operational procedures published on the IT Web site that provide guidelines. Examples include account deletion, account name changes, equipment purchasing, and equipment relocations. These policies and procedures can be found on the IT Web site (Exhibits 5IT-2 a, b).

IT has good security solutions in place to protect SOU information and systems assets. Security systems and procedures conform to recommended industry practices, and investments have been made over the past several years to provide protection from common threats. Examples of security solutions implemented include antivirus, antispyware, firewalls, SPAM filtering, packet shaping, security policy enforcement system, intrusion detection monitoring, patch management (for desktops, laptops, and servers), and authentication and role-based security for each information system. The organization focuses the majority of its time on supporting the technology, not on new development. The staff has not been trained in policy development, and doing this work can sometimes be time-consuming, difficult, and challenging. Consequently IT staff members are still in the process of writing security policies and procedures, and adequate time has not been spent on all areas to ensure that SOU users are well educated on individual responsibilities related to cyber security. OUS will be implementing a systemwide security policy by July 2007, and SOU will need to comply with this policy—which will require formalizing security procedures, writing complementary institutional security policies, and training campus users. Other policies and plans that

need to be developed include business continuation, IT disaster plan, and electronic storage retention.

IT and Student Affairs have collaborated to ensure that students receive guidance on intellectual property issues with special attention to the risks of using Peer-to-Peer file sharing. Information on Peer-to-Peer file sharing is included in the Residence Hall Network Use Agreement (Exhibit 5IT-2 b). An educational video from the National CyberEducation Project, Intellectual Property Institute, and University of Richmond School of Law is also available on the Student Computing section of the SOU Web site (Exhibit 5IT-2 c). IT staff have from time to time attended meetings to brief various student groups. The campus packet shaper Packeteer limits bandwidth for Peer-to-Peer identifiable traffic. SOU has had very few Digital Millennium Copyright Act (DMCA) notices in comparison to other campuses, less than six in academic years 2005 and 2006. When DMCA notices are received, the student is required to discontinue the copyright infringement activity and meet with the dean of students. The student's access to SOU network services may be temporarily disabled.

Faculty and Staff Participation in IT Planning

Faculty and staff can participate in technology planning in a variety of ways. There are several councils that faculty and staff can join that provide a forum for discussion of technology use and needs. These include the Technology Council with membership from the schools, academic and administrative divisions, and students; Banner Advisory Council for the Student Information System (BASIS), composed of a representative from each department using Banner; and the Educational Technology Advisory Council, made up of a faculty member from each school and representatives from the CTLA, Hannon Library, and Information Technology. The director of IT meets at least annually with the Associated Students of Southern Oregon University (ASSOU) and Faculty Senate to provide a briefing on technology and gather input. IT has conducted several surveys in the past few years involving students, faculty, Help Desk users, and other user constituencies for the purpose of gathering input on satisfaction, use, and expectations for technology services (Exhibits 5IT-4 a, b, c, f). Information from these surveys has been used to determine priorities and remedy concerns as noted throughout this self-study.

IT has created some additional opportunities for students to provide input. For example, IT conducted a forum to plan extended hours in some of the lab facilities and conducted usability testing for the degree evaluation system. A form is posted on the Student Computing Web site for ad hoc feedback or problems students might be experiencing. IT employs a large number of students, and this provides many opportunities for the professional IT staff to talk with students about their experiences using campus technology services.

A more thorough exploration is covered in the section "Technology Planning."

Extending the Boundaries of the Campus

SOU has sufficient bandwidth to connect the campus to regional, national, and international networks. SOU contracts with the Oregon NERO Network for WAN

connection within OUS as well as Internet transit services. Dark fiber available from regional providers is used to connect facilities to the NERO network. SOU contracts with NERO for 100 megabits shared with Jackson County Education Services District (ESD) and 25 megabits of Internet transit. Traffic quality control is handled using packet-shaping technology to ensure that high-priority traffic has sufficient bandwidth. Information Technology engineers assess bandwidth requirements annually and make recommendations for increased capacity. So far NERO has done a good job negotiating with service providers to lower the per megabit cost, enabling SOU to increase bandwidth while maintaining costs.

Both Blackboard and videoconferencing technology are used to deliver distance education programs. Bandwidth for SOU's video distance-learning courses is carried on the NERO network, with bridging services provided by the Southern Oregon ESD. Most receive-site classrooms for SOU courses are hosted at community colleges and some high schools. SOU distance-learning classrooms can be rented out to the public and other institutions for videoconferences and distance-learning courses.

Through the University of Oregon membership and through riding on the NERO/OWEN network, SOU has access to the Internet2 (I2) network. Until recently there was not sufficient capacity in the connections between Medford and Eugene to make the use of Internet2 practical. However, new connectivity options that increased capacity became available in 2002. It is time for IT to again explore opportunities for researchers to utilize this capacity.

SOU participates in the Southern Oregon Telecommunications and Technology Consortium (SOTTC). SOTTC's mission is to further the advancement of communications infrastructure in southern Oregon. The efforts of SOTTC have resulted in the build-out of dark fiber facilities, the development of municipal networks, more competitive rates for communications services, and various regional partnerships that have provided advantages for SOU in expanding beyond the boundaries of campus.

New opportunities for provision of wireless services on the campus or to connect the campus regionally over WiMAX broadband may be possible in the future as a result of new lease agreements between SOU and SPRINT/NEXTEL using EBS spectrum (converting from analog services to digital services). SOU is currently exploring these options.

Facilities and Access

The campus network infrastructure is adequately designed to meet current requirements. Servers and storage management systems have improved in reliability and capacity with each technology replacement cycle. Up to this time, IT has had funding for technology replacement; however, a source of funding for the next replacement cycle has not been guaranteed. To support program requirements for digital multimedia presentation of

course and lecture materials, additional storage and backup capacity will be required in the next replacement cycle. Next-generation storage systems should provide tiered storage technology for document retention and archiving. The budget office is working to secure funding for this infrastructure replacement.

Communications wiring facilities have been maintained to ensure compliance with current industry Ethernet standards. Using capital improvement funds, the campus has been making steady progress on the upgrade of all buildings to current wiring standards. This upgrade effort, which began in 1999, is nearly complete. A chronology of facilities improvements is detailed in Exhibit 5IT-3 a. All major academic and administrative buildings, new or upgraded since 2001, have category 5E wiring. Future new construction will have category 6 cabling installed. The inside plant wiring in the academic and administrative buildings was designed for 25 percent capacity growth in the pathways. Station wiring was designed to provide capacity to accommodate the addition of a voice-over IP telephone as well as other Ethernet devices by installing four category 5E station jacks at every faceplate. Each office or classroom was designed to provide flexibility for changes in furniture arrangement by installing multiple faceplates in each room. In the residence halls there is a single category 5 jack for each student. As part of the wiring remodel, improvements were made in the communications closets to upgrade electrical capacity, add battery backup, and meet current low-voltage electrical codes and standards. The outside cable plant infrastructure has also undergone major renovation with the installation of single mode fiber to facilitate next generation connectivity between each building and the campus network data center. An 802.11.b/g wireless network has been installed in all academic buildings on campus and a few public areas in the residence halls.

The network has been designed to meet industry standards and is regularly monitored and managed to ensure good performance. Network electronics have been upgraded to provide gigabit connectivity between buildings and 10BaseT or gigabit connectivity to the desktop. For business continuity, the campus network router has redundant power supplies, supervisor engine, and redundant connections to all major academic buildings. The service agreement for the campus router is for seven days a week, 24 hours per day, with a four-hour response time. IT stocks spare network switches and other parts to ensure that failures of isolated components affecting small populations of users can be quickly repaired. Monitoring systems alert technicians of equipment failures.

The upgrade of communications infrastructure to meet curricular, co-curricular, and administrative requirements will continue. Funding has been allocated for wiring upgrades in the remaining small administrative buildings, the health center, and parts of the housing offices and computer labs. These last building wiring upgrades will be completed by summer 2008. Options for funding a state-of-the-art wireless network infrastructure for the residence halls and family housing are under consideration. Strategic planning that involve Student Affairs and other stakeholders will begin soon to address the technology infrastructure necessary to meet the communications, residence life, and mobility needs of future students. A source of concern is inadequate funding for the ongoing replacement of network electronics and the creation of a communications

infrastructure that will meet student expectations. More information on budget allocation is provided in the section on financial support for IT.

Telecommunications systems will undergo major changes in the next two to eight years; telecommunications and data networking technologies are converging. In the next two years SOU will replace an antiquated voice mail system with a converged messaging system. Its mobility features will merge voice and email systems, allowing users access to messaging services through a variety of mobile devices. Over the next two to eight years, SOU will replace the legacy analog/digital phone switch with voice-over IP (VOIP) technology. Telephones will work over the data network. A new organizational structure is being considered to provide savings for the institution and at the same time prepare the IT organization to support the new technology. Each OUS institution participates in Intelcom, a team formed to make joint decisions about OUS telecommunications services and systems. The telecommunications network and core monitoring systems are centrally managed by the InTelNet Network Operation Center (iNOC) which reports to Oregon State University. Technical leadership is provided by the iNOC engineers. SOU makes decisions about telecommunications strategies and systems in concert with the Intelcom organization. This has helped to reduce internal support costs as system maintenance is administered centrally. However, because of variations in local campus systems, this support model may provide some challenges as institutions implement converged technologies using VOIP or unified messaging. IT anticipates the need to commit more internal resources to planning and managing these changes. There are memoranda of understanding between the OUS parties to ensure quality of service for these telecommunications systems.

The SOU data center has physical security and is equipped for electrical and fire disasters. The center is physically secured through a variety of industry standard methods. There are dedicated fire suppression systems monitored by Johnson Control. The center has a generator, universal power supply (UPS) devices attached to all network servers, and electronics that provide conditioned power and battery backup. The systems have correctly transitioned to generator power within seconds of electrical failure—both during generator tests and during actual electrical failures. UPS batteries are regularly tested and replaced.

Lab facilities are readily available to students, faculty, and staff. Lab hours are posted on the Student Computing Web site and in individual labs. The Main Computer Lab and Hannon Library labs are generally open seven days per week with evening hours. The residence hall labs are opened in the afternoons and late evenings, allowing students convenient access to computers and printers without having to travel across campus. The academic departments determine the schedule for discipline-specific lab facilities based on curricular needs.

There has been ongoing discussion about right-sizing campus lab facilities. To assist in assessing proper size, an electronic monitoring tool has been implemented to determine if facilities are operating at capacity. With the opening of the digital arts labs in the Center for the Visual Arts and a lab in Hannon Library, there have been reductions made in the

Main Computer Lab facility to offset the growth of these alternate facilities. The popularity of the Hannon Library lab facilities has grown, while usage of the Main Computer Lab has declined. If these usage trends continue, fewer computers may be ordered for the Main Computer Lab on the next refresh cycle in 2008. In concurrence with recommendation three from the IT external review (Exhibit 5IT-10 a), IT will continue to monitor use trends in all lab facilities and make capacity recommendations for review by the Technology Council.

In faculty surveys, the IT external review recommendation six (Exhibit 5IT-10 a), and during Technology Council discussions, academic departments have expressed a need to continue expanding electronic classroom facilities. Seventy percent of the classroom space now has at least basic multimedia equipment, with a projector and computer and appropriately scaled sound system. IT and department resources for funding further expansion and enhancement have eroded in the past five years, and there is growing concern that very soon facilities will fall into disrepair.

Personnel and Management

Organizational Structure and Staff Sufficiency

Since the inception of the network, SOU's IT operation has provided highly centralized services for the campus. Efficiencies have been gained in the support of desktop computers, campus network systems, and purchase of most IT goods and services. A few departments have a limited number of IT personnel to provide technical support for unique departmental systems or have outsourced for Web or systems services, but for the most part the Information Technology organization provides the majority of technical services for the campus.

SOU's IT organizational structure has adapted to changes necessitated by shifts in technology and budget reductions. In 1998 the IT organization was formed under a new Chief Information Officer (CIO) who reported to the vice president of Academic Affairs. Three distinct units, Computing Services, Media Services, and Telecommunications, were joined as a single department. This new organizational structure positioned the institution to address emerging needs and technology convergence. The structure has ensured appropriate coordination and efficiencies—and has ultimately improved the quality of support services provided for the campus. Service for the three areas is now provided through a centralized Help Desk. Technical experts work in collaborative teams to design systems solutions, develop training programs, solve problems, and support ongoing operations.

In 2003 the CIO announced his retirement, and along with budget reductions this put pressure on the organization to reduce staff and again reorganize. In lieu of replacing the CIO, the associate director of Systems and Operations was internally appointed to the position of director. The director of Information Technology continues to report to the vice president for Academic Affairs. Due to budget reductions, some vacancies have not been filled, and some positions eliminated or consolidated. Lead technicians and

engineers have had duties expanded to include managerial and supervisory responsibilities. Workload increases aside, much of this restructuring has been positive. Technicians receive more mentoring from their supervisors, who previously performed the same technical duties. The reorganizations have provided opportunity for internal promotion and professional development, and this has led to improved job satisfaction throughout the team. The consolidation of responsibilities has created a few more operational efficiencies. However, most of the reorganizations have resulted in more duties added to each individual. With the ever-increasing demands for IT resources across the institution, the ongoing learning required in the fast-changing technology field, and the increase in the number of systems, computers, and facilities supported in the past ten years, the IT organization is thinly staffed in the face of workload demands.

The IT organization chart (Exhibit 5IT-6 a) identifies the operational structure. It shows how computing, media, and telecommunications teams have converged.

There are some compensation concerns unique to the IT organization. Approximately two-thirds of the IT staff are classified, and the remainder are unclassified administrators. Classified information technology employees have a special compensation plan within the state-wide collective bargaining agreement. The compensation program provides broad, flexible salary ranges and a merit pay plan. This plan ensures merit pay increases not available to the administrators. In a few cases this has resulted in inequities between employee and supervisor or between peers when one has moved into a supervisory role. The collective bargaining agreement IT compensation plan was designed to assist OUS in retaining IT specialists in a competitive market for IT personnel, but SOU salaries for our technical administrators are below market. These compensation and salary inequalities have created a sense of dissatisfaction in the IT administrators and a disincentive to move into supervisory or managerial roles. These concerns were described in the external review from 2002 (Exhibit 5IT-10 a); conditions have not improved.

While Hannon Library and Information Technology are not integrated per se, both report to the vice president for Academic Affairs, and there are strong connections between these departments. Technical personnel in the library participate in IT team meetings and have a history of collaboration in designing and problem-solving together on desktop support issues. The library's instruction coordinator works in collaboration with IT, the Educational Technology Advisory Council (ETAC), and the CTLA and has been involved in faculty development programs for technology in teaching. The library has a history of involvement in the SOU Web site development and a representative on the Technology Council. The two organizations collaborate effectively, with a healthy give-and-take in sharing ideas, solutions, and strategies for information and technology services.

IT Support Staff Credentials and Experience

SOU employs qualified and technically experienced support staff. The IT staff members have a blend of degrees and technical certifications. Collectively they have certifications from Novell, Microsoft, Oracle, Cisco, CompTIA, HP, Tangent, Apple, Avaya Systemax, Leviton, and Corning with one CNE, two MCSEs, one CCNA, two Net +, three A+, two

CNAs, one MCSA, three Limited Energy Licensed Engineers, and at least one technician trained in each wiring system solution used in the cable plant. Many are working on additional certifications.

Staff members have years of experience and or technical training in their specialty. Most have bachelor's degrees, and two have master's degrees in Computer Science (Exhibit 5IT-8 a).

Because the IT management team has risen from the technical ranks, many are still developing managerial, supervisory, and project leadership skills. Little has been provided by the institution in the way of professional training for new supervisors. Staff members have taken advantage of some outside development opportunities in performance and project management, but continued focus on this area is needed to help them hone the complementary skills necessary for managing complex IT projects, policy development, performance management, and strategic planning.

As the IT organization has undergone the various changes described in this self-study, position descriptions have been updated to accurately define responsibilities.

The IT operation depends on student labor to complete the vast majority of routine work: install, repair, and configure computers; log and assist with support calls to the Help Desk; answer and route incoming calls to the SOU switchboard; provide assistance to campus for media equipment checkout and IT department reception; provide help for students using the Main Computer Lab; assist with event setup; and repair telephones. Student employees are closely supervised and provided with training, procedures, checklists, and in some cases are tested for proficiency to ensure that they possess the skills to complete work assignments. There are compensation structures and position descriptions for the student job classifications.

Training and Professional Development

Excellent opportunities for professional and technical development of the IT staff have been provided in the past, but recent funding difficulties have put a severe crimp in the budget and made it difficult to continue investment in the training opportunities necessary for a healthy IT organization. Ten years ago the IT budget was able to support up to \$3,000 annually in professional development funds for each employee. Supervisors included professional training and development goals in annual performance appraisals, and employees utilized the professional development funds to accomplish identified goals. Over the years IT has had to severely limit the size of these allocations to help meet budget reduction targets. Still, up until 2005–2006, the operation was able to allocate a reasonable amount for necessary training, certification testing, and materials for self-paced learning. In 2005–2006 very little was available, and in 2006–2007 no funds could be allocated for employee training. IT has continued to take advantage of topical Web seminars, trade journals, and other resources available on the Internet to keep somewhat up to speed, and more experienced staff continue to mentor those with less training. Looking ahead to major projects on the horizon, appropriate hands-on lab training will be required for Windows Vista, Luminis Portal, and possibly Microsoft

solutions should SOU migrate off the Novell platform. The employees need ongoing opportunities to maintain certifications and expertise in their areas of specialty as the technology and software change. It is very important to the ongoing success of the IT operation that funding be reestablished for these critical training needs. While IT position descriptions require employees to keep up-to-date in their field and an annual professional development plan is part of each employee's performance evaluation, some of the more effective approaches to professional development will be limited by available funding.

Curricular Consultation with IT

Although curricular development lies principally with the faculty, IT is engaged in systems planning and implementation as necessary to assist in new curricular strategies. Members of the Information Systems team work closely with the Curriculum Facilitation Task Force (CFT) to plan the changes in Banner SIS (student information system), degree articulation, and curriculum articulation and program planning. IT is involved in planning for faculty development in the use of e-learning technologies and academic support systems. The CTLA and IT work collaboratively with ECP and ETAC to develop seminars, facilitate interaction among the faculty on experiences using technology in the classroom, and assess the training needs of the faculty. The Media Services manager participates in ECP retreats and is consulted regularly when changes are considered for distance education programs. As departments make curricular changes, they contact IT for assistance to implement changes to Web sites, and IT plays a consultative role in assisting the academic units with the design of these Web sites to ensure compliance with campus Web design and assistive Web standards. The academic departments seek IT assistance when planning for technology grants. The grant application form alerts grant writers to coordinate with the IT organization when developing grants that have a technology component.

Financial Support for IT

SOU's information technology budget is made up of several different funding sources, including separate general fund allocations for computing, media, and telecommunications; telecommunications service center revenue; telecommunications equipment reserves; and student technology fees. SOU occasionally finances technology purchases, borrowing from the State of Oregon under the Certificate of Participation (COP) program.

IT does not manage all of the funding sources used for technology purchases. Departments are responsible for covering (a) desktop computer and computer supply costs for their employees and (b) costs associated with department-specific database systems and specialty software needed to operate the individual unit. Grants and construction project funds are used to purchase equipment and software. Often purchases are made without regard to the technology replacement cycle, and the burden of replacement or maintenance of aging technology falls to IT to remedy.

Financial support for IT has declined steadily since 2002, and resource allocations are no longer adequate to continue services at the current level. Overall budget resources have

declined approximately 35 percent. These reductions have been caused by several factors, including across-the-board general fund reductions, a decline in telecommunications revenues, and lower student technology fee revenue due to enrollment decline. To cover the cost of general fund budget reductions since 2002, expenses have been shifted to use technology fees and the Telecommunications service center revenue. Nevertheless, the cost shifting has resulted in few, if any, dollars available for new investment.

Service costs have increased in the following areas:

- network security (SPAM, spyware, wireless, patching servers, desktop software, monitoring, virus cleanup)
- network and system reliability (servers, routers, backup systems, network connections)
- network storage and backup (multimedia class materials, online archives, and file retention)
- increased numbers of computers, labs, and technology-equipped classrooms
- mobile technology (laptops, PDAs, smartphones, cell phones, remote access)
- wireless network services
- courseware and e-learning systems
- software licensing (more computers, inflation 6-10 percent)
- bandwidth
- increased programming support for online self-service, Web services (general Web site management, electronic catalog and class schedule systems), Web portal
- salaries and benefits
- general inflation in cost of goods and services

Some expenses have been reduced as a result of good management and changes in the technology industry:

- reducing student dial-in services
- discontinuing telephone registration (supplanted by Web registration)
- software license consolidation and centrally managed license agreements
- desktop support automation efficiencies
- lower unit cost for desktop computers

A multiyear forecast of revenues and expenses (Exhibit 5IT-7 a) shows the proportion of expenses by category and the proportion of revenue by source and how expenses will outpace revenues. A forecast of expenses and revenues for the student technology fees (Exhibit 5IT-7 c) is also provided to show that unless enrollment increases, expenses will outpace revenues in this category. The technology fee forecast assumes a 3 percent fee annual increase for inflation. Another spreadsheet itemizes the decline in telecommunications revenue (Exhibit 5IT-7 b). These budget forecasts assume no further reduction to the IT budget and no new investment. They do not take into account any deficiencies in department budgets for IT expenses, such as desktop computer replacement.

Clearly there are problems with the current IT funding model that should be addressed in future budget planning. The budget office is aware of the challenges and is attempting to

build some additional funding for IT into future budgets. A future funding model should, at a minimum, address the following:

- creating a sustainable and sensible approach to building equipment reserves for network infrastructure refresh cycles (might include a plan for financing these purchases using COPs)
- allocating funds for new strategic technology initiatives and the ongoing maintenance and staffing associated with implementing these initiatives
- allocating funds for faculty/staff desktop/laptop replacement on a five-year cycle
- simplifying the IT budget model by eliminating differences in funding strategies for computing, media, and telecommunications (determine which services are covered by the general fund and which are covered by departments, using a service center funding model)

Failure to address these budget problems will result in service degradation. Network performance will erode; systems will experience increased failure incidents, resulting in productivity losses. Faculty will not have sufficient storage available on the network for multimedia presentation of class materials. IT staff resources will be under increasing demand to cope with system problems that arise from the use of aging and inadequately configured equipment. We will not keep pace with changes in technology.

Planning and Evaluation

Technology Planning

There are a number of committees and teams that participate in technology planning. The Technology Council has been responsible for planning for student technology services and the use of student technology fees. The Technology Council is comprised of representatives from many areas of the campus including faculty, students, Hannon Library, Student Affairs, Financial Affairs, Extended Campus Programs, and Institutional Advancement. Historically the Technology Council has put out a call for proposals each year and evaluated these proposals in light of program planning and student feedback received through surveys, ASSOU, and other student groups. In recent years, as technology fees have increasingly been used to cover maintenance expenses and few if any dollars have been available for new investment, the council's mission and purpose has been less clear. It has used task forces or subcommittees to develop recommendations for plans specific to computer labs, classroom technology, and e-learning systems. An advisory committee comprising faculty from each of the schools and representatives from distance learning and the library advises IT and the CTLA on matters related to e-learning technology. Some of the decision-making for use, development, and enhancement of the student information system is made by the Banner advisory committee for the student information system (BASIS). BASIS has representatives from each of the functional user departments. A subcommittee of BASIS prioritizes requests that come from the user departments. Project priorities for information systems development also come to this group from the campus vice presidents, directors, OUS, and the State Board of Higher Education, vendors, and regulators. Another highly

effective team, the Curriculum Facilitation Team (CFT), was formed to ensure coordination and improve communication between the provost, the registrar, Admissions, ACCESS Center, CTLA, University Seminar, and Information Technology in implementing curricular changes and technology support systems, including the new general education curriculum, degree audit (CAPP), Oregon Transfer Module, and the planned statewide credit transfer evaluation system (ATLAS). When IT projects are driven by or have an impact on multiple campus departments, cross-functional teams are formed to evaluate options, make recommendations, and plan the implementation.

The director of Information Technology serves on the Business Affairs Council (BAC). This involvement with BAC facilitates cooperation, communication, information sharing, and planning between IT and the business and administrative units of the campus. A similar level of engagement with Student Affairs, particularly as changes in enrollment services management start to happen, will assist IT to more efficiently collaborate on technology support requirements as new organizational structures evolve.

Academic and administrative departments independently develop plans for technology central to their missions and services. The departments do engage IT in this planning. However, generally this engagement happens late in the selection process, often after the decision has been made or at the time of implementation, putting IT in the position of reacting to the plan. This manner of planning can sometimes result in unexpected implementation costs, duplicate systems that do not integrate with core ERP or other information systems or strategies, and solutions that fail to capitalize on existing technology investments. The process also makes it difficult for IT to set workload priorities because each unit competes for the same IT staff resources for project implementation.

Evaluation of Information Technology

The institution conducted one external review of information technology in 2002. General impressions of the external review team were positive, indicating that the IT operation was efficient, organized to meet current demands, technologically progressive, and customer-service oriented. Several recommendations were made for areas needing attention, and progress in addressing these recommendations has been highlighted in this self-study (Exhibit 5IT-10 a).

Evaluation of services quality, adequacy, and utilization is an ongoing process for the IT organization. Help Desk system logs are reviewed regularly to ensure that reported problems have been remedied. The IT organization is working on the development of service agreements to improve response time. Working toward continual service improvement is part of every IT job description, and employees are evaluated on the quality of service provided. Users are invited to give feedback after every computer installation or training class.

IT plans to conduct annual surveys of user satisfaction with Help Desk and lab/classroom support similar to the surveys conducted in preparation for the self-study. Information from periodic surveys (Exhibits 5IT-4 a, b) has been used to inform IT of persistent

problems requiring attention, such as login performance, or to highlight the challenges faculty and staff face in using old computer equipment. Feedback from these surveys has been used to set priorities for project initiatives, such as the Web portal or online self-service enhancements for students (like the wait list notification or degree audit report). Surveys conducted with faculty and students have served to identify some of the issues and will be used to assist future strategic planning. IT plans to survey students and faculty periodically about satisfaction and adequacy of the technology. Such surveys will be done in coordination with the Technology Council, CTLA, and ETAC. A copy of a recent SWOT (strengths, weaknesses, opportunities, threats) self-evaluation completed by the IT managers is included as Exhibit 5IT-10 d.

The institution does not have a regularly scheduled or systematic process for benchmarking the effectiveness of information technology systems programs and services. Some comparisons can be made with the OUS institutions, but documented data are sparse. National surveys like the Educause Core Data and Campus Computing Project (Exhibits 5IT-10 b, c) can be used to compare technology services. However, it is difficult to utilize some of this survey information where institution size and regional variances are not broken out in sufficient detail.

Considering the issues highlighted in this self-study, what we do know about SOU's OUS partners, and the information from the two national surveys mentioned above, we can note the following about SOU.

SOU is behind national trends in the areas of

- institutional planning for information technology,
- instructional technology support and rewards for faculty,
- computer replacement funding for faculty equipment,
- infrastructure replacement funding,
- stability of the IT budget,
- Web portal deployment,
- e-portfolio options,
- ratio of IT staff FTE to student and employee head count, and
- sufficient funding for training and professional development for IT staff.

SOU compares similarly with national trends in the areas of

- technology-equipped classrooms and labs,
- e-commerce services,
- Web self-service,
- ERP system implementation and enhancement,
- courses using course management systems,
- wireless networking,
- adequacy of disaster plans (general inadequacy),
- security systems,
- policies for Peer-to-Peer file sharing,
- evaluation and assessment of IT,
- equipment and software standards,

- centralized software license agreements,
- insufficient funding for IT,
- business intelligence/analytics,
- change in IT organizational structure,
- experimentation with and back-office use of open-source software,
- universal email services for students,
- faculty and user training programs, and
- bandwidth provisioning.

Summary and Analysis

It is a propitious moment for a fresh look at how SOU plans for technology. The university leadership is aware of the somewhat chaotic planning process in place today. The new president has invited IT to meet with the Executive Council for a series of briefing and planning sessions to enable the council to better understand the current issues, facilitate discussion on strategic direction, and encourage collaboration and cooperation between the vice presidential divisions. The president is encouraging technology planning events to cultivate a climate for campuswide participation in strategic planning for technology. The Technology Council will revisit its role and charter. There is hope that the governor's budget plan for Oregon higher education (2008–2009 biennia) will yield some new monies for technology investments to help SOU improve retention. Representatives from Student and Academic Affairs, including IT, have already developed a vision for the investments that would aid in improving retention, many of which have new technology at the core. At present SOU does not have a strategic technology plan. However, with the described planning efforts and new organizational structures, SOU could develop a common vision for the technology priorities that will best serve SOU to achieve defined objectives.

Planning should focus on core objectives: creating vision for how technology can aid the institution in meeting recruitment and retention goals, improving student academic and co-curricular success, supporting new academic program development, and achieving administrative efficiencies. Successful implementation will require funding, along with the creation of and adherence to a timeline that coincides with resource provision. While this is not an exhaustive list, best practices and current trends in higher education should inform our thinking and lead us to consider the following in our visioning process:

- *Developing plans for improving student and program performance and assessment with e-learning technologies.* Technologic solutions to be evaluated could include courseware systems, multimedia-equipped classrooms, e-portfolio assessment tools, streaming media, podcasting, digitization of lecture materials, and communications infrastructures needed to support distance education and academic collaboration. A review of improvements in electronic classrooms should be conducted and consideration given to adding electronic white boards,

document cameras, and better support systems to make the classrooms easier for faculty and students to use.

- *Streamlining and enhancing student self-service through improved Web portal, systems integration, document imaging, and automation.* The primary goal should be to (a) improve and simplify the student experience in conducting business with the university and (b) eliminate redundancy and inefficiencies in business processes. Special focus on the needs of students enrolled in distance education and the Medford Campus should be evaluated, ensuring that the self- service enhancements will eliminate some of the redundancy in current practice.
- *Creating online environments for students to engage in university life.* SOU can do this a couple of different ways. One would be to support co-curricular activities, using the Web portal to facilitate club and organization business process and communications. Another would be to develop a flexible communications infrastructure using the Web portal and the student's choice of device—a laptop computer, cell phone, smart phone, iPod, or campus lab computer—to deliver important communications and make the campus Web portal more readily available on multiple communications devices.
- *Improving the residence life experience.* Technology solutions that could be evaluated include wireless networking, roommate selection, laundry facilities monitoring, and the infrastructure requirements to ensure that students can access streaming content and engage in any online course activities from their on-campus residence. Telecommunications services offered in lieu of conventional land line services can leverage the use of cell phones and IP telephony. Continued attention should be given to the best ways to serve students legally with online entertainment services.
- *Planning for the use of business intelligence technology for improved evaluation of program costs, financial management, student success, and other reporting requirements.*
- *Reviewing systems used and improvements needed to more efficiently manage campus events and facilities planning, including room scheduling, events calendars, facilities maintenance systems, and security monitoring solutions.*
- *Identifying improvements needed in business productivity tools used by faculty and staff to accomplish their work.* This would include developing improvement plans for some current solutions such as email, electronic calendaring, mobile technologies (laptops, cell phones, PDAs, smart phones), Web services, and forms automation and workflow, as well as addressing the problem of computer replacement.
- *Developing information systems security and disaster policies, procedures, and security awareness training in order to (a) protect students and the university from financial and legal risks and (b) ensure continued operations in the event of emergencies or disasters.*
- *Developing a new IT funding model (as described in the financial support section).*

SOU's approach to Information Technology is similar to peer organizations with some strengths and a few areas where the institution recognizes the need to focus attention.

Areas requiring the most continued attention include resolving long-term budget challenges to ensure adequate technology refresh cycles and better aligning technology planning with the overall strategic planning of the university. The IT organization is staffed with a technically proficient team committed to providing reliable systems and an ever-improving array of services for the campus. In recent years, SOU has focused particular attention on using information technology to enhance student services, implement administrative efficiencies, and provide faculty with appropriate e-learning technology systems and classroom tools. SOU is committed to the notion that information technology resources are integral to all facets of the university and that these resources must be effectively understood, strategically considered, and provided for as the institution plans for the future.

Standard 5: Information Technology Exhibits

- Exhibit 5IT-1 a: Sample of computer lab information web page.
- Exhibit 5IT-1 b: Media services information.
- Exhibit 5IT-2 a: Computing resources acceptable use policy and Electronic commerce privacy policy.
- Exhibit 5IT-2 b: Residence hall network use agreement.
- Exhibit 5IT-2 c: Intellectual property, copyright, file sharing and National CyberEducation Project video.
- Exhibit 5IT-3 a: IT infrastructure improvements chronology.
- Exhibit 5IT-3 b: IT inventory summaries - Replacement schedules.
- Exhibit 5IT-3 c: Media equipment checkout list.
- Exhibit 5IT-4 a: Faculty survey report from Educational Technology Task Force 2004
- Exhibit 5IT-4 b: Student technology survey summary (2005)
- Exhibit 5IT-4 c: Help desk and training survey analysis.
- Exhibit 5IT-4 d: Computer installation comment cards analysis.
- Exhibit 5IT-4 e: Media equipment checkout usage.
- Exhibit 5IT-4 f: Lab Classroom Support satisfaction survey 2007 analysis.
- Exhibit 5IT-4 g: Chart of Blackboard usage.
- Exhibit 5IT-5 a: IT project plan 2005–2006.
- Exhibit 5IT-5 b: IT project plan 2006–2007.
- Exhibit 5IT-5 c: IT services list.
- Exhibit 5IT-6 a: IT organization chart.
- Exhibit 5IT-7 a: IT multiyear budget forecast.
- Exhibit 5IT-7 b: Telecom revenue history.
- Exhibit 5IT-7 c: Technology fee budget forecast 2005–2009.
- Exhibit 5IT-8 a: Resumes for IT administrators:
Teri O'Rourke, Paul Lieberman, Lisa Denney, David Whipp,
Don Hill, Diana Cowart, Roger Linhart, John Stevenson
- Exhibit 5IT-9 a: IT Newsletters 2003, 2004, 2005, 2006.
- Exhibit 5IT-9 b: Student Guide to Technology Services at SOU.
- Exhibit 5IT-9 c: Employee Guide to Technology Services at SOU.
- Exhibit 5IT-10 a: External review report.
- Exhibit 5IT-10 b: Educause core data survey 2005.
- Exhibit 5IT-10 c: Campus computing survey 2006.
- Exhibit 5IT-10 d: SWOT analysis.

Standard Six: Governance and Administration

Governance System at Southern Oregon University

Southern Oregon University (SOU) is one of seven public universities in the Oregon University System (OUS) that is governed by the Oregon State Board of Higher Education (OSBHE), as authorized by law. The State Board is responsible to the governor and the legislature. The Oregon State Statutes (ORS) define the Oregon State Board of Higher Education's authority, responsibilities, and relationships with the Oregon Legislature, Oregon State Board of Higher Education, university administration, faculty, staff, and students as described in Oregon Revised Statutes Chapters 351 and 352, (and in regard to distance education, Chapter 354) and the Oregon Administrative Rules, Chapter 580 (Exhibit 6-9). Administrative Rule 580 enumerates the primacy of faculty participation in matters concerning curriculum and the significant participation of students in decisions regarding incidental fee assessments and distribution.

Located primarily in Ashland, Oregon, SOU provides liberal arts and sciences programs; professional programs in business, education, and the performing arts; and a cooperative program in nursing. The university's mission states that

Southern Oregon University is a contemporary public liberal arts and sciences university. It provides access to opportunities for personal, intellectual, and professional growth through quality education and scholarship. The university is a vital partner in the healthy development of its region and state in association with civic, national, and international engagements. It is Oregon's Center of Excellence in the Fine and Performing Arts.

The intersecting authority and responsibilities of the governing board, administrators, faculty, staff, and students have been defined and articulated in several documents (Exhibits 6-6, 6-8, 6-9). These documents provide evidence of a system of shared governance that identifies who has authority and who should be consulted in the decision-making process. Participatory governance, based on a commitment to open and transparent communication, has provided institutional strength and has sustained SOU in difficult times.

The bylaws of the Oregon State Board of Higher Education (OSBHE) define the role and protocol of the board, board meetings, and committees. These bylaws also define the purpose and protocol of the Joint Boards of Education. The Oregon State Board of Higher Education Internal Management Directives (IMDs) dictate the administrative authorities, responsibilities, selection, and evaluation of the chancellor in Section 1, A-D (Exhibit 6-6). The university president's relationship to the board and chancellor, the administrative authorities, responsibilities, and evaluation are defined in Section 1, E-H. Oregon Administrative Rules specific to Southern Oregon University (OAR 573) codify operating procedures and the rights and roles of faculty, students, and administrators

(Exhibit 6-8). As is the case with most systems of multiple institutions, a dynamic interplay exists within the OUS between centralizing and decentralizing tendencies and agendas. Collectively, the Oregon University System's IMDs and administrative policies guide a system of shared governance with defined authority and responsibility.

The university's organizational structure is somewhat complex. While the policy-making function rests with the board, the executive responsibilities reside with the chancellor and the presidents of the OSBHE institutions. As state law gives the board and university administration final authority over most major decisions, there are multiple opportunities for faculty, students, staff, and others to influence policy. Moreover, activities at the core of the university's mission—teaching and civic engagement—are largely within the province of faculty, with input from other constituencies. Complementing the distinctly administrative relationships within the OUS is an important faculty-led structure, the Interinstitutional Faculty Senate (IFS), composed of members from the seven OUS universities and Oregon Health and Science University. SOU's three senators are elected to three-year terms from the ranks of the SOU faculty. The IFS president is elected by the senators and presents reports at all State Board meetings. The IFS meets five times during each academic year to deal with matters of importance to faculty governance.

The president and professors constitute the faculty of each of the state institutions of higher education and, as such, have the immediate government and discipline of the institution and the students therein. The faculty may, subject to the supervision of the OSBHE under ORS 351.070 (amended by 1987 c.246 §4; 1989 c.492 §3; Exhibit 6-17), prescribe the course of study to be pursued and the textbooks to be used in the institution.

SOU has a long tradition of shared governance. The SOU Faculty Senate is the body of teaching faculty and administrators that advises the president on the administration of the university. It is an elected body whose representation carries out the activities and duties spelled out in the SOU Faculty Constitution and Bylaws. The senate is the voice of the SOU faculty on a wide variety of matters, including curriculum and program offerings, standards of conduct, and work life. The Faculty Senate Advisory Council advises the president on administrative issues. The senate meets biweekly during the academic year, and its meetings are open to the public. The Faculty Senate Advisory Council meets on alternate weeks with the president and the provost. The SOU faculty also enjoy representation on the Association of Oregon Faculties (a lobbying group), which regularly communicates the general interests and issues of faculty employed in the seven universities of the Oregon University System.

The University Planning Committee (comprised of representatives from the faculty, staff, and students) reviews and makes recommendations on fiscal, facility, and general planning issues for the institution. Faculty, staff, students, and community representatives regularly serve on campus committees, task force groups, and special projects, e.g., the SOU/Rogue Community College (RCC) Medford Campus Advisory Committee.

Oregon State Board of Higher Education

Governance structures within the OUS have been the focus of significant change in the past few years. The OUS Board, consisting of eleven citizen members who are appointed by the governor with confirmation by the Oregon State Senate, provides oversight and broad policy guidance to the system. The chancellor's office provides administrative leadership for the system. Eight lay members are appointed for four-year terms; one faculty member is appointed for a two-year term; and two students are appointed for two-year terms. Board members must be Oregon citizens. The board's composition and manner of appointment promote representation of the general public interest, while concurrently helping assure that the interests of groups most directly affected by board policy (e.g., students and faculty) are heard. No board member has a financial interest in the university, though some are donors, and student members pay tuition and fees. Presidents of universities governed by the state system do not sit on the board either as ex-officio or voting members. Board members are profiled in Exhibit 6-1.

In the ten years since the last accreditation, Oregonians elected a new governor, the membership of Oregon State Board of Higher Education has changed, the Chancellor's Office has evolved, and SOU has had both an interim and a new president (Exhibit 6-19). Governor Ted Kulongoski was elected in 2002; in 2003 the governor asked five of eleven board members to resign and appointed five replacements. Chancellor Richard Jarvis resigned in 2004. The governor temporarily assumed the leadership of the OSBHE and appointed George Pernsteiner to a two-year term as executive vice chancellor and chief operating officer. Pernsteiner coincidentally served as interim chancellor while the new board worked on redefining the role of the chancellor and reorganizing the Chancellor's Office. Budget cuts and new leadership led to decentralized functions within OUS.

The Oregon State Board of Higher Education is responsible to the governor and the legislature. Oregon law defines the board's powers. The OSBHE is required by law to meet every three months and customarily meets monthly. The board functions as a committee of the whole, except under limited circumstances between scheduled meetings as outlined in the OSBHE bylaws. Sessions are scheduled in rotation around the state and are open to the public, except for closed executive sessions relating to personnel matters. The faculty board member has an advisory role only in personnel matters. See Exhibit 6-4 for Oregon State Board of Higher Education policies.

The chancellor is the chief executive and administrative officer of the Oregon University System and is appointed by and reports directly to the Oregon State Board of Higher Education. The chancellor also serves as the agency head for the Department of Higher Education, which is the budgetary name for the OUS. The chancellor serves at the pleasure of the board and may be assisted by one or more assistants who are also appointed by the board. The chancellor supervises a system administration leadership team that, along with the campus leadership and councils, manages the work of the Oregon University System. The chancellor's duties and authority are identified in ORS 351.085 (Exhibit 6-17).

Western Oregon University, Southern Oregon University, and Eastern Oregon University are established as comprehensive universities that offer a full range of baccalaureate programs and master's-level graduate programs. The board has general powers to assign missions and roles for the institutions under its jurisdiction. ORS 351.070(2)(a) states that “. . . the State Board of Higher Education, for each institution, division and department under its control, shall: supervise the general course of instruction therein, and the research, extension, educational and other activities thereof.”

A significant change in the Oregon University System within the last four years has been the replacement of the position of vice chancellor for Academic Affairs with a Provosts' Council, comprised of the chief academic officers of the seven OUS institutions, that reports to the board. Previously OSBHE had approved new academic programs and overseen the granting of degrees. In early 2004, the Oregon State Board of Higher Education embarked on a major review of its central administrative staff in the Chancellor's Office to delegate more efficiently and eliminate duplication of work performed by individual campuses. OSBHE eliminated the positions in the Academic Affairs curricular division and shifted the review of undergraduate degree programs to a council of university provosts from each of the seven universities and the Oregon Health and Science University. The board approved the charge of the Provosts' Council in September 2006 (Exhibit 6-26).

As the Provost's Council has emerged as the body that provides coordination of academic affairs throughout the system, there has been a parallel increase in reliance on the system's most prominent institutions. The University of Oregon and Oregon State University have greater capacity to extend their involvement from purely administrative matters through undergraduate curricular and statewide educational policy matters. The State of Oregon and OSBHE have sought better coordination among the seven OUS universities and the two-year community colleges, which are not part of OUS.

The Oregon Department of Administrative Services and the State Board of Higher Education have joint responsibility to cause a review to be made regarding the duties, functions, and powers vested in the board by ORS 351.060, 351.070, 351.086, 351.210, 351.240 and 291.038, as amended.

As defined in the OUS Internal Audit Charter, *internal audit* is an independent appraisal activity established by the Oregon State Board of Higher Education as a service to the Chancellor's Office and the seven universities comprising the Oregon University System (Exhibit 6-25). The Internal Audit Division (IAD) reports administratively to the chancellor and functionally to the Oregon State Board of Higher Education.

Internal auditing helps the Oregon University System accomplish its objectives by bringing a systematic, disciplined approach to evaluating and improving the effectiveness of the risk management, control, and governance processes. The objectives of internal auditing are to assist members of the organization in the effective discharge of their responsibilities by furnishing them with analyses, appraisals, recommendations, counsel,

and information concerning the activities reviewed and by promoting effective control at a reasonable cost.

IAD coordinates with the external auditors to ensure efficient and economical utilization of audit resources. IAD meets with the Oregon Secretary of State Audits Division and the external financial auditors twice a year and more frequently as needed to discuss staffing changes, audit plans, risks, and coordination. IAD attends external auditor entrance conferences and exit conferences.

The most recent external financial audit was conducted in 2006 by Moss-Adams, LLP, and was reviewed with the OSBHE at the January 2007 meeting. The findings are attached as Exhibit 6-20. Annual financial audits are conducted by the Oregon Secretary of State Audits Division. The financial audit for 2006 can be reviewed in Exhibit 6-21.

The board has the authority to select the presidents of the institutions (ORS 352.004). The president of each state institution of higher education within the Oregon University System is also president of the faculty. The president is also the executive and governing officer of the institution, except as otherwise provided by statute. Subject to the supervision of OSBHE, the president of the institution has authority to control and give general directions to the practical affairs of the institution. The board grants the university presidents, as chief administrative officers, full power and responsibility for the organization, management, direction, and supervision of their institutions. The ability of the OSBHE to ensure that SOU is organized and staffed to reflect its mission, size, and complexity continues to be limited by the level of funding from the state legislature. Budget approvals have been delayed into the biennium. In 2001, state budget deficits required a decrease in state funding well into the biennium. Funding for OUS has been set at 60 percent of a budget model that had been designed to bring support up to median funding levels of peer institutions in other parts of the county.

The Oregon University System receives state funding biannually. For example, in the 2005 legislature, OUS state funding is appropriated for July 1, 2005 through June 30, 2007. The Oregon State Board of Higher Education typically approves the annual budget at its meeting in June or July. In legislative session years, the annual budget may not be approved until September, as was the case in 2005. The board received an overview of the legislature's operating budget decisions for the biennium 2005–2007 and approved the annual budget at the same meeting (Exhibit 6-22). As mentioned above, the board's most recent review and discussion of an external financial audit for the Oregon University System was the report of Moss-Adams, LLP, for the 2006 annual financial report.

The Oregon Revised Statutes Chapter 351, Section 310 delineates the board's general financial power and appropriation of monies received by the board. The board minutes of September 2005 (Exhibit 6-23) reflect a review and discussion of the various laws, rules, and policies that are the legal parameters guiding the development of principles for an accountability framework. One of the recommendations coming out of the fiscal accountability framework project was that mechanisms be established to provide

assurance to the board that the financial activity of OUS universities is being monitored on an ongoing basis. It was understood that each university is responsible for monitoring its financial activity. An objective of the fiscal accountability framework was to ensure that sufficient controls and documentation are in place to provide the board with assurance that ongoing monitoring is indeed taking place.

The Oregon University System chancellor and, in particular, the secretary to OSBHE are aware of SOU's re-accreditation process and self-study. Initially the board secretary agreed to serve as a member of the SOU team for this standard and has, instead, served as a resource for the self-study. As the opportunity arises, individual meetings with board members are scheduled to brief them on SOU's accreditation self-study and the accreditation process.

Leadership and Management

The president serves as the chief executive officer with a direct reporting relationship to the chancellor of OUS. Current Internal Management Directives (IMD) E-1.102 and F-1.120 (Exhibit 6-6) define the reporting relationship and responsibilities of a university president. She or he represents the institution to its many constituencies. As provided for in the Faculty Constitution and Bylaws, the president and all senior administrators are evaluated annually by the campus community. The president is also evaluated by the chancellor every five years. The president convenes an Executive Council meeting each week that consists of all vice presidents, the senior Marketing and Public Relations officer, and the Government Relations director. The Executive Council serves as an advisory body to the president, a context for coordinating work among vice presidential areas, and a vehicle for articulating and shaping administrative initiatives. The Executive Council has a specific function as the body that formally makes recommendations to the president on policy development and revision. All matters regarding the overall university administration, policy and procedures, curriculum, facilities, tuition and fees, and matters requiring the approval of the chancellor and/or board are brought before this group for final review and adoption.

Communication with the broader campus is as important as the administrative communication among those reporting to the president. The president is a regular participant in the SOU Faculty Senate with a consistent pattern of reports to that body. Further, the president and provost meet with the Faculty Senate Advisory Council on alternating weeks during the academic year. The president also meets monthly with the vice president for Student Affairs and the student government cabinet.

Institutional administrators, like all SOU employees, are held to a rigorous standard of conduct. Policies regarding employee conduct are publicly available on both the Provost's Office Web site and the Finance and Administration Web site. SOU is required to report annually to the board regarding grievances or lawsuits, for example, initiated during the year.

SOU is administratively organized to carry out its mission. The university's management and administration is guided by the Oregon Administrative Rules (OARs) referenced earlier. The duties and responsibilities of administrators are included in position announcements. Hard copies of many administrator position descriptions are available in the Human Resources Services office. It is incumbent on each department to provide Human Resources with a copy of each position and any updates.

All incumbents in administrative leadership positions at SOU have been appointed since the last accreditation visit in 1997. All senior administrators save one were appointed after a national search process. The vice president for Institutional Advancement was direct appointed following a failed national search. Both associate provosts were appointed after internal searches. Several associate vice presidents were appointed after a national search, one was appointed after an internal search, and another was appointed directly. Three of the five deans were appointed after a national search. Searches follow the procedures outlined in the administrators' human resource policies available in the Human Resource Services office and on the Web site. All of the administrators bring strong credentials and experience to their positions.

Provision for the regular evaluation of all administrators is contained in the bylaws of the faculty constitution. Evaluations are advisory and use a prescribed form. The president is evaluated during the spring term of odd-numbered years; the members of the president's Executive Council and other executive administrators are evaluated every spring. The president evaluates the university's senior administrators. The provost evaluates the vice provosts and deans. The president abides by the stipulated time line to conduct administrative reviews and reports back to the senate when the evaluations have been completed.

Institutional Advancement at SOU is under the aegis of the Southern Oregon University Foundation, which is a private, nonprofit public benefit corporation established for the purpose of assisting SOU. The SOU Foundation has obtained and continues to maintain tax-exempt 501(c) (3) status. Its purpose is to aid and promote the educational and charitable purposes and lawful activities of the university.

A current contract between Southern Oregon University and the Southern Oregon University Foundation clearly articulates (a) the Oregon laws under which the foundation operates, (b) when and how the foundation may use the Southern Oregon University name, (c) the independence of both entities, and (d) the relationship between the two entities in terms of accepting gifts and investing and administering funds for the university. The contract also outlines the type of support the university provides to the foundation and the type of support the foundation provides to the university. The contract also formally establishes the joint development of guidelines that both the Southern Oregon University Office of Institutional Advancement and the Southern Oregon Foundation will use in soliciting and administering contributions on behalf of the university.

The Oregon University System, as a state agency, must comply with certain criteria and deadlines stipulated by various laws, other state agencies, and the timely delivery of services. As appropriate, departments, divisions, and counsels review options and make recommendations to the Executive Council for final decision-making to ensure that established time lines are met.

Cooperative working relationships across campus are the responsibility of the president working in conjunction with the university's vice presidents, who in turn work with academic deans and numerous directors around campus in order to coordinate activities, maximize efficiencies, and attain organizational goals.

Executive Vice President and Provost

The provost title was enhanced from vice president to executive vice president by former President Zinser. This reflected the provost's community involvement and representation on behalf of SOU to newly established OUS Board work groups. Serving as both the second in command behind the president and as the university's chief academic officer, the executive vice president and provost represents the university on the OUS Provosts' Council and other OUS working groups, including the Joint Board Articulation Commission, the OUS Rural Policy Advisory Committee, and the OUS Institutional Research and Planning Committee. Representation on these groups affords SOU the opportunity to strengthen the connection with board goals and initiatives and provides focus specifically to the university's relationship within the system and to its communications to the OUS Board. Through this representation the provost is able to discuss systemwide initiatives with the campus leadership and the role that SOU can most effectively play.

The executive vice president/provost office is structured around several councils and working groups, including two associate provosts—one for curriculum and personnel and one for Extended Campus Programs. The Academic Affairs Council is comprised of the deans of the Schools of Arts and Letters, Business, Science, Social Science, and Education; associate provosts for Curriculum and Affirmative Action and Extended Campus Programs; directors of the Library and IT; dean of students; associate vice president for Enrollment Management; associate vice president for Marketing; and the grants administrator. The council assembles biweekly to coordinate work of the individual units and to ensure communication to maximize the ways in which senior academic leaders with varying portfolios can complement and support each other in their work. The executive vice president/provost also convenes the Deans Council, comprised of the deans of the Schools of Arts and Letters, Sciences, Social Sciences, Business, and Education. In 2005 several units typically reporting to the vice president of Student Affairs—Registrar's Office, Financial Aid, and Admissions—were temporarily transferred to the provost's portfolio to facilitate continuity during the search for a new vice president of Student Affairs.

Vice President for Finance and Administration

The SOU vice president for Finance and Administration is the institution's chief financial officer.

Within his portfolio are the broad areas of campus operations, personnel, budget, physical plant operations, and campus safety. He also coordinates with the vice president for Student Affairs with respect to student housing. The vice president oversees the Business Affairs Council, which meets weekly. The Business Affairs Council includes the associate vice president for Fiscal Affairs, the associate vice president for Facilities Management and Planning, the associate vice president for Human Resource Services, the manager of Administrative Information Systems Support, the director of Information Technology, the director of Environmental Health and Safety, the co-directors of Campus Public Safety, and the associate vice president for Residential Education and Services. The vice president is advised by a number of campus standing advisory committees, such as the Occupational Safety Advisory Committee and the Transportation Planning and Parking Committee.

Vice President for Student Affairs

The vice president for Student Affairs is the institution's chief Student Affairs officer. His responsibilities include student areas of student life and health, recreation programming, student services, and the Student Union, with liaison to the Associated Students of SOU (ASSOU). The vice president for Student Affairs convenes the Student Affairs Council, which includes the dean of students, the dean of Enrollment Management, the associate vice president for Residential Education and Services, the director of Athletics and Recreational Sports, the director of Admissions, the director of Student Activities and Leadership, the director of the Student Health and Wellness Center, the director of the SOU Bookstore, the director of Residence Life, and the director of Enrollment Analysis. Traditionally, this vice president's portfolio has included the Registrar's Office, Financial Aid, and Admissions. In 2005, the responsibility for these units was temporarily transferred to the provost for continuity purposes during the search for a new vice president of Student Affairs. University administrators engaged in the work of Student Affairs are advised regularly by university standing committees such as the Bookstore Advisory Committee, the Housing Policy Committee, and the Wellness and Prevention Committee.

Vice President for Institutional Advancement

The Institutional Advancement (IA) division serves the university by building and strengthening relationships with the university's many and diverse constituencies, with the ultimate goal of encouraging investment in support of SOU. The IA unit consists of Alumni Affairs, Development, SOU Foundation, Finance and Administration, Marketing and Public Relations, and the Publications Office. The vice president also serves as the executive director of the SOU Foundation, whose affiliates include the Chamber Music Concerts, Friends of the Hannon Library, Friends of the Schneider Museum of Art, Raider Club, and Southern Oregon University Alumni Association. These units assist the university in creating, refining, and delivering messages to the public. These messages include, but are not limited to, increased awareness through public information and marketing of the university's strong commitment to the region, the case for public support and investment in the university initiatives, the unique avenues for continued involvement by our alumni and community members, and the compelling case that generates private investment in the university, programs, and prospective students.

With the elimination of the executive dean position in 2003 and the established vice president for the Institutional Advancement portfolio, the University Relations Council was dissolved. To better coordinate efforts of the SOU Foundation and the schools, the Development Management Council was established. The vice president for Institutional Advancement creates the agenda for the monthly meetings of deans and other administrators in order to coordinate and streamline the efforts of units whose activities reach out to the community.

The administrative structures described are complemented, advised, and assisted by structures that ensure governance at SOU is participatory and shared. These include the Faculty Senate, a number of standing committees and administrative advisory groups, and the Associated Students of Southern Oregon University (ASSOU) Student Senate.

The university's academic programs are organized into five schools, each headed by a dean: School of Business, School of Science, School of Education, School of Social Science, and School of Arts and Letters. All of the deans save one have been appointed since the last accreditation visit (Dean Joe Graf of the School of Science). The deans of Science, Arts and Letters, and Business were appointed after national searches that involved extensive faculty, student, staff, community, and alumni participation and input. The deans of two schools—the Schools of Education and Social Sciences—were directly appointed by the president upon recommendation of the provost and considerable faculty, student, and community input. Organizational structures within the schools vary but most are divided into academic departments; department chairs are elected.

Institutional Research

SOU has been without a coordinated or consolidated institutional research (IR) function for nearly four years. Prior to this, IR was a one-person shop led by a soon-to-be-retired staff member from Business Services. When that retirement was finalized at the end of 2003, the position was left unfilled. Since that time, SOU has been using a committee approach for our institutional research needs, which has helped foster strong working relationships between departments and the employees responsible for providing data.

In the past, most data were submitted to one individual to be integrated into a single data structure. This invited problems, such as inadequate links between the data elements and incorrect comparisons across time frames. SOU's committee approach has helped to mitigate those problems. A discussion among committee members from the Admissions Office, Financial Aid Office, Accounting Office, and Human Resource Services concludes with a thorough understanding of the reporting schedules and data definitions each is to use. The collaboration frequently reveals methodology that the representatives apply to their own data organization. This organizational approach has resulted in a more coordinated response to external requests for information, widespread dissemination of key findings from internal surveys, innovative integrations of data sets to answer new research questions, and a quicker production of executive-level presentations targeted to specific audiences. The committee members work together closely and are enabled by this collective perspective of the institution's data. The collaborative strategy helps build

a better institutional research effort and a broader understanding of intra-institutional data.

The university policy, Performance Management for Administrators, was updated in 2005 and will be reviewed again in 2008 (Exhibit 6-24). The policy outlines the three core components of performance management and development: (1) position descriptions, (2) performance feedback and development, and (3) managing performance-related issues and concerns. The components—individually and as a whole—are intended to guide employees in managing their own work performance and development and to assist supervisors in supporting and coaching employees. This policy is among those found with the administrators human resource policies on the SOU Human Resource Services Web page.

The contract for classified employees is also located on the Human Resource Services Web page. The statewide collective bargaining agreement is negotiated by the Oregon University System on behalf of the seven campuses. Policies regarding employment are discussed in the collective bargaining agreement between the Oregon University System and SEUI Local 503, OPEU, 2005–2007.

Attracting our top candidates to SOU has been challenging. The cost of living in southern Oregon has increased substantially in the past ten years. Conversely, salaries in general for nonunion administrative and staff positions in southern Oregon have not kept pace and are lower than the average salary paid for similar work in the Portland metro area of Oregon. Wages for the entry and middle administrative positions are comparable to the average salary for similar positions in the southern Oregon region. The senior administrator salaries are low when compared with university peers outside of the Oregon University System and with local private sector executives. The health and retirement benefits available to all employees are, however, generous as compared with private sector organizations in Oregon. Southern Oregon University is the largest employer in Ashland and one of the major employers in southern Oregon. Once employed, our administrators and staff tend to maintain a long-term employment relationship with the university, providing the necessary institutional memory and stability to accomplish our core mission.

Faculty Role in Governance

Faculty participate in governance at SOU through the Faculty Senate and its constitutional committees, standing committees established by administrative action, and ad hoc committees established by the university administration. Membership in the Faculty Senate includes all individuals who hold full-time faculty rank, as defined, plus all unclassified personnel categories specified in the Faculty Constitution and Bylaws. Membership reflects the broad contributions of individuals to the teaching, administrative, and service functions of the university. The Faculty Senate meets every other week during the academic year.

Based upon the principle of shared governance, the SOU Faculty Constitution and Bylaws delineate faculty powers and authority, particularly regarding primacy in educational policy associated with curriculum, subject matter, methods of instruction, faculty status and tenure, and those aspects of student life that relate to the educational process. The constitution also stresses the authority of the faculty to participate in the selection of the administrative leadership of the institution.

To accomplish its work, the Faculty Senate has a structure of specific committees. In some cases, these committees have direct and continuing relationships with the university's administrative leadership. In order to clarify the areas of responsibility and reporting relationships among various committees on the campus, a committee on committees was created to streamline the committee structure and ensure that committees have clear charges. Another goal is to increase the likelihood that the work of the committees will play a role in administrative decisions and senate legislative actions.

In 2005, the SOU Faculty Senate began a re-examination of the faculty roles and responsibilities. A task force completed its recommendations in April 2006. Recommendations included amendments to the SOU Faculty Senate Bylaws and the AP:SOU contract. The Faculty Roles, Responsibilities, and Rewards Task Force was appointed to deal with some long-standing faculty issues, the most important being a means to provide better and more consistent guidance to faculty members seeking promotion and tenure. The task force was charged with the following:

The faculty of the future at Southern Oregon University must have their roles defined and their responsibilities made clear. They deserve a reward system that recognizes the fulfillment of their responsibilities and an evaluation process that supports the alignment of responsibilities and rewards. Because of the myriad needs of the university, the complexity of current governance structures, and the variation in past practices, the faculty and the administration agree that a comprehensive review is needed. Inherent in this work is the expectation that a sensitive and progressive transition will be developed so that faculty today and those entering in the near term will have a clear and fair set of expectations conducive to their success at Southern Oregon University.

The task force made three recommendations:

(1) *Clarifying the roles of faculty members and creating a professional faculty track for instructors and senior instructors.* The resulting bylaw changes were approved by the Faculty Senate on October 16, 2006, and a memorandum of understanding containing the necessary collective bargaining agreement changes was signed on September 22, 2006.

(2) *A significant revision on how promotion and tenure criteria are defined and communicated, dubbed the "cube."* The faceplate of the cube would be a campuswide description of the general criteria, much as already exists in the current bylaws, but organized into a matrix with each faculty role forming a column and the various criteria composing the rows. The cube model would expand on these general criteria by requiring

each department or program to provide a layer that contained specific guidelines for how faculty in that unit could meet the promotion and tenure criteria. The faceplate is scheduled for development during 2007–2008. The department and program portions will follow, most being completed by the end of 2008–2009. SOU has never codified the departmental and programmatic advice to faculty before. Besides providing better information, having the portions—or “slices”—approved through the promotion and tenure approval process should remedy the problem of faculty in some units receiving inaccurate information.

(3) *Encouraging the university community to seek ways to publicly recognize and celebrate faculty achievements.* Changes in this area are ongoing, necessitating an attitudinal and expectational shift in the campus climate that will require time to change.

Student Role in Governance

In April 2003, a Student Shared Governance Policy was adopted by the Oregon State Board of Higher Education that detailed the purpose, principles, and objectives for incorporating student input within the decision-making processes on OUS campuses. The board recognized the value and importance of assuring students a voice in the educational process, particularly with respect to student life, services, and interests. Aspects of that authority have been delegated through the Chancellor’s Office to the OUS presidents.

SOU recognizes the necessity and value of student involvement in a shared governance environment; involving students in an institutionalized process that allows for their input concerning decision-making creates a sense of mutual trust and an understanding of the logic and reasons for making the decisions. SOU strives to encourage and facilitate student involvement in university decision-making. In varying degrees, students have the opportunity to participate, appropriate to their particular knowledge and perspective, in the evaluation and establishment of the following: academic policies; student codes of conduct; institutional budgeting and planning; selection and appointment of administrators, faculty, and staff members; tuition, fees, and room and board rates; university mission and vision; and university strategic planning and priority setting.

The Associated Students of Southern Oregon University (ASSOU) is an association formed to advance the interests of students and create a governing body and system of representation. Student representatives are appointed by ASSOU to serve on many SOU administrative committees. Through ASSOU and participation on standing and ad hoc administrative committees, students have a strong voice in governance.

Affirmative Action and Nondiscrimination

In spring 2003, Southern Oregon University updated the SOU Affirmative Action Plan (Exhibit 6-29) to reaffirm SOU’s policy of nondiscrimination, equal opportunity, and

affirmative action; describe the roles and responsibilities of all SOU employees; identify proactive strategies to achieve successful outcomes; and demonstrate continued good faith efforts to promote affirmative action and equal employment opportunity. The SOU Affirmative Action Plan keeps our campus and external communities aware of our intentions and engaged in proactive strategies to enhance diversity and achieve successful outcomes in recruitment and retention. It enables our university to better serve our students, employees, and society by embracing and carrying out the principles of affirmative action and equal opportunity.

The Oregon Administrative Rules, Oregon University System/Southern Oregon University Policy 573-035-0010, states that

[n]o person shall be subjected to prohibited discrimination in any of Southern Oregon University's education programs or services or school or interschool activities. Those include but are not limited to admissions, recruitment, access to course offerings, counseling, use of facilities, financial assistance, employment assistance, health and insurance benefits and services, and athletics as defined by the rules of the State Board of Higher Education. These rules state the policy of Southern Oregon University prohibiting discrimination in its education programs, services, facilities and activities.

Southern Oregon University's Equal Employment Opportunity Policy is posted on the Provost's Office Web site:

Southern Oregon University has been, and will continue to be, an equal opportunity employer, and will continue to recruit, hire, train, and promote into all job levels the most qualified persons without regard to race, color, religion, gender, sexual orientation, marital status, disability, national origin, veteran status, or age. Similarly, the University will continue to administer all other personnel matters (such as compensation, benefits, transfers, layoffs, university-sponsored training, educational benefits, and social and recreational programs) in accordance with the university equal employment opportunity policy. It is SOU policy that illegal discrimination shall not exist in any activity or operation of the university.

SOU's Affirmative Action and Discriminatory Harassment Policies are available on the same Web page. Every search conducted on campus involves an affirmative action officer and begins with a briefing on these policies.

The university has policies governing consensual relationships between faculty and students and between supervisors and subordinates. Each policy describes the risks and potential conflicts associated with such relationships, and each encourages appropriate action to minimize risks and prevent conflict. In addition to university policies, faculty and classified staff collective bargaining agreements contain provisions regarding unlawful discrimination, sexual harassment, and complaint resolution procedures.

Associated Professors: Southern Oregon University

Associated Professors: Southern Oregon University (AP:SOU) is the independent faculty union of Southern Oregon University. The union bargains on behalf of the full-time faculty, as defined. AP:SOU's primary role is to negotiate every two years a collective bargaining agreement that governs SOU's teaching faculty compensation and working conditions. AP:SOU has a nine-member board elected by union members that usually meets monthly. Contributions of the collective bargaining to the quality and effectiveness of the institution include clarification of (a) the university-wide workload expectations, (b) expectations of individual faculty members to qualify for promotion, and (c) support for faculty development.

Challenges in Governance

Communication and consultation have been a foundation of the university's effectiveness in meeting its mission and sense of community. An ongoing challenge for the university is the multidirectional consultation and communication among faculty, administrators, and students as the systemic culture of the university evolves with the change in executive leadership.

The role that faculty-student shared governance plays in administrative decisions has become confused as a result of the changes in SOU's executive leadership over the past ten years. The institution would benefit from further discussion for clarity in the areas of policy development, input, and approval.

Currently the role of department chair is rotated among its faculty members, creating uneven department leadership across campus. Committee service and leadership within departments is treated differently among academic departments. A department chair's orientation and meeting in the fall is a first step toward the development of greater consistency as we seek better models for the role, release, and reward of faculty who serve as department chairs.

Although institutional research by committee approach mentioned in this standard has had some benefits, it also has had drawbacks. The approach tends to be reactionary rather than proactive. There are increasing needs for (a) standardized data collection across the campus, (b) data release and distribution, and (c) analysis that would improve our ability to better understand our students and future opportunities for growth. As the university continues to rely on good data for decisions and initiatives, a stronger, more centralized Institutional Research unit will be necessary.

Communication between university standing committees in a given year and within a committee over time has been uneven. This has been magnified by the inconsistent understanding of when committee activities should be noted and where records of committee work are kept and made available. The Faculty Senate has historically taken the lead in changing this pattern with its Web page where minutes are archived and available. This can serve as a beneficial model for other campus committees.

The university committee structure at this time may not optimally support the strategic mission. The sheer number of existing committees appointed on campus may dilute the ability of faculty, administration, and students to identify the issues and focus the agendas for the academy. A greater sharing of information on and from committees will allow for future refinement of the committee structures. All university committees would benefit from a systematic review of purpose and membership as we formulate our strategic plan for 2007–2010 and beyond.

Standard Six Exhibits

- Exhibit 6-1: OUS Board of Higher Education members.
- Exhibit 6-2 a: OUS organization structure.
- Exhibit 6-2 b: SOU organization chart.
- Exhibit 6-3: Articles of incorporation and bylaws for the Board of Higher Education.
- Exhibit 6-4: Oregon State Board of Higher Education policies.
- Exhibit 6-5: Fiscal policy manual.
- Exhibit 6-6: Board of Higher Education Internal Management Directives
- Exhibit 6-7 OUS Board of Higher Education minutes: 2005, 2004, 2003.
- Exhibit 6-8: Administrative rules, defining Southern Oregon University - section 573
- Exhibit 6-9: Administrative rules, defining Oregon University System - section 580
- Exhibit 6-10: SOU policies: Human Resource and Finance & Administration.
- Exhibit 6-11: Administrative position descriptions.
- Exhibit 6-12: Staff handbook
- Exhibit 6-13: SOU salaries and benefits administrative and classified employees.
- Exhibit 6-14: List of SOU committees. (tbd)
- Exhibit 6-15: SOU Foundation annual report. (tbd)
- Exhibit 6-16: Constitution and bylaws of student associations.
- Exhibit 6-17: Oregon Revised Statue 351 - Oregon Higher Education
- Exhibit 6-18: Oregon Revised Statue 352 - State and Independent Institutions of Higher Education
- Exhibit 6-19: SOU five-year interim report
- Exhibit 6-20: External audit 2006 Moss/Adams LLP
- Exhibit 6-21: 2006 Annual financial report
- Exhibit 6-22: Review of 05/07 budget and approval of annual 05/06 budget.
- Exhibit 6-23: Development of principles for accountability framework.
- Exhibit 6-24: Performance management for administrators.
- Exhibit 6-25: OUS Internal Audit charter.
- Exhibit 6-26: OUS Provost's Council charge.
- Exhibit 6-27: 2005-06 Average faculty salaries at peer universities.
- Exhibit 6-28: Oregon Employment Department - workforce and economic research.
- Exhibit 6-29: Personnel Policies, Affirmative Action Plan.

Standard Seven: Finance

The Administration and Finance Division of Southern Oregon University, under the direction of the vice president for Finance and Administration, is responsible for financial leadership, protection of university assets, and the provision of a campus environment appropriate to meeting the university's mission. The division manages systems of finance and accounting, operating and capital budgets, the physical plant, inventories, contracts, and funds.

Southern Oregon University, as a part of the Oregon University System, operates on both an annual and a biennial budget cycle. State of Oregon resources are provided through a biennial legislative process. Tuition and fees are collected on an annual basis. State appropriations funds and tuition form the bulk of SOU's operating budget.

SOU has experienced a number of budget reductions in the years since the last accreditation visit and a decline in student enrollments since the late 1990s. Taken together, these trends present a significant financial challenge for the university. Relative financial stability has been accomplished by new efficiencies, efforts toward identifying new revenue streams, and an extremely dedicated staff. Long-term financial stability will require enrollment stabilization and growth as well as careful fiscal management and aggressive revenue development.

Financial Planning

Southern Oregon University does have appropriate autonomy in financial planning and budgeting as defined by the Oregon Internal Management Directives (IMDs) under the purview of the Oregon University System. IMDs 6.050 and 6.056 give SOU the authority to plan and budget. SOU is required to submit detailed descriptions of biennial budget plans and required resources. These plans are subject to review and oversight by the OUS vice chancellor for Finance and Administration. The president has the authority to transfer budgeted funds to meet the needs of the institution and its divisions (Exhibit 7-1, OUS IMDs 6.050, 6.056).

SOU can demonstrate some strategic thinking in the financial planning process:

- minimum three-year projection of major categories of income
- specific plans for major categories of expenditures
- plans for management of capital revenue and expenditures

Short- and long-range capital budgets do reflect goals and objectives and do relate to plans for physical facilities and acquisition of equipment. SOU conducts facilities planning by use of a campus master plan (see Standard Eight) and conducts strategic planning in the context of budget forecasting and modeling in conjunction with the Oregon University System. The most recent facilities master plan was prepared in 2000 and covers the period until 2010. The 104-page plan was prepared at the request of the Chancellor's Office and provides a detailed assessment of SOU capital needs. It addresses

future facility needs, campus access, land use, and academic space issues (Exhibits 7-2, 7-3).

Where the university has not had a good track record is in strategic planning tied to budgeting, especially in the development of priority-based budgeting on the campus. However, current budget and planning issues lead us to new and different budget and planning agendas:

- In academic year 2006–2007, SOU began a new strategic planning/budgeting effort under the auspices of President Mary Cullinan.
- The university assembled a new Blue Ribbon Task Force to address, for the first time at SOU, an integrated approach to strategic budgeting at all levels of the campus.

The SOU annual budget is prepared by the Budget Office. The budgeting process begins with a historical-based approach, i.e., the prior year's amounts are simply carried forward. Payroll is adjusted for salary changes and personnel actions. Approximately 80 percent of the budget is allocated to salary and benefits, while the remaining 20 percent is allocated to other budgetary items, such as services and supplies and capital purchases. Payroll and utilities budgets are normally the only items that are adjusted for inflation. Other personnel expenses (OPE) are budgeted based on *actual* budgeted salaries and *projected* benefit costs. The draft budget is presented to the president and Executive Council and is amended as necessary. The final budget is distributed the campus. A complete institutional budget is published and filed in the library. Monthly budget activity reports are emailed to the president, vice presidents, deans, department heads, and directors.

Education and general (E&G) revenue is comprised of two main items: (a) tuition and fees and (b) state appropriations. Tuition and fee revenue is received directly by each OUS institution. State appropriations are primarily based on resident student enrollment by discipline, with additional funding for certain targeted programs. The resource allocation model (RAM) allocates the state-legislature-approved funding by institution and establishes revenue amounts to be included in the initial budgetary planning. The RAM has been frozen since 2002–2003 at the 2002–2003 level. Reserves are budgeted for unexpected or extraordinary items that occur throughout the year. Tuition and fees are budgeted at the macro level, using two factors: percent of tuition/fee increase and percent of projected enrollment increase/decrease.

Southern Oregon University's auxiliaries operate on zero-based budgets developed to support university strategic planning. Auxiliary directors and managers develop expense budgets for their respective operations based on programmatic needs, historical costs, contractual obligations, market conditions, and fee constraints. They receive guidance from the office of Financial Services regarding anticipated increases in labor and utilities. Labor budgets are developed position by position. SOU auxiliaries are fully self-supporting, and fees are developed to cover operating expenses, debt service, current and future major maintenance, and asset replacement expenditures. The financial management analyst in Financial Services assists with and coordinates the auxiliary

budget process. Budgets are reviewed by the financial management analyst, director of Financial Services, associate vice president of Fiscal Affairs, and vice president of Student Affairs. Budgets for student activities, student union administration and operations, and athletics funded by incidental fees are additionally reviewed by the Student Fee Committee and its subcommittees. Proposed fees and rates are reviewed by the Southern Oregon University Executive Council and ultimately submitted to the State of Oregon Board of Higher Education for approval.

Oregon law and the Oregon constitution authorize OUS to issue two types of general obligation bonds. These types of debt are limited to Article XI-G to finance designated educational buildings and facilities with debt service funded by state legislative appropriations. Bonds under Article XI-F are used to finance the construction of self-liquidating and self-supporting projects, with debt service generated within the projects. In addition, certificates of participation (COPS), which are issued to finance lease-purchase agreements for certain equipment and computer software, are available for use within limits set by the state. Requests for bonds follow a formal approval process through the institution, Chancellor's Office, State Board of Higher Education, and the legislature (or the Emergency Board if the legislature is not in session). The OUS Controller's Division is responsible for the issuance of debt securities and maintenance of debt service programs. Until June 2002, long-term debt was consolidated on the books of the Chancellor's Office only, and current debt service only was kept on the institution's books. Now, all debt is attributed specifically to the institution's books and shown on individual financial statements (Exhibit 7-4, ORS 351.345, 351.350).

Adequacy of Financial Resources

A number of fund sources support the activities of Southern Oregon University. SOU operates on state appropriations, tuition, fees, and other generated revenue in order to support both educational and general operations. SOU also receives federal, state, and private grants and contracts for areas such as scholarships, fellowships, and sponsored programs. Sources/types of revenues are described in Exhibit 7-5.

SOU maintains a minimum of three year's history of the amount borrowed for capital outlay and a five-year projection of future debt repayments. Historically, SOU has had adequate cash reserves to meet daily cash flow requirement for operation purposes.

SOU is conservative in issuing debt for capital outlay and does not issue short-term or long-term debt to fund operations. Long-term debt is typically issued for major capital outlay within the auxiliary enterprises. The State of Oregon issues debt for general university capital outlay. SOU and/or OUS financial reports containing debt service schedules are maintained and reported annually. Audited financial statements contain appropriate note disclosures as required by generally accepted accounting principles.

SOU has worked hard to maintain financial stability for the past five years. A review of SOU financial statements for the past five years shows a decline in both state funding

allocations and student enrollment (hence, student tuition income). The impact of the associated revenue decline has caused SOU to spend further into its E&G fund balance than is considered prudent. The university is required by the OUS to formulate a plan during academic year 2006–2007 that will align revenues with expenses (Exhibit 7-6).

SOU is subject to the accounting and budgeting policies contained in OUS Internal Management Directives (IMDs) and the OUS Financial Accounting Standards and Operating Manual. These documents clearly state the policies and procedures required for transfers to occur between budget accounts and intra- or interfund loans. Any journal entries processed to transfer account codes are controlled by Business Services, dean, director, or chair approval—and approval queues (Exhibit 7-1, IMD 6.056; Exhibit 7-7).

The university budget funds many diverse offerings. Higher levels of funding are observed in specialized, technical, and professional programs. However, with the continued decline in state appropriations coupled with three years of enrollment declines, SOU has been unable to totally protect budgets in instructional areas.

As a public institution in the Oregon University System, SOU receives the majority of student financial aid dollars from governmental programs. Sources of financial aid are reported in Exhibit 7-8; the Perkins Loan default rates, including the evaluation year of 2005–2006, are reported in Exhibit 7-9.

As a state agency, SOU receives appropriations through OUS. Any unspent appropriations are to be returned to the state. SOU also collects tuition and fees, indirect costs, and other miscellaneous revenues, which allow the university to budget for reserves in its annual budgeting process. SOU currently sets aside E&G funds in three categories: utility rate increase reserves, enrollment/operating reserves, and institutional reserves. Many deans and directors try to develop and maintain a reserve, which may result in a carry-forward to their accounts at the start of each new fiscal year. Auxiliaries are required to fund reserves for (a) building repair and renovation, (b) equipment repair and replacement, and (c) debt service (Exhibit 7-10).

While SOU's educational and general operations are not dependent upon auxiliary enterprise income, most auxiliary services departments contribute 7.75 percent of revenue cover indirect administrative overhead (Exhibit 7-11).

Financial Management

SOU's president reports regularly to the OUS Board regarding the financial stability of SOU. OUS IMDs require university presidents to report directly to the chancellor concerning any events that substantially affect the well-being of the institution. The chancellor is then required to inform the OUS Board. The president recommends to the chancellor any proposals for significant changes of policy, plans, budget, or standards requiring approval of the board or the chancellor. The chancellor decides whether to take action or to recommend that the board take action. OUS IMDs also delineate the

expectations for university presidents to attend board meetings to discuss matters that affect their institutions.

As shown in the SOU organizational chart (Exhibit 6-2 c), the vice president for Finance and Administration reports directly to the president. The associate vice president for Fiscal Affairs (business and budget officer) reports to the vice president for Finance and Administration. Business Services reports to the associate vice president for Fiscal Affairs. Business Services includes Financial Services (preparation of financial statements and analysis, accounting, and budgeting), Purchasing/Contracting, Accounts Payable, and Student Financial Services (Exhibit 6-2 c; Exhibit 7-12).

The federal government requires an annual federal compliance and internal control audit of expenditures charged to federal grants and contracts. The audit, performed for the State of Oregon as a whole, follows the requirements of Office of Management and Budget (OMB) Circular A-133. Expenditure authority and budget monitoring are delegated to department heads. The OUS fiscal policy manual outlines roles and responsibilities, as well as policies and procedures for budgeting, accounting, and fiscal reporting and monitoring. A complete guide to closing the fiscal period and preparing for the external audit and financial statement preparation and review are outlined in the OUS Controller's Division year-end/fiscal audit procedures.

There are clearly defined cash management policies, approved by the Oregon State Treasury and Oregon State Board of Higher Education and implemented by the institution. According to OUS IMD budget policies, funds, including gifts, are deposited promptly into the Oregon State Treasury (Exhibit 7-13).

SOU is subject to OUS IMDs that require all accounting records and reports to be in conformity with generally accepted accounting principles. OUS is audited on an annual basis by an independent certified public accountant. According to the 2006 auditor's report, in a letter to the State Board of Higher Education (p. 20), "The changes within its financial position and its cash flows for the years then ended are in conformity with accounting principles generally accepted in the United States of America" (Exhibit 7-14).

SOU undergoes an annual independent audit as part of the OUS system. Periodic OUS internal audits are performed by the Internal Audit Division. A management letter is published as part of the documents produced in the audit process (Exhibit 7-15).

All of SOU's fiscal operations and corresponding internal controls are subject to review by the OUS Internal Audit Division. The university collaborates with the Internal Audit Division to provide input into the audit plan, assemble necessary data for audits, ensure recommendations are reasonable and practical, and implement recommendations as appropriate.

Reviews completed by the OUS Internal Audit Division include an examination of procedural steps to conduct an exit conference, develop a draft report, obtain management responses to suggestions, and follow up in six to twelve months to ensure

that agreed-upon changes have been implemented. Similar reviews conducted by the Oregon Secretary of State Audits Division include a request for an agency response detailing actions taken to correct identified deficiencies. Again, follow-up is conducted in subsequent periods to ensure institutional responsiveness. The OUS Fiscal Policy Manual requires institutions to implement recommendations provided by the external auditors. All audit reports are available for examination by the accreditation team (Exhibit 7-16).

Fundraising and Development

Two major entities are involved with fundraising activities at Southern Oregon University: the Office of Institutional Advancement (IA) and the Southern Oregon University Foundation. Institutional Advancement subscribes to the standards of CASE (Council for Advancement and Support of Education) ethics and Donor Bill of Rights; IA also has established policies and procedures in place to implement such standards. The office stipulates the manner in which donor information in hard-copy files and databases are maintained to protect donor privacy; provides internal procedures for coordinating, cultivating, and soliciting high-level gifts; outlines donor recognition and stewardship procedures and activities; states the policy for naming buildings, rooms, and other facilities to recognize donors; and sets out jointly with the Southern Oregon University Foundation the policy on minimum corpus levels and payout rates for endowments.

Institutional Advancement and the SOU Foundation are responsible for fundraising and are assisted by many departments within the university. These development efforts are coordinated and overseen in a businesslike and professional manner by qualified development staff. Institutional Advancement is currently directed by a professional with over twenty years of experience in the field of philanthropy.

The Southern Oregon University Foundation, a nonprofit 501(c)(3), is the major gift-processing unit for Southern Oregon University. Through joint fundraising efforts, endowments, and life income, funds have been established at the foundation. An investment committee establishes the foundation's policies and guidelines. The foundation is independently audited.

Southern Oregon University also maintains some endowments through OUS that are invested by the State of Oregon. Earnings are credited by OUS to Southern Oregon University. These investments are audited as part of the OUS independent audit. Records pertaining to endowments and life income funds at the Southern Oregon University Foundation are maintained at the foundation. Copies of documents for state-invested endowment funds are available at the Southern Oregon University office of Business Services, and originals reside at OUS.

The Southern Oregon University Foundation is a private nonprofit public benefit corporation established for the purpose of assisting Southern Oregon University. The foundation has obtained and continues to maintain tax-exempt 501(c)(3) status. Its

purpose is to aid and promote the educational and charitable purposes and lawful activities of the university.

A current contract between Southern Oregon University and the Southern Oregon University Foundation clearly articulates (a) the Oregon laws under which the foundation operates, (b) when and how the foundation may use the Southern Oregon University name, (c) the independence of both entities, and (d) the relationship between the two entities in terms of accepting gifts and investing and administering funds for the university. The contract also outlines the type of support the university provides to the foundation and that the foundation provides to the university. The contract formally establishes the joint development of guidelines that both the SOU Office of Institutional Advancement and the Southern Oregon Foundation will use in soliciting and administering contributions on behalf of the university.

Standard Seven Exhibits

- Exhibit 7-1: OUS Internal Management Directives 6.050 & 6.056.
- Exhibit 7-2: Campus master plan.
- Exhibit 7-3: Capital construction plan 2007-09.
- Exhibit 7-4: Oregon Revised Statute 351.345 & 351.350.
- Exhibit 7-5: Sources of revenue.
- Exhibit 7-6: Last five years' audited financial statements.
 - 2006, most recent statement.
 - 2005, financial statement.
 - 2004, financial statement.
 - 2003, financial statement.
 - 2002, financial statement.
- Exhibit 7-7: FASOM: Intra/inter-fund loans.
- Exhibit 7-8: Sources of financial aid.
- Exhibit 7-9: Perkins loan fiscal operations report, part III.
- Exhibit 7-10: Schedule of reserves: June 30, 2006.
- Exhibit 7-11: Auxiliary budget 2005-06.
- Exhibit 6-2 c: SOU organization chart.
- Exhibit 7-12: Business Services organization chart.
- Exhibit 7-13: OUS Internal Management Directives (IMD) 6.004 and IMD 6.005.
- Exhibit 7-14: OUS Internal Management Directives 6.003.
- Exhibit 7-15: FY2006 auditor's report.
- Exhibit 7-16: Last five years' internal audit reports.

Other required exhibits

- Exhibit 7-17: Debt services schedule and projection.
- Exhibit 7-18: Endowment and life income report.
- Exhibit 7-19: Year-end accrual report.
- Exhibit 7-20: Final retrenchment plan.
- Exhibit 7-21: Financial section of IPEDS report for past three years:
 - 2006/07 (FY 06), 2005/06 (FY05), 2004/05 (FY04).
- Exhibit 7-22: Detailed current operating budget.
- Exhibit 7-23: Default rates.

Required tables

- Table 7-1 - Current funds revenue.
- Table 7-2 - Current funds expenditures and mandatory transfers.
- Table 7-4 - Sources of financial aid. (see exhibit 7-8 above)
- Table 7-9 - Operating gifts and endowments.
- Table 7-10 - Capital investments.

Standard Eight: Physical Resources

Instructional and Support Facilities

The Southern Oregon University (SOU) campus in Ashland consists of 178 total acres of land. There are fifteen major academic and administrative buildings on the Ashland campus, and a new classroom building of 68,700 square feet is being constructed in downtown Medford as a joint effort with Rogue Community College. On the main campus in Ashland, there is a total of 1,301,095 gross square feet of buildings, of which 462,392 gross square feet are maintained by auxiliary enterprises (Exhibit 8-1).

Several of the buildings on the campus were constructed fifty or more years ago—Churchill Hall (1926), Britt Hall (1936), Central Hall (1949), and McNeal Hall (1957)—and require significant renovation. The older (east) portion of the Science Building, constructed in 1959, has reached the point where it should be replaced by a new building. Other buildings erected in the 1960s and 1970s—Taylor Hall (1965), the Music Building (1972), and the Education/Psychology Building (1973)—have also reached the point where deferred maintenance issues must be addressed. These maintenance issues include roof replacement; foundation waterproofing/drainage; replacement of heating, ventilation, and air conditioning (HVAC); electrical systems; window replacement; and refurbishment of interior finishes.

Capital projects completed since the last accreditation self-study have made significant contributions toward achieving the mission of the university. The Center for Visual Arts, completed in 2000, consists of two new buildings that flank the original Schneider Museum of Art. The 66,000 square foot complex includes the following spaces: two digital media labs, an enhanced printmaking studio, a ceramics studio with an adjacent outdoor raku kiln yard, a photography studio, a slide library/learning center, a 50-seat classroom for art history education, a Bachelor of Fine Arts Gallery, a student center, faculty offices for the Art Department, two seminar rooms, an extensive lobby with a gallery for the Art Department, and a 160-seat, state-of-the-art auditorium. Prior to the construction of the Center for Visual Arts, the Art Department was housed in several buildings across campus. Six rooms in Taylor Hall were utilized as studios. The faculty offices and a gallery were located in Central Hall. Ceramics facilities were located in the lower level of Britt Hall. Pine Hall (which was demolished to build the Hannon Library) housed printmaking and photography. Siskiyou Commons (now the Marion Ady Building) housed offices, drawing and painting studios, and art history classes. Art history classes were also taught in Mulkey Auditorium in Churchill Hall, the Music Building, the Science lecture hall, and lecture halls in Taylor Hall. With the construction of the Center for Visual Arts, these spaces were made available for other uses.

Four major capital projects have been completed in the past three years. The Rogue Valley Community Television Multimedia Center, completed in 2004, houses Rogue Valley Community Television (RVTV), which has been owned and operated by Southern

Oregon University since 1989. RVTV provides public, educational, and government access television services to the citizens of Jackson and Josephine Counties. In addition, RVTV is home to the Media Arts concentration of the Communication Department and provides educational opportunities for students enrolled in the Media Arts program. This 8,385 square foot facility includes a fully integrated media classroom, a studio facility, a shooting studio, digital editing room, and offices for two Media Arts instructors—all used by the Media Arts program. Rogue Valley Community Television had previously occupied space in the library and vacated that space upon completion of the new facility. The total project budget for the Rogue Valley Community Television Multimedia Center was \$925,000.

The Lenn and Dixie Hannon Library, completed in 2005, consists of 61,700 square feet of new construction and 64,000 square feet of remodeled building. In addition to library resources, the facility includes the following spaces: the Center for Teaching, Learning, and Assessment; a 44-seat distance-learning/general classroom; a 46-seat distance-learning classroom; a 32-seat computer classroom; Information Technology Center (with 38 computer stations and 9 media playback stations); 22 study rooms; 34 reference computer stations; 804 general library and study room seats; four conference/meeting rooms; and a coffee shop. The Hannon Library provides a variety of spaces—study rooms, areas with comfortable seating, noisy gathering spaces, quiet corners, individual study tables, and computer access to resources—where students can pursue learning activities individually or in groups. The building provides both wired and wireless connections to the campus computer network. A coffee shop was included to provide a welcoming quality to the building and the study atmosphere that today's students expect. The total project budget for the Hannon Library was \$23,200,000.

The Madrone Residence Hall, completed in 2005, consists of 34,000 square feet of new construction and was designed to serve the needs of upper division students in the twenty-first century. The structure contains 24 apartment units, each with four single-occupancy bedrooms, two bathrooms, and a combined kitchen/living room space. Four apartments in each of two wings per floor share a small common area; a larger common area joins the two wings on each floor. This design creates layers of privacy and public space, encouraging each student to move from individual life to citizenship in the larger community. The total project budget for the Madrone Residence Hall was \$7,200,000.

The Stevenson Union addition and renovation, completed in 2005, created 5,000 square feet of new space above the Redford Lounge for the Sours Student Leadership Center. The project included the following renovation work: seismic reinforcement, installation of a new fire sprinkler system, restroom renovations, installation of an ADA-compliant elevator in the southwest corner of the building, and remodeling of the Elmo's Food Court serving and dining areas. A number of offices and programs were relocated as a result of the renovation. The Nontraditional Student Commuter Resource Center, International Programs, the Women's Resource Center, and the Queer Resource Center were relocated into larger spaces—each of approximately 1,100 square feet. The Stevenson Union now has wireless connectivity throughout the building. The total project budget for the Stevenson Union addition and renovation was \$7,350,000.

Two major capital projects are either in construction or planned for the next three years. The Higher Education Center, on which construction began in March 2007, is a joint effort by Southern Oregon University and Rogue Community College (RCC) to create a shared educational facility in downtown Medford (Exhibit 8-2). This facility has been designed to transform the programs and services offered by the two institutions to make postsecondary education more accessible to students in the Rogue Valley. The new building will facilitate a more seamless transfer process for students wishing to do lower division coursework at RCC and then complete their degrees at SOU. Increased interactions between faculty members from SOU and RCC will improve coordination between programs at the two institutions. This facility will enable SOU to accommodate all of its Medford-based programs under one roof, rather than at multiple locations throughout the city. The 68,700 square foot building includes the following spaces: 28 classrooms, two multipurpose rooms/classrooms, a 100-seat presentation hall, a videoconference classroom, a science lecture hall, three science class laboratories and lab prep room, a seminar room, a business center, three computer labs, faculty offices, support staff offices, and conference rooms. It is anticipated that construction of the Higher Education Center will be completed in July 2008. The total project budget for the center is \$22,200,000.

The second major capital project planned for the next three years is a proposed \$8.7 million expansion and renovation of the Theatre Arts Building, which will include 22,150 square feet of new construction and 10,488 square feet of remodeled areas (Exhibit 8-3). New facilities are needed to house the university's Theatre Department, the largest undergraduate theatre program in the western United States. Enrollment in Theatre Arts has grown to 200 in a facility that was built to accommodate 60 theatre majors. Within the Oregon University System, SOU is a Designated Center of Excellence in the Fine and Performing Arts. The Oregon University System has also acknowledged the SOU Theatre Arts program as a Program of National Distinction. The primary program requirements of the proposed Theatre Arts Expansion are (1) the addition of three major instructional spaces—a rehearsal hall, an 80-seat classroom, and a computer laboratory; (2) expansion and modernization of existing facilities, including faculty offices, the costume department, business offices, and the public restrooms; and (3) update of technical support spaces. XI-G bond funds will be available for half of the project funding in the 2007–2009 biennium; the balance of the project funding will need to be raised by the university from private sources.

Conceptual plans have been developed for a proposed 41,000 square foot building for Jefferson Public Radio (JPR). It is anticipated that the new JPR Building will be completed by 2011. JPR is owned and operated by Southern Oregon University and extends the university's regional educational mission by promoting lifelong learning and fostering the development of the human creative and intellectual spirit in the region. This project would be funded through private donations and would include the offices and studios of JPR, a 100-seat auditorium, a library, a museum, a gift shop, and a café. When the JPR Building is completed, over 4,000 square feet of space in Central Hall will become available for other uses.

A pre-design document and conceptual plans have been developed for a future Science Building project, which would demolish the older portion of the building (constructed in 1959), renovate the newer portion of the Science Building (constructed in 1967), and add 171,000 gross square feet of new construction (Exhibit 8-4). The resulting new facility will become the home to the School of Sciences (including environmental sciences, biology, chemistry, physics, material science, and geology), the Computer Science Department, the Mathematics Department, and the Oregon Health and Science University (OHSU) nursing program. The School of Sciences programs presently occupy space in four campus buildings. The OHSU nursing program occupies space in three campus buildings and is unable to attain its stated goal of doubling in size within its existing spaces. Spaces in both portions of the Science Building fail to meet current health, safety, environmental, and practical needs of modern laboratory and teaching spaces. When the new Science Building is completed, 15,000 net square feet of office and lab space and at least four priority classrooms will become available for other uses.

The Ashland campus houses 101 classrooms of varying sizes and configurations with stations for 4,715 students (Appendix 8-1; Appendix 8-2). There are an additional 46 teaching laboratories with stations for 1,436 students on the Ashland campus (Appendix 8-3). At the Mary Phipps Center in Medford, there are five classrooms with stations for 174 students and two teaching laboratories with stations for 28 students. Enrollment in classes taught at the Mary Phipps Center is constrained by the small size (less than 20 student stations) of some of the classrooms in the building. The Mary Phipps Center also has accessibility issues which necessitate scheduling classes in other classroom facilities in Medford.

Classroom modernization projects to upgrade outdated classrooms have been completed since the last accreditation self-study. For the current biennium, \$260,000 of capital repair funds was budgeted for classroom modernization projects, and classrooms in Central and Taylor Halls and the Science Building are being refurbished. As noted in the 1997 Evaluation Committee Report, science laboratories are marginal (especially in the older portion of the Science Building). Additional computer labs have been created with the construction of the Hannon Library and the Center for Visual Arts. Current funding sources are not adequate for all of the improvements that are needed in work, study, and research spaces. A Space Reassignment Study was included in the Southern Oregon University Campus Master Plan 2000–2010 (Exhibit 8-5) for space in Central Hall, Taylor Hall, Britt Hall, and Pine Hall that would be vacated by the Art Department when it moved into the Center for Visual Arts. These space reassignments were implemented when construction of the Center for Visual Arts was completed.

Classrooms are furnished adequately for teaching and learning, but many still have tablet-arm chairs (in some classrooms the chairs are fixed), which fail to accommodate some students and are unsuitable for some types of instruction. The faculty and students have expressed a preference for tables and chairs, which have become the standard for classroom renovations and new construction. New tables and chairs are being provided in several current classroom modernization projects. Most classrooms have white board (or

chalkboards or both) and projection screens. The laboratory furniture in the science laboratories is adequate for study and research but outdated (especially in the older portion of the Science Building). The furniture in offices is adequate but, in some cases, outdated.

The maintenance, management, and operation of instructional facilities are adequate, but reductions in the budgets and staffing of the Facilities Management and Planning Department (FMP) have limited the amount of maintenance that can be performed on instructional facilities. The amount of capital repair funding (\$1,662,028 for the 2005–2007 biennium) provided by the legislature also restricts the extent to which deferred maintenance issues on instructional facilities can be addressed. In 2001, the Oregon University System (OUS) Capital Construction Office commissioned the Pacific Partners Consulting Group to conduct a Capital Repair/ Deferred Maintenance Study of the OUS campuses. In October 2001, these consultants estimated the deferred maintenance costs for the Southern Oregon University campus to be \$31,532,000.

The Facilities Management and Planning Department is responsible for the operation and maintenance of instructional facilities on the Ashland campus and the Mary Phipps Center in Medford (Exhibit 8-6). Facilities Management and Planning is structured into six divisions with the following staffing levels (including supervisors):

Custodial Services	17.5 FTE
Building Maintenance.....	7 FTE
Landscape Services	6 FTE
Utilities/HVAC.....	5 FTE
Lock Shop.....	2 FTE
Support Services.....	3 FTE

Of the 178 acres of land owned by SOU in Ashland, FMP’s Landscape Services Division maintains approximately 65 acres of turf and landscaped areas. Seventeen acres of SOU-owned property are leased to two governmental agencies and a nonprofit community organization and are not maintained by Landscape Services staff. Minimal landscape maintenance is provided on a 4.5 acre parcel in Roca Ravine, site of a future arboretum. The Landscape Services staff consists of a supervisor and five grounds workers. There are two fewer grounds workers than when the previous self-study was submitted in 1997. This decrease in staff level has made it more difficult to adequately maintain the grounds of the university.

The Custodial Division of FMP is responsible for the cleanliness of academic and administrative buildings. The division consists of 1 FTE custodial supervisor and 16.5 FTE custodians, who are responsible for 704,714 square feet of buildings. Each custodian is responsible for cleaning 42,454 square feet of building area. The Association of Higher Education Facilities Officers (APPA) published *Custodial Staffing Guidelines for Educational Facilities* to assist facility officers in determining the staffing needs for cleaning or to identify expectations from given staffing. APPA considers its Cleaning Service Level 3 to be the minimum acceptable cleaning service level (Exhibit 8-7). The

guideline for APPA's Cleaning Service Level 3 ("casual inattention") is 28,758 square feet/custodian. With the present level of custodial staffing, the APPA Cleaning Service Level being achieved in campus buildings is Level 4 ("moderate dinginess"). There are 3.5 fewer custodians than when the previous self-study was submitted in 1997. A building manager is assigned to each campus building and serves as the primary contact person for the building in communication with FMP. The building manager is responsible for notifying FMP of any maintenance or safety-related issues in the building. FMP performs quarterly inspections of campus buildings (three buildings per quarter) to identify maintenance and safety issues that require attention. Work orders are then generated by FMP for correction of deficiencies.

In 2005, FMP requested APPA to conduct a Facilities Management Evaluation Program (FMEP), which took place on July 23–29. In preparation for the site visit and formal evaluation, SOU completed a self-study and supplied institutional profile resource materials to APPA. An FMEP team was sent to the SOU campus by APPA for an on-site review. Using a list of seven objective criteria developed as part of the Facilities Management Evaluation Program, FMP was examined with respect to the clarity and adequacy of its leadership, strategic and operational planning, customer satisfaction, information analysis, development and management of human resources, process management, and performance results. In addition, the evaluation paid special attention to two recent departmental reorganizations. The team conducted interviews, reviewed data, verified information, made recommendations for improvement, and developed a written report of their findings and observations. Since the study, many of the recommendations of the FMEP have been implemented by the Facilities Management and Planning Department.

In an effort to make its operations more efficient and effective, FMP is collaborating with the Facilities Services Department of the University of Oregon to implement the FAMIS computerized maintenance management system on the SOU campus. SOU will utilize the University of Oregon's FAMIS site license, and the University of Oregon will provide the database administrator and system administrator. The FAMIS system will enhance the capability of FMP to manage all aspects of corrective maintenance, preventive maintenance, alterations, and renovations; it will automate the entire maintenance process from work identification to work completion. An enhanced Web self-service page will be available to the campus community to submit work order/service requests and track progress and costs. In conjunction with the implementation of the FAMIS computerized maintenance management system, FMP has contracted with the Facilities Services Department of the University of Oregon to have AutoCAD drawing files and PDF images of the floor plans of the major campus buildings prepared. These drawing files and PDF images will be valuable resources for the maintenance and remodeling of campus facilities.

Efforts have been made to reduce energy consumption by the university's heat plant and to improve the efficiency and performance of the HVAC systems in campus buildings. In 1999, SOU entered into an energy-saving performance contract with Johnson Controls, Inc. Included in the scope of the performance contract were replacement of the chiller

and cooling tower in the heat plant, installation of a direct digital control system in campus buildings, installation of variable frequency drives in campus buildings, and a fire alarm system that can be expanded to bring every building up to code. In the past year, considerable energy savings have been achieved by fine tuning the building HVAC system operating schedules to reduce the number of hours that the systems operate in occupied status.

(Please see Standard Five on Information Technology, subsection entitled “Extending the Boundaries of the Campus.”)

Health, safety, and accessibility requirements are integrated into the design of all new facilities, as well as all renovation and remodeling projects. New university facilities are designed to comply with federal, state, and local codes and regulations, including ADA requirements.

Funds are allocated out of the capital repair budget for each biennium to address health and safety needs, such as asbestos abatement and mold remediation. Regular meetings are held by the associate vice president for FMP, the director of Environmental Health and Safety, and the Asbestos Management coordinator to discuss safety issues and coordinate efforts to address these issues. Funds are also allocated out of the capital repair budget to address code compliance issues and to address security needs, such as expansion of the campus network of emergency telephones, door access control systems, and additional exterior lighting. The use of these funds is coordinated between the associate vice president for FMP, the co-directors of Campus Public Safety, and the director of Environmental Health and Safety. Funds are additionally allocated out of the capital repair budget to address issues relating to access for the physically disabled. The use of these funds is coordinated between the associate vice president for FMP and the director of Disability Services for Students. Funds are also allocated for upgrades to existing elevators in campus buildings to meet the requirements of the Americans with Disabilities Act and improve the reliability of the elevators.

In 2002, FMP commissioned a comprehensive study of accessibility issues, which encompassed the campus grounds, parking lots, and all campus buildings. For each observed deficiency, the report notes the code reference and provides a recommendation or alternatives. It will take considerable funding and many years to address all of the deficiencies cited in the report. The university’s initial efforts toward compliance have been concentrated on site and parking lot accessibility issues because of the amount of elevation change across the campus. However, significant improvements have been made to elements of campus accessibility with the construction of new buildings such as the Hannon Library and Stevenson Union addition. In the Hannon Library project, the computer labs were equipped with several workstations that permit height adjustment to provide accessibility. Specialized technology for the disabled—including a student workstation with hardware and software features for accommodation, two print/photo enlarging devices for patrons with limited vision, and computers with simple-screen reading technology—was provided. A family restroom was provided to accommodate a disabled person with an assistant. An accessible route was created from the building

entrance to a passenger drop-off area and accessible parking spaces. Sloped sidewalks and ramps connect to the existing campus pedestrian circulation system. Provisions were also made to enhance public safety in the vicinity of the Hannon Library. A blue light emergency telephone was installed near the passenger drop-off area. New exterior lighting was installed in the area between the library and Churchill Hall and in the area immediately east of the library. In the Stevenson Union addition project, a new elevator was provided at the front lobby to improve accessibility within the facility. In addition, the public restrooms on the second and third floors were renovated to provide accessibility, and an accessible unisex restroom was created on the first floor.

Beginning in August 2005, safety walks have been conducted by staff members from Campus Public Safety, FMP, and Student Housing prior to the beginning of the fall quarter to identify areas where exterior lighting is not sufficient. Thirty-five new pole-mounted exterior lighting fixtures (similar to those used in the Hannon Library project) have been installed as a result of the safety walks. In addition, seven flood lights have been installed on the Science and Music Buildings to provide increased illumination.

Since May 2000, seventeen emergency telephones have been installed on the campus in the following phases:

- Phase I (2000) - Education/Psychology Building, Taylor Hall, and Cox Hall
- Phase II (2001) - Science Building, McNeal Hall, and the Media Center bridge (now the back of the Hannon Library)
- Phase III (2002) - Britt Hall, Central Hall, the Stevenson Union Plaza, and the Theatre Building
- Phase IV (2005) – Hannon Library Plaza, Greensprings Residence Hall (east and west entrances), 382 Wightman St. (Campus Public Safety Building), Suzanne Homes Residence Hall, and Glacier Hall of the Cascade Residence Hall Complex

As funding is available, electronic door access systems are being installed at campus buildings to enhance personal security when the buildings are closed—after hours and on weekends. Online door access systems have been installed in the following buildings: Central Hall, the Education/Psychology Building, McNeal Hall, the Music Building, the Stevenson Union, and Taylor Hall. Freestanding door access systems have been installed in the following buildings: Art Building, Marion Ady Building, Hannon Library, Student Health and Wellness Center, Cox Hall, Susanne Homes Hall, the Cascade and Greensprings Residence Hall Complexes, and the Madrone Residence Hall.

Upon request, Campus Public Safety (CPS) will provide escort services on campus to physically disabled persons for safety and security. In collaboration with Telecommunications Services, CPS is coordinating the development of a new emergency phone system on campus. CPS facilitates the biannual safety walks to identify unsafe conditions and areas with inadequate or nonfunctioning lighting. CPS patrol officers report locations of potential accidents and environmental safety concerns to FMP and

Environmental Health and Safety. In cooperation with Student Life and Disability Services, Parking Services ensures that campus parking lots have the required amount of parking spaces available for the physically disabled. Enforcement of issues regarding parking spaces for the disabled is a high priority for Parking Services.

In 2003, the Education/Psychology Building underwent a major asbestos abatement project. All of the classroom and office functions were temporarily relocated to other buildings on campus for six months while friable, asbestos-containing materials were removed and replaced with nontoxic materials. The university provided air quality testing, education for the building occupants, and personal health screening for anyone concerned about asbestos exposure. At the time, there were concerns that building occupants had not been sufficiently trained to work in an environment in which asbestos-containing materials exist. Following this incident, an asbestos management policy was developed by the university.

The university's principal off-campus classroom facility is the Mary Phipps Center in Medford. The physical facilities are generally appropriate to the programs offered, but the building has some limitations that affect its utilization as a classroom facility. The front entrance to the building is not accessible to persons with physical disabilities, and the second floor is not served by an elevator. Accommodations are made for students who are unable to negotiate stairs by rescheduling classes in one of the university's leased spaces, which are accessible. SOU is in the process of consolidating all of its off-campus instructional offerings in Medford into a new classroom building that will be jointly owned and operated with Rogue Community College. Construction of this new facility, which will be fully accessible, is scheduled to be completed by July 2008. The Mary Phipps Center will be closed when the new classroom building is completed.

Southern Oregon University has utilized educational space in the following locations in Medford: the Job Council Career Center, the Rogue Valley Mall (discontinued), North and South Medford High Schools, and Crater High School. The space leased by SOU in the Job Council Career Center is configured as classrooms in which basic classroom equipment (such as white board) is provided. Some of the classrooms are equipped with LCD projectors and projection screens. Portable LCD projectors are also provided upon request. For many years, SOU teamed with Rogue Community College, the Job Council, the Oregon Employment Department, Southern Oregon Goodwill Industries, and Asante Health System to operate the Education Resource Center (ERC) at the Rogue Valley Mall. The ERC offered a one-stop location for higher education, vocational training, job opportunities, health care, and community services for Jackson and Josephine Counties. The facility was closed in August 2006 for budgetary reasons. The spaces that SOU utilizes in the North and South Medford High Schools and Crater High School are typical high school classrooms. Some of the high school instructors who normally teach in these classrooms will not permit the chalkboards to be used for SOU classes. In many cases, the classrooms lack media equipment such as TV monitors and VCRs. Of the remote locations at which SOU teaches classes, the high schools are the most accessible to the physically disabled.

Equipment and Materials

Since the last accreditation process, there has been tremendous growth in the use of computer equipment in classrooms, laboratories, and offices on the campus (Exhibit 5IT-3 a, 5IT-3 b, page 1). With the exception of a small number of adjunct faculty members and FMP personnel who share computers, each faculty and staff member has a computer. A number of administrators and faculty members have both desktop and laptop computers. For efficiency and cost-effectiveness, Information Technology (IT) encourages persons with mobile computing needs to consolidate to a single laptop computer.

There are a total of 783 computers (mostly in computer labs) available to students on campus to use for completing academic work or other curricular activities (e.g., student government, clubs, research with faculty). The quantity of computers is sufficient although general access lab facilities fill up during peak times, such as just prior to final exams. All computer labs have printers, and many have scanners. Some high-end printing and plotting equipment exists in certain facilities to support software application needs (art, video production, and the GIS laboratory).

Approximately 75 percent of SOU classrooms have smart classroom equipment—mostly LCD projectors and computers, monitors, and VCR/DVD players. A few departments have installed a Smartboard or Symposium (electronic white boards) in select classrooms. As funding becomes available, the number of classrooms equipped with document cameras and electronic white board technology will increase. A variety of media equipment for classroom use is available for checkout by faculty members and students (Exhibit 5IT-3 c). The Mary Phipps Center in Medford has an adequate number of computer lab stations. Some of the classrooms are not equipped with LCD projectors, and the media equipment varies considerably from classroom to classroom.

IT performs all service and repair of computers and printers—except of highly specialized printers and plotters, which are on service contracts. Technicians are certified by the product manufacturer to do both in-warranty and out-of-warranty repairs. IT also has a dedicated team of lab/classroom support personnel that focuses solely on the support of the computer labs, smart classrooms, and other computers used by students for completing academic work or student activities. This support team was developed in response to concerns about the amount of faculty effort required to maintain lab facilities. Using a variety of automated tools, the team has been effective in performing routine maintenance of the computer equipment and software, but faculty time is still necessary to assist students in the use of highly specialized software and equipment in these facilities and to handle some of the less routine application maintenance. Some academic departments have resources to commit to the maintenance of these facilities while others struggle to keep up with the workload. There is inconsistency in the way faculty members have been compensated for these activities.

IT maintains inventories of desktop and laptop computers, media equipment, servers, and network electronics, and all networked printers on campus. IT installs and moves most of the equipment on campus. Departments are required to notify IT whenever equipment must be relocated, so that inventories can be maintained and other data security and repair procedures are followed. Various electronic inventory tools are used to maintain equipment inventory details.

Desktop computers in the labs and other computer equipment dedicated for student use are on a four-year equipment replacement cycle (Exhibit 5IT-3 b). Technology fees pay for these replacements. In fiscal year 2005–2006, computer replacement was delayed, and funds were utilized to cover other IT services. This was a temporary alteration in the schedule to help the institution cope with a budget shortfall. The number of labs and computers covered by the lab replacement plan has continued to grow over the years—by more than the number of computers originally purchased with technology fees. This occurs when a department has one-time funding (usually a grant) or building project funds that are used to buy equipment initially. Budget cuts over the past several years have pushed expenses previously covered by other IT funding sources into the technology fee budget. This has created a maintenance burden for the replacement plan, and expenses now slightly exceed revenues.

Printers in lab facilities are replaced on a four- to six-year cycle, depending on the amount of equipment usage and application requirements. Students are charged for printing, and these revenues are used to cover the cost of replacing printers.

Smart classroom equipment is replaced on a four-year cycle for computers and on a 10- to 15-year cycle for LCD projectors and other equipment (Exhibit 5IT-3 b). Smart classrooms have been created using multiple sources of funding. Individual academic departments are responsible for the replacement of media equipment in classrooms they have equipped with smart classroom technology. Many departments have had funds to buy the equipment initially but have not had funds to replace the equipment. Any equipment purchased using technology fees would be replaced using technology fees, assuming that these fees remain adequate to cover expenses. With enrollment declines and campus budget reductions, there are some years in the future in which IT is not sure it will have sufficient funding to cover projected expenses.

There is no replacement plan for desktop computer equipment for faculty and staff members. The individual departments (not IT) are responsible for the purchase and replacement of computers and printers for their staff members. As funding is available, equipment is replaced on an ad hoc basis in most departments. IT estimates the annual budget shortfall for desktop computer equipment replacement (with a five-year replacement cycle) to be \$250,000 to \$300,000. The problem of affording computer equipment is acute for some academic departments, particularly those in the School of Arts and Letters, the School of Social Sciences, and some of the science departments. To help faculty members in under funded departments, end-of-life equipment from the computer labs and smart classrooms is handed down to faculty members who have outdated computers. In the IT external review, desktop computer replacement was cited

as a problem requiring attention. Faculty members indicate the lack of an adequately configured computer to be a problem in both the Faculty Technology and the Help Desk Satisfaction Surveys (Exhibit 5IT-4 c). This problem cannot be solved without adequate funding, either for the departments or through a replacement fund that would be managed by IT. A strategic initiative for establishing a replacement plan was submitted and approved, but it was not funded during the 2003–2005 strategic planning cycle.

At the request of the university's vice president for Finance and Administration, a systematic review of the university's health and safety program was conducted by Elizabeth Dickenson, risk manager for the Oregon University System, in the fall of 2004. This review made recommendations regarding several areas of concern: required programs, training, medical surveillance, communication, and special concerns. In response to this review, the university created the Department of Environmental Health and Safety and hired a director for this department in 2005. The new director has an educational background in industrial supervision and safety engineering and nineteen years of experience in university environmental health and safety (in both teaching/research institutions and hospital environments), providing expertise heretofore absent from the campus.

Also in response to the review, the content and compliance of all existing written safety programs were evaluated, and new procedures were developed. These procedures are available on the Environmental Health & Safety Web site. The use, storage, and disposal of hazardous materials are now performed in accordance with these procedures. A new pre-fabricated chemical storage facility has been located in the FMP compound for the collection and temporary storage of hazardous materials by Environmental Health and Safety.

IT disposes of outdated and nonfunctional computer equipment in accordance with regulatory requirements for proper disposal of computer electronics. Disposal of this equipment is coordinated by IT, using recyclers that adhere to DEQ- and EPA-sanctioned practices to divert materials from solid waste landfills. Plastics are sent to a plastic recycling center. Circuit boards are sent to a processing plant that extracts all precious metals. Glass from CRTs is sent to a smelter. Metals are cleaned and recycled, and hard drives are destroyed. Before electronic storage media leaves the SOU campus, it is electronically overwritten using Kill Disk, which conforms to U. S. Department of Defense clearing and sanitizing standards.

Physical Resources Planning

Campus development plans have been developed for Southern Oregon University since at least 1962. Since 1979, campus master plans have been developed at the beginning of each new decade. The Southern Oregon University Campus Master Plan 2000–2010: Planning for the New Millennium was completed on May 24, 2000 and is consistent with the mission and long-term educational plan of the university (Exhibit 8-5). The campus master plan was developed using the university's strategic goals as guidelines to connect

the institutional concept of Southern Oregon University with the development of its physical environment. The next major update to the campus master plan is scheduled to take place prior to 2010.

In 2003, the university hired architects to develop a specialized master plan for the Ashland Street/Walker Avenue block as an update to the 2000–2010 master plan. This plan refined the building improvements plate to identify building locations for a proposed convocation center and new buildings for Rogue Valley Television and Jefferson Public Radio (Exhibit 8-8). In 2005, Student Housing hired an architectural firm to prepare a housing master plan for long-term housing development on the campus. The master planning process included an analysis of existing housing facilities, a visioning workshop, and work sessions with the project team and planning committee. In addition, surveys were conducted with students to gain insights into their priorities for housing.

For each biennium, the university submits a capital construction request to the Oregon University System for the upcoming biennium and the two following biennia (Exhibit 8-9). The proposed sources of funds (state general funds, XI-G Bonds, XI-F Bonds, and other funds) must be identified for each project included in the capital construction request. For projects in which funding through XI-G Bonds is included, matching funds must be raised by the institution. No additional state funding is provided to cover the operating expenses of new capital projects. The university must absorb these new expenses into their budgets and then increase tuition and fees to cover the total expenses, including the added expenditures. The capital needs of Student Housing and facilities funded by student building fees (i.e., the Student Health and Wellness Center and the Recreation Center) are restricted by the university's debt capacity. There will not be sufficient debt capacity to issue bonds for capital projects for these auxiliary enterprises until 2010.

Physical resource planning referred to in this standard is integral to all capital project design undertaken by the university. Planning to address the needs for access to institutional facilities by special constituencies (including the physically impaired) is conducted in consultation with the director of Disability Services for Students. The director also reviews the plans for new facilities to ensure that accessibility needs are addressed. Physical resource planning to address the needs for appropriate security arrangements is conducted in consultation with the co-directors of Campus Public Safety. In addition, the director of Environmental Health and Safety reviews plans for new facilities to ensure that safety issues are addressed.

During the programming and design phases for new facilities, planning is conducted to ensure that provisions for accessibility and security needs are incorporated into new construction. As an example, the following security provisions are included in the new Higher Education Center in Medford:

1. a door access control system at the exterior entrances and selected interior doors, including the doors to the elevator and exit stairs
2. the capability to lock/unlock the exterior doors remotely

3. a digital building evacuation message in the fire alarm system
4. speakers in the audible/visible devices of the fire alarm system
5. a microphone in the fire alarm panel that can be used to broadcast emergency messages to the speakers in the audible/visible devices in the building

The steering committee for the Southern Oregon University Campus Master Plan 2000–2010 was chaired by the president and included 45 members representing the various campus constituencies and the City of Ashland (Exhibit 8-5). Oregon Administrative Rule 580-050-0001 sets minimum requirements for the content of the master plan. The plan is adopted at the campus level and filed with the Chancellor’s Office of the Oregon University System. SOU operates under OUS policies and procedures that ensure governing board members and affected constituent groups are involved, as appropriate, in planning physical facilities. During the preparation of the Southern Oregon University Campus Master Plan 2000–2010, the university surveyed students, faculty, and campus neighbors (those within 250 feet of the university’s campus boundary). A total of 367 students, faculty, and neighbors responded to the surveys.

The University Planning Committee is an active partner with university administration in the development of guidelines, criteria, and procedures for program, fiscal, and physical planning. The committee membership consists of one faculty member from the following subdivisions of the university: School of Arts and Letters, School of Business, School of Sciences, School of Education, School of Social Science, Health and Physical Education, Library, Associated Professors: Southern Oregon University (AP:SOU), and Faculty Senate. Other members of the University Planning Committee include administrators (one member), classified employees (one member), and student government (two members). The provost, vice president of Finance and Administration, and vice president of Student Affairs serve as ex officio members of the University Planning Committee.

Standard Eight Exhibits

- Exhibit 8-1: SOU Campus Map.
- Exhibit 8-2: Site plan of Higher Education Center, Medford.
- Exhibit 8-3: Space needs and conceptual design program, Theatre Arts remodel and additions.
- Exhibit 8-4: Pre-design and programming report, School of Sciences.
- Exhibit 8-5: The SOU Campus Master Plan 2000–2010: Planning for the New Millennium.
- Exhibit 8-6: Facilities Management & Planning organization chart.
- Exhibit 8-7: APPA custodial service levels.
- Exhibit 8-8: Ashland Street/Walker Ave block master plan.
- Exhibit 8-9: Capital construction request, education and general projects
- Exhibit 8-10: Campus map showing changes in the past 3 years.
- Exhibit 8-11: Plans for remodeling, renovation, and major maintenance projects.
- Exhibit 8-12: Major property additions.

Appendices

- Appendix 8-1: Classrooms and seminar rooms.
- Appendix 8-2: Average classroom use, 2003–2005.
- Appendix 8-3: Lower division class laboratories.

Standard Nine: Institutional Integrity

Southern Oregon University (SOU) is committed to operating with integrity in every endeavor. For the SOU community, institutional integrity is defined as (1) meeting a high standard of employee and institutional accountability, (2) honesty, (3) ethical behavior, (4) fair treatment for all, (5) respect for each member of the university community, and (6) consistent action based on clear expectations. Integrity includes a commitment to the protection of academic freedom, accuracy, honesty in programmatic claims, and active efforts to promote diversity.

Southern Oregon University, including governing board members and employees, subscribes to, exemplifies, and advocates high ethical standards in management practices and business operations and in all of its dealings with students, the public, organizations, and external agencies. SOU regularly evaluates and revises as necessary its policies, procedures, and publications to ensure continuing integrity throughout the institution.

Institutional Ethics

All public employees of SOU are covered by the State of Oregon's government ethics laws. SOU's Human Resources Services Web site provides an index of policies, Internal Management Directives (IMDs), union contracts, and university and State of Oregon administrative rules related to ethical and lawful conduct by employees, including policies on sexual harassment and consensual relations. In addition, various other policies related to student and employee conduct are posted on the Web pages of the relevant authority; for example, the student handbook and Information Technology Acceptable Use Policy are posted on the Student Affairs and Computing Services Web pages respectively.

Faculty members at SOU are represented by the Association of Professors: Southern Oregon University (AP:SOU). AP:SOU represents all tenure-related faculty and fixed-term faculty with an appointment of .5 FTE or greater. SOU negotiates and maintains the collective bargaining agreement (CBA). The current CBA runs from September 1, 2005 through August 31, 2007. AP:SOU serves as a primary advocate for academic freedom on campus and provides orientation to new SOU faculty members. The following articles in the CBA assure that faculty members are treated fairly:

- Article 1 (Preamble) explicitly guarantees academic freedom to SOU faculty.
- Article 10 (Appointments and Evaluation of Faculty) outlines procedures for fair treatment in appointing and evaluating faculty.
- Article 11 (Retrenchment) outlines procedures for fair treatment of faculty members during financial exigency or program elimination.
- Article 17 (Grievances) provides procedures for resolving disputes between faculty members and administrators.

Furthermore, faculty members are also covered by the SOU Faculty Constitution and Bylaws and the Oregon University System (OUS) rules. The specific Oregon Administrative Rules (OAR) for SOU are found in OAR Section 573. The following articles of the Faculty Constitution and Bylaws assure that faculty members are treated fairly:

- Article 5.200 (Guidelines for Promotion and Tenure of Academic Faculty) outlines fair treatment for the promotion and tenure of academic faculty.
- Article 7.200 (Faculty Records) outlines fair treatment for faculty review and removal of documents from the evaluation file.
- Article 7.300 (Faculty Grievance Procedures Regarding Personnel Actions) outlines fair treatment for faculty to resolve disputes.
- Article 7.400 (Procedure for Hearing Challenges to Disciplinary Actions or Procedures) outlines fair treatment in due process of complaints and disciplinary actions.

Classified staff at SOU are represented by the Service Employees International Union (SEIU) Local 503, Oregon Public Employees Union (OPEU). The collective bargaining agreement (CBA) is negotiated on a statewide basis, and the contract applies to employees at all of Oregon's public four year institutions. The effective term of the current contract is 2005–2007, at which time a successor agreement will be negotiated. The following articles of the CBA assure that classified employees are treated fairly:

- Article 10 (Union Rights) outlines rights and guarantees fair treatment.
- Article 16 (Personnel Records) outlines employee access to official files and guarantees fair treatment regarding any information placed in official files.
- Article 17 (Discipline and Discharge) outlines due process guarantees assuring fair treatment.
- Article 18 (Grievance and Arbitration Procedure) articulates fair and equitable treatment in the course of resolving disputes.
- Article 19 (No Discrimination) guarantees that neither the employer nor the union will engage in unlawful discrimination. It also outlines procedures and timelines for addressing alleged violations of the article.

Administrative employees at SOU are not covered by a collective bargaining agreement. SOU policies and administrative rules guarantee fair and equitable treatment, with specific steps outlined to address alleged violations:

Access to and Maintenance of Personnel Files for Administrators
Compensation Policy for Administrators
Emeritus Selection for Administrators
Grievance Procedure for Administrators
Paid and Unpaid Leave for Administrators
Performance Management for Administrators
Recruitment for Administrative Positions

Types of Appointment, Notice of Nonrenewal and Resignation Unclassified Academic and Administrative Positions

Furthermore, administrative employees at SOU are covered by OUS OAR 580-020, 580-021, and 580-022.

The primary document on the rights and responsibilities of students is the Code of Student Conduct. The code is provided to all students through new-student orientation sessions, course syllabi, and university Web sites. The code is promulgated as OAR 573-075. The first section of the code states that “[t]he University supports the right of all people to live and learn in a safe and respectful environment that promotes the free and vigorous expression of ideas. Policies and procedures are designed to protect these freedoms and the fundamental rights of others.” Efforts to treat students in a consistently fair and equitable manner are also manifested in various specific processes. The Council for the Advancement of Standards in Higher Education’s Standards for Recruitment and Admissions are used in training of admissions counselors and provide guidance in the conduct of their work. Resource constraints continue to stretch the ability of existing personnel to maintain high service levels in the face of decreasing budgets (refer to Standard Three).

The SOU Grants Administration Office oversees research activities conducted by and through the university. The office provides assistance to faculty members who seek, obtain, and manage extramural funds in support of their research, instructional programs, and public service projects. All grant and research proposals must be presented to the office for review. The Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) are also coordinated through this office. The IRB conducts reviews of research studies and projects involving human subjects to ensure compliance with Institutional policy and federal guidelines. Also in accordance with federal law, SOU’s IACUC oversees and evaluates all aspects of the university’s animal care and use program.

Institutional Policy Evaluation

Policies related to institutional integrity are found on the SOU Web site. These policies address areas of the college mission, management practices, and business operations, and include policies concerning sexual harassment, formal hearing rules, drugs and alcohol, diversity, equal employment opportunity, and complaints of any kind. Included on the Human Resource Services Web site are links to both collective bargaining agreements (faculty, classified staff). Policies listed are those that affect all employees and are arranged in categories specific for administrators, classified employees, and faculty. Links include the relevant State of Oregon polices for the Oregon University System.

In 2005, SOU implemented an administrative policy and development program. Its purpose is to establish a process for creating and sustaining consistent, clear, and current administrative policies in a standardized format that comply with laws and Oregon State Board of Higher Education policies and administrative rules. This includes ensuring appropriate access to and communication of policies to the university community and

public, identifying the locus of responsibilities for policies, and maintaining a central repository for all administrative policies. Administration policy, administrative policy development, and policy writing guide documents are located under Finance and Administration on the SOU Web site.

While SOU has necessary policies in place to address issues of institutional integrity, it is less clear that these policies are generally known, understood, and accessed by the campus community. College administrators and those who have a need to know (because they are involved in policy dissemination) are the best-informed about the published policies; however, the online publication of the policies has improved accessibility.

Integrity of Publications

In the context of publications, *institutional integrity* is defined as university information that is honest, accurate, complete, consistent, timely, usable, and appropriate for the intended audience. Good university information is essential in striving for teaching and learning excellence, professional and organization excellence, and institutional accountability, which are key components of the mission and goals of Southern Oregon University.

The associate vice president for Marketing and Public Relations is responsible for ensuring the integrity of external marketing documents and oversees the Publications Office. The SOU Graphics Standards Manual sets guidelines for the production of external marketing documents, word mark, sports logo, university crest, typography, university colors, paper stock, stationery, Web page development, and use of the SOU logo. The Publications Office, Admissions Office and the Registrar's Office maintain an academic-year course catalog that is replicated and updated on the Web. This catalog provides students with a road map for their academic planning through graduation. In addition, an academic planner contains important advising and calendar dates to encourage early registration and other habits critical to retention. Student advising and admissions materials reflect the mission and vision of the university—in addition to maintaining consistent graphic standards.

The most significant change in publications in the last ten years has been the increase in electronic communication, including email, university Web sites, and desktop publishing. The main SOU Web site was launched in 1995 and recently underwent an overhaul (October 2006) to better reflect the university's goals for recruitment and retention. The new Web site mirrors the graphic standards upheld in the overall university publications while providing students, faculty, and staff with a valuable tool for teaching and learning. Easy access to registration, instruction, and services will be further facilitated through the development of a portal function in fall 2007. E-marketing to future students is now possible through admissions and a new email list service.

The Web Steering Committee oversees content development for the Web while the Marketing Council supervises signage and graphic standards issues. At present SOU has initiated a new word mark and is considering recommendations for a new logo in 2007.

The Marketing Council approved a new marketing phrase of “Mountains of Opportunity” in 2006 to reflect the university’s mission.

Conflict of Interest

The university recognizes that conflicts of interest raise serious ethical issues that could threaten its integrity. Prohibitions against conflict of interest for employees are outlined in SOU’s Outside Activities and Disclosure Policy. University policies defining conflicts of interest in consensual relationships and outlining penalties are available to employees in the policy and procedure section on the SOU Human Resource Services Web site (Exhibit 9-14). University employees who purchase materials and services for the university are, by state law, held to a higher ethical standard regarding receipt of gifts. In addition, post-employment restrictions are placed on university employees who have participated in the negotiation and/or administration of grants and contracts with outside organizations and are detailed in the Oregon Administrative Rules section 571 division 40.

Academic Freedom

Southern Oregon University is committed to the practice of academic freedom, in which faculty and students freely examine and test all knowledge appropriate to disciplines or areas of study. OAR 580-022-0005 guarantees academic freedom to all faculty members in the Oregon University System. The CBA between AP:SOU and the State of Oregon, acting by and through the Oregon University System on behalf of Southern Oregon University, guarantees academic freedom. Furthermore, the SOU Faculty Constitution and Bylaws assure that faculty have academic freedom in their intellectual activities.

Article 1 (Preamble) of the CBA between AP:SOU and Southern Oregon University explicitly guarantees academic freedom to the faculty. Academic freedom is effectively broken down into three parts: Section C refers to freedom in the classroom; Section D refers to academic freedom in research; and Section E refers to overall freedom of expression. Finally, grievances of alleged violations of academic freedom are allowed under the Faculty Constitution and Bylaws in Section 7.312.

For students, academic freedom is guaranteed in the Code of Student Conduct, which is promulgated as OAR 573-075. The first section of the code states that “[t]he University supports the right of all people to live and learn in a safe and respectful environment that promotes the free and vigorous expression of ideas. Policies and procedures are designed to protect these freedoms and the fundamental rights of others.”

Overall Institutional Integrity

SOU recognizes that a commitment to integrity requires vigilance and a continuing process of evaluating policies, listening to employees and students, and continuing to make improvements in formulating and communicating policies to the campus community. Integrity relies on good information and access to that information in making

policy, evaluating quality, and engaging the entire institution as one community dedicated to the vision, mission, values, and goals that SOU espouses.

Southern Oregon University exercises academic institutional integrity by encouraging the open exchange of ideas and intellectual freedom for both students and faculty. The commitment to teach students to critically question claims and evaluate arguments is further evidenced by the number of courses addressing the general education outcome area of critical thinking, creativity, and problem solving. The open exchange of ideas in the classroom is further encouraged by the faculty development program and activities.

SOU takes seriously the confidentiality of all student and employee personal data. Employees who are granted access to the university's data management systems are required to review the requirements of the Family Education Rights and Privacy Act (FERPA) that protects the confidentiality of student information. Access to employee data in the personnel/payroll management system, such as home addresses and telephone numbers, is strictly limited primarily to human resources and payroll personnel, and personal information is provided to other members of the university community only on a need-to-know basis. All student information in the financial management system is confidential and password protected.

Campus Climate and Employee Opinions

Southern Oregon University prides itself in creating an environment characterized by equal access for all students, faculty, and staff regardless of cultural differences, an environment where individuals are not just tolerated but valued. Part of the SOU mission is to value multicultural awareness and understanding within an environment of mutual respect and cooperation. SOU strategically plans for and advocates the creation of a welcoming and inclusive climate grounded in respect, nurtured by dialogue and evidenced by a pattern of civil interaction (Exhibit 9-20; also see Standard Three, Student Services/Activities).

Diversity

SOU has a long history of strong commitment to diversity not only on campus but in the community. SOU is an equal employment opportunity/affirmative action employer and abides by all state and federal laws. Affirmative Action, Discriminatory Harassment, and Equal Employment Opportunity Policy Statements are posted with instructions on how to file a complaint should someone believe he or she has been discriminated against. SOU's Affirmative Action Plan is accessible and demonstrates the institution's commitment to a diverse workforce. Online training for prevention of sexual harassment was instituted after a report was provided to the chancellor of the Oregon University System relative to SOU's commitment to ensure that discrimination and harassment are not tolerated on this campus.

SOU has formed a partnership with the community-based Ashland Cultural Diversity Alliance. In October 2006, SOU hosted the Ashland Cultural Diversity Alliance's first annual "Say Hey" event, inviting people of color from the Ashland community to meet

and network with campus and community leaders. A portion of the “Say Hey” event was set aside to recognize SOU’s Diversity Scholars.

The Oregon University System Educational Diversity Initiative combines three fee remission programs: the Minority Achievement Scholarship Program for First-Time Freshmen, the Underrepresented Minorities Achievement Scholarship Program, and the Oregon Laurels Program. Students who were admitted in the original programs will continue under those program guidelines. New students admitted effective fall 1998 will come under the policies of the Educational Diversity Initiative. SOU is also dedicated to hearing the voices of those who might feel marginalized in American society and in the campus culture. A diverse student body and employee community is one of the university’s core values.

Shared Governance

Please refer to Standard Four – Faculty.

Intellectual Property

Issues relating to intellectual property in the Oregon University System are covered by OAR 580-043-0006 through 0095.

Summary/Analysis

Current challenges for SOU regarding overall institutional integrity center on an institutional coherence in policy development and management. Policies are developed across operational areas of the university—Finance and Administration, Student Affairs, Academic Affairs, University Advancement—without an integrated oversight function. SOU still needs to work on clear definitions in all operational areas regarding *policy* and *procedure* and how each are established. It is not clear that the best structural alignments are in place for policy oversight of areas such as ADA and FERPA. SOU has attempted a master list of policies that has centered in the Finance and Administration area. What the university has learned as part of that effort is that a great number of people and structures at various levels of the university are engaged in policy and procedure development. If the institution is having some challenges in understanding both process and structure regarding university policies, it is safe to say that its constituencies are probably having some issues as well. Policy development and monitoring will be an important step in the strategic planning process.

Standard Nine Exhibits

- Exhibit 9-1: OUS/SOU Administrative rules (section 573).
- Exhibit 9-2: SOU student conduct policy (also look in section 573 above for OUS defined code of conduct).
- Exhibit 9-3: OUS/SOU student conduct - rights and responsibilities.
- Exhibit 9-4: SOU policy on student records.
- Exhibit 9-5: SOU student handbook.
- Exhibit 9-6: Other SOU student policies.
- Exhibit 9-7: SOU student right to know.
- Exhibit 9-8: SOU IT acceptable use policy
- Exhibit 9-9: SOU sexual harassment policy.
- Exhibit 9-10: SOU affirmative action, discriminatory harassment, and EEO policies.
- Exhibit 9-11: Faculty constitution and bylaws.
- Exhibit 9-12: Project director's handbook.
- Exhibit 9-13: SOU administrator policies
 - Exhibit 9-13 a: SOU policy, Administrative Leave
 - Exhibit 9-13 b: SOU policy, Compensation for Administrators
 - Exhibit 9-13 c: SOU policy, Definition of Unclassified and Academic Administrative Positions
 - Exhibit 9-13 d: SOU policy, Emeritus Selection for Administrators
 - Exhibit 9-13 e: SOU policy, File Access for Administrators
 - Exhibit 9-13 f: SOU policy, Grievance Procedure for Administrators
 - Exhibit 9-13 g: SOU policy, Performance Management for Administrators
 - Exhibit 9-13 h: SOU policy, Recruitment for Administrative Positions
 - Exhibit 9-13 i: SOU policy, Type of Appointments, Notice of Non-renewal, and Resignation for Administrators
- Exhibit 9-14: SOU human resource policies.
- Exhibit 9-15: OUS financial policy-internal audit: SOU policy, OUS policy.
- Exhibit 9-16: SOU policies page.
- Exhibit 9-17: Ashland cultural diversity alliance.
- Exhibit 9-18: Research & human subjects clearance.
 - SOU policy Institutional Review Board Review Form
 - SOU policy Institutional Review Board Informed Consent
- Exhibit 9-19: SOU Ethical Standards: Institutional guidelines
- Exhibit 9-20: College campus climate assessment project, January 2007.