

# **RETRENCHMENT 2007: A YEAR OF CHANGE AT SOUTHERN OREGON UNIVERSITY**

## **An Addendum Report to the Southern Oregon University Ten-Year Accreditation Report**

**Prepared by the SOU Accreditation Task Force  
Summer 2007**

### **I. Executive Summary**

The 2006–2007 academic year has seen momentous change for the Southern Oregon University community. The presidency changed hands in August 2006, from Dr. Elisabeth Zinser to Dr. Mary Cullinan. Provost Earl Potter was hired in March to be the next president of St. Cloud State University in Minnesota, effective July 1, 2007. After four straight years of lagging enrollments and funding from the State of Oregon, President Cullinan announced in November of 2006 that the university faced “a condition which may require reduction or elimination of programs” due to budget problems. This announcement included a need to reduce the operating budget of the university by some \$4 million over the coming three years. Working through these changes, along with preparing for the ten-year accreditation visit and performing the many other ongoing components of the university’s mission, has been as great a challenge as any faced by Southern Oregon University.

President Cullinan formally announced to the campus on November 13, 2006 that the university faced severe budget challenges and might need to reduce and/or eliminate programs. The president followed the guidelines that govern retrenchment in the Association of Professors: Southern Oregon University’s (AP:SOU) Collective Bargaining Agreement, Article 11. The president created a Web site where all stakeholders could provide input on the severity of the problem and submit general advice.

On January 8, 2007, the president—again through an all-campus forum—informed the campus community it was her judgment that the university did face budgetary problems insoluble by normal management practices and that a plan including program reductions and/or eliminations would need to be created. She also presented a timeline by which decisions would be made. Following the collective bargaining agreement with the faculty, she announced that (a) a provisional plan would be shared with the campus on January 22, (b) a comment period would follow that would end February 19, and (c) a final plan would be announced on March 5 (later pushed back to March 12). The final plan was announced in an all-campus forum on March 12, 2007.

The final plan made reductions to some 22 departments and programs, cut approximately 24 faculty FTE, eliminated geology, geography, and German as stand-alone majors, and

proposed a major reorganization of the academic administrative structure. It should be noted that geology and geography were not completely eliminated—they were directed to combine with environmental studies to form a new department. Foreign language majors in Spanish and French remain; courses in several languages, including German, will continue to be offered.

Due to AP:SOU-mandated seniority clauses, only one tenure-track faculty member will actually lose his job involuntarily—and this person will have employment through 2007–2008. Other tenure-track lines were lost, but those were cut through either not refilling current vacancies or not refilling expected retirements.

Several tenure-track FTE faculty members were transferred from other academic units into University Seminar, the SOU first-year program for general education. As a consequence, several full-time people who were instructors in that program lost their positions. The rest of the reduction in faculty FTE was achieved by cutting adjunct/part-time instruction. Ultimately, the key part of the budget-cutting plan was the proposed consolidation of the three largest academic schools (Science, Social Science, and Arts and Letters) into a College of Arts and Sciences (CAS).

Through July 1, 2007, SOU consisted of five schools (the aforementioned plus Education and Business), each with its own dean. Though many of the implementation details of the new college are still being decided, a new acting dean (the former dean of Social Science, Dr. Josie Wilson) has been named, as has a new associate dean (the former director of the Medford Center, Dr. Vicki Purslow). The net budget effect has been to shrink from three deans to two (an acting dean and an associate dean) in the affected area. Many campus workgroups spent the spring term to manage this reorganization (and continue to do so as of this writing).

Academic Affairs was not alone in the retrenchment process. Finance and Administration reduced staff and service-and-supply budgets with a reduction of 11 positions (9.75 FTE totaling \$616,345) from general fund budgets. In addition, the division reduced services and supply general fund budgets in the amount of \$218,237.

Student Affairs will realize a total reduction to current budgeted operations of \$455,050, with \$81,500 being reintroduced as strategic funding for newly aligned operations (a net reduction of \$373,550). This is being accomplished by staff layoffs, movement of some expenses to self-support operations, and reduction of services and supplies budgets.

University Advancement also made contributions to the retrenchment process. Permanent reductions made to meet the university retrenchment plan (\$88,000) were accomplished by (1) moving one publications staff position from general fund to self-support (a general fund savings of \$52,255) and (2) reducing one FTE in Alumni Relations and Development (net savings of \$35,745) through combining and restructuring positions and moving the new position to self-support (through the SOU Foundation).

### ***Strategic Planning and Budgeting: Looking at the Mission as the Future***

By the end of academic year 2007–2008, SOU will have an updated university strategic plan with a clarified mission, reasonable goals, action steps, and priorities. The plan will develop from a vision that the campus understands and can communicate to donors, community members, legislators, and potential students. The plan will provide the underpinnings of a capital campaign as well as direction within departments and divisions across the university.

Currently, planning is being done in pockets throughout SOU, e.g., in the College of Arts and Sciences, the Medford facility, the honors program, international initiatives, Extended Campus Programs, Deer Creek Field Station, and student recruitment and retention. The work on accreditation will also provide focus for planning. Budget cutting this year has underlined the need to focus on what the university does well and what it *can* do—and to stop doing those things that are not priorities. To remedy budgeting shortcomings, the president has established a Blue Ribbon Task Force for budget planning (see the Finance and Administration section); campus administration is committed to connecting the budget to planning priorities as a stronger, integrated, and more transparent budgeting process is developed.

Up until this time SOU has had many budgeting pieces but no coherent, forward-looking budgeting structure that connects and makes sense of the pieces. With a revised, transparent budgeting process, the administration expects to develop more coherent goals, the necessary benchmarks, and the desired outcomes. This process, reviewed and approved by the University Planning Committee (UPC) and the Executive Council, will enable the campus to complete a more coherent strategic plan by the end of spring 2008.

In the first phase of establishing a process for strategic planning, the president created a small University-Wide Planning Group with representation from UPC. This process, led by the president, reflects a joint UPC/administrative partnership for university-wide planning. This group is reviewing, seeking input about, clarifying, and refining mission, values, and vision—and developing a process for obtaining further consultation with the broader campus community. The university will then have this process approved at the level of the Oregon University System.

In the second phase, the planning group will decide what areas should submit plans for this process and then will solicit and gather a limited number of white papers/business plans from various campus constituencies. These documents will not be individual department plans but plans for larger initiatives, most of which cross departmental areas. The majority of this planning, such as planning for the Medford Campus and the CAS, is already underway.

Each plan will come through the appropriate vice president and be discussed within that level before being sent forward. The planning group will ask that the plans connect to the university's mission, values, and vision and possess a number of basic components: budget targets and staffing needs, timelines for implementation, benchmarks for success, and so on.

The University-Wide Planning Group will encourage discussion and input during different stages of this process. Plans are being developed under differing time lines as needed. Groups working on plans will meet periodically with the planning group—and will present to the group at open meetings. Drafts collected by the planning group will be posted on a Web site for comment and also reviewed by UPC, the SOU Faculty Senate, the Executive Council, and other bodies. The process will be informed by the accreditation site visit and will continue through winter term 2008.

With a constellation of plans in place, the University-Wide Planning Group, in spring 2008, will work with other entities on campus to craft a brief overall plan that establishes priorities and provides a framework for the individual plans. Individual plans will be attached as appendices.

The overall plan as well as the individual plans will include priorities, timelines, goals, and action items that can be tracked systematically and included in budget planning, fundraising, and other activities. The plan as a whole will be reviewed across the campus and finalized by the end of the academic year. The implementation and assessment processes will be ongoing. The planning group will develop a review process to check benchmarks, revise and clarify goals, and add new planning areas as needed. The UPC will lead the ongoing review process.

The Strategic Planning Workgroup, as part of this process, has begun work on a (draft) new mission statement to share with the campus for feedback. The information is posted on the strategic planning Web site for comment. In fall, the workgroup will meet with UPC and other campus groups to further refine the mission statement and pave the way for strategic planning processes.

The university's current mission has both values and vision statements attached to it (see below). The Strategic Planning Workgroup has found these rather generic and imprecise. In initial discussions, the group worked toward a draft mission statement that more precisely (and concisely) reflects the nature of the campus. The Strategic Planning Workgroup

- wants to highlight SOU's challenging academic environment with emphases on student success, community engagement, and meaningful partnerships; and
- believes a very few commitments would convey our priorities and unique elements more effectively than vision and values statements.

Below is SOU's existing mission, values, and vision and the draft from the Strategic Planning Workgroup:

### **Current Mission**

(Note: This was the SOU Mission at the time of the accreditation self-study.)

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.

### **Current 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

### **Current Vision**

#### **Regionally Responsive, Nationally Recognized, and Internationally Engaged**

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.

### **Draft Mission**

Southern Oregon University challenges individuals to grow intellectually and personally as lifelong learners. We are an inclusive campus community that fosters student success by teaching, serving, creating, and leading. We engage regional, national, and international partners in meaningful civic, professional, research, and artistic contributions.

### **Draft Commitments**

Southern Oregon University is committed to

- a challenging and practical liberal arts education centered on student learning, access, and community engagement;
- partnerships, public service, community outreach, and economic development activities that address regional needs; and
- outstanding programs that draw on and enrich our unique arts community and bioregion.

**Closing**

The process of preparing for accreditation absorbed a significant amount of campus energy. The Accreditation Task Force was formed in the winter of 2005–2006. Departments and programs performed their unit self-studies during the summer and fall of 2006. Each program created a number of program goals and began the work of developing a sustained assessment plan for their program goals.

The task of analyzing the department/program self-studies, as well as gathering the information for and writing the parts of the campus self-study, fell to a more concentrated group of faculty and administrators during winter and spring 2007. The departmental self-studies provide rich information and an excellent starting point for (a) more focused assessment of course/program outcomes and (b) strategic budgeting and planning.

**II. Academic Year 2006–2007 and the Case for Retrenchment**

The following table, taken from the SOU Provisional Plan (Appendix 1), provides a chronology of the retrenchment process at SOU during the 2006–2007 academic year. The overarching factor precipitating the retrenchment process was the review by incoming President Mary Cullinan of the OUS Quarterly Management Report in August 2006. In addition to noting that by the end of the fiscal year the university’s fund balance was projected to drop below the 5 percent floor required by the Oregon State Board of Higher Education (OSBHE), the review brought to the president’s attention the fact that since 1999, enrollment and revenues at SOU have decreased by approximately 10 percent without a concomitant reduction in expenses. President Cullinan was therefore in the position in her first year to “right-size” the university in order to bring revenues and expenses into balance.

What follows is essentially an account of that effort, including the development of a process for going through retrenchment, as well as criteria used in evaluating reductions and realignments as part of the retrenchment process.

<b>Date</b>	<b>Action</b>
August, 2006	After reviewing the Quarterly Management Report and the projected drop of the fund balance below the OSBHE’s 5 percent floor, SOU administration makes a commitment to the Chancellor’s Office to prepare a three-year plan to right-size SOU programs and budget. The plan will be shared with the Chancellor’s Office and OSBHE at a board meeting in November/December 2006.

October 3, 2006	<p>At her opening fall all-campus address, “Rethinking Southern Oregon University,” President Cullinan informs the campus community of the serious budget picture and the need to right-size the SOU enterprise and its spending and to create a sustainable university. Cuts already taken in non-salary areas to reduce supplies and services are highlighted.</p> <p>President Cullinan indicates the university must embark on both the review of academic programs to see where and how things can be done differently and the review of processes throughout the university to see where we can be more efficient. Southern Oregon University must convince the chancellor and OSBHE that we have a plan for recovery that is not based solely on hopes that enrollments will increase.</p>
October 26–27, 2006	<p>The president and the Executive Council meet with counsel from the Chancellor’s Office to review collective bargaining contracts and the possible invocation of Article 11 (AP:SOU) regarding retrenchment.</p>
November 3, 2006	<p>The president consults with the chancellor and OSBHE members during the board meetings in Portland. Quarterly Management Report and projected SOU declining fund balance are revealed.</p> <p><i>This consultation is contemplated by OAR 580-021-0315(1)(b): "In considering such matters, the president shall confer in a timely matter with appropriate faculty and other institutional councils and with the Chancellor and the Board concerning the issues involved in arriving at decisions in the foregoing areas."</i></p> <p><i>Article 11, Retrenchment of the SOU-AP:SOU Collective Bargaining Agreement requires SOU to comply with OAR 580-021-0315. Section C, (1) states: "The President of the University may declare a condition of financial exigency or a condition requiring reduction and/or elimination of a program or faculty positions after fulfilling the requirements of OAR 580-021-0315 ‘Termination Not For Cause’ and this Article.”</i></p>
November 6–10, 2006	<p>Meetings are scheduled for President Cullinan to consult with appropriate faculty members and other institutional councils, including AP:SOU, Faculty Senate Advisory Committee, University Planning Committee, Academic Planning Council, Business Affairs Council, Student Affairs Council, Institutional Advancement Council, SEIU (classified staff union), and the Associated Students of Southern Oregon University. The Southern Oregon University Foundation Board, SOU Advisory Board, and emeritus faculty members are also consulted during this time. The core of these meetings provided the content of the Quarterly Management Report delivered to the board during its November 2006 meeting.</p>

November 10, 2006	President Cullinan sends out an all-campus email message announcing an all-campus forum on Monday, November 13, 2006. Members of the Oregon Legislature southern Oregon delegation are contacted and informed of the situation and process.
November 13, 2006	President Cullinan announces "the need for a declaration [of a condition requiring reduction and/or elimination of a program]" and presents an analysis of the financial condition of the university to the campus and community. The core of this announcement, as with the preliminary consultations, is in the Quarterly Management Report. Projections based on criteria reviewed by the Chancellor's Office indicate financial reserves will be depleted by fiscal year 2008 unless corrective measures are initiated in 2007. The president invites comments and recommendations due by December 15, 2006.
November 13–December 15, 2006	President Cullinan meets with campus and community groups and responds to two sets of written questions from AP:SOU. Three budget forums are held, and an SOU Institutional Research Web page is designed to catalog budget reduction analyses and staffing and enrollment information. At the end of the comment period for "the announcement of need for a declaration" on December 15, 2006, 85 comments are logged.
January 2–6, 2007	After reviewing the comments and recommendations, President Cullinan determines they do not alter the financial condition. The president announces an all-campus forum for January 8, 2007. The OUS chancellor and OSBHE are informed of the decision to declare. Members of the Oregon Legislature southern Oregon delegation are contacted.
January 8, 2007	The AP:SOU board is informed of the president's decision to declare that SOU has "a condition requiring reduction and/or elimination of a program" at the all-campus meeting. Article 11, Section D (3) references this authority. In conjunction with this declaration at the all-campus meeting, the president announces the development of a provisional plan that will be released on January 22, 2007. The provisional plan will reference or track the elements that the collective bargaining agreement states it shall consider as enumerated in Article 11, Section E(1)(a-h). Vice presidents are responsible for reaching out to their administrative and academic units in order to assist the president in drafting the provisional plan. Nonacademic divisions have already identified budget efficiencies and reductions. Seventeen nonacademic employees are given notice.

January 9 – 21, 2007	Vice president forums and provost/deans forums are held to discuss plans to date, process, and suggestions. The SOU Advisory Board meets and is assigned to participate on ad hoc committees for each school to provide community feedback on the changes. Draft provisional plan is submitted to the chancellor on January 19, 2007. UPC meetings discuss plans for rollout of the provisional plan and the process for the comment period.
January 22, 2007	President meets with the AP:SOU board. An all-campus forum is held. The provisional plan is released. The period for provisional plan comments and recommendations begins. President meets with the Faculty Senate.
January 22–February 19, 2007	Provisional plan comment period. <i>Article 11, Section E(4) states that <u>during the comment period</u>, "The President will require affected programs to recommend the specific means or alternatives by which the reductions and/or eliminations would be implemented, were the provisional plan adopted, which recommendations will be reviewed by appropriate administrative staff as designated by the President."</i>
January 23, 2007	President Cullinan meets with members of the southern Oregon delegation in Salem to provide an update and share the provisional plan. The provost conducts forum on campus to provide more detail on the academic portions of provisional plan.
January 25	The second forum on the provisional plan is conducted by the provost.
January 29	Pizza with the president event: comments are elicited from students, faculty, and staff.
February 2, 2007	Latest Quarterly Management Report provided to the OSBHE. President Cullinan provides an update to the board on the provisional plan and process.
February 19, 2007	Comment period on the provisional plan ends.
March 2, 2007	President Cullinan shares the final plan with the chancellor and board members in executive session at the OSBHE meeting.
March 5, 2007	The university retrenchment plan is released (actual release date is March 12, 2007).

### **III. Retrenchment at the Institutional Level: Overall Plan and Process**

The retrenchment process for the entire university was built upon the foundation of the AP:SOU Collective Bargaining Agreement between SOU and the faculty members of AP:SOU. Criteria were then developed for measuring (in particular) the effectiveness of SOU academic departments, given SOU's increased reliance on student tuition and diminished state assistance. A description of both the process and the criteria can be found in Appendix 1 (SOU Provisional Plan).

The Southern Oregon University Final Plan for sustainability was completed on March 12, 2007. It brought to a close a difficult chapter in the university's history and at the same time opened a new chapter that demands more sophisticated planning, budgeting, and assessment of the disposition of SOU's resources.

Beginning in October 2006, the campus worked to align SOU's expenses with revenues to address a budget gap of \$4 million. The plan addresses reduction/retrenchment targets and projects emergence in fiscal year 2010 as a sustainable university with adequate reserves.

Essentially every unit in Academic Affairs was examined and reassessed. As a result, most units took budget reductions. In all, 22 academic programs were reduced, resulting in a loss of approximately 24 faculty FTE.

Departments and deans worked out savings based on current and upcoming retirements, bridging the savings out through 2009–2010. They also re-thought curriculum, knowing that some departing faculty members will not be replaced. Departments and deans worked across disciplines to provide new curricular opportunities for students. These conversations are ongoing. The changes between the provisional plan and the final plan include the following:

- German is the only major eliminated in the final plan. Geography and geology were maintained as tracks within a common degree program, environmental studies.
- The printmaking program was retained.
- The women's studies program was maintained.
- The final plan covers three budget years. This strategy allows units to make temporary adjustments in the first two years as a bridge to permanent cuts through retirements in the third year.
- Moving tenured faculty to University Seminar (USEM, the required first-year general education program) to enhance recruitment and retention initiatives resulted in reducing tenured professor layoffs to zero and tenure-track layoffs to 1.5 FTE.

- Department mergers reduced the number of academic departments/programs from 23 to 14.
- The honors program has been reduced but not eliminated, and a planning group for the program has been formed.

New program synergies have been developed in a digital foundations sequence for art, applied multimedia, communication (photojournalism), and computer science; in environmental studies; and in creative writing and Shakespeare studies.

### *The College of Arts and Sciences*

The creation of the College of Arts and Sciences was the most ambitious piece of the Academic Affairs plan. The idea of forming a college from three schools came from creative faculty who wish to strengthen the focus and increase the visibility of SOU. They want the university's structure to underscore its mission of providing a strong foundation in areas such as communication, critical thinking, and problem-solving--a foundation that prepares students effectively for whatever future they choose.

Other reorganizing concepts also emerged. Some put departments in three or four schools of approximately equal size. These plans added departments to the School of Business and the School of Education, arguing that a large College of Arts and Sciences would be unwieldy. Yet other groups and individuals proposed eliminating disciplinary units as we know them, arguing that a more interdisciplinary focus creates strong synergies among students and faculty and more effectively addresses real-world issues than do traditional academic units.

Discussions concerning future reorganization and changes will continue as strategic and curricular planning continue; however, to meet immediate budget goals, decisions had to be made about the overall configuration of the academic areas. The result was the CAS. The new college was created on July 1, 2007. Much remains to be done, but the work is thoughtful and ongoing.

However, no exercise in making a budget cut this deep, or a restructuring this profound, can be done without controversy. Some faculty members were concerned that cuts to instructional areas compared to non-instructional areas were too deep. While there is general acknowledgement that the university administration followed the collective bargaining agreement and sought faculty (and campuswide) input, many felt there is at least a structural flaw in going from a formal announcement that cuts need to be made (January 8) to the release of a provisional plan two weeks later (January 22) with little input. There is also some lingering skepticism that the change to the CAS will not save the advertised amount of money (\$200,000) and that it was not a wise way to spend human capital at this time. The asymmetry of having 85 percent of the university's faculty in one unit, with a dean and an associate dean, while two other schools remain largely the same—and each with effectively one chair and one dean—is still questioned by some.

### ***Other Unit Reductions***

As outlined in the provisional plan, Finance and Administration also reduced staff and service and supply budgets. The cumulative effect resulted in a projected savings over \$834,000.

Institutional Advancement's plan to reduce by \$88,000 remains the same as outlined in the provisional plan.

Also as noted in the provisional plan, Student Affairs has worked to create a one-stop Enrollment Services Center—restructuring and co-locating the Admissions, Financial Aid, and Registrar's Offices, along with the student account functions of Business Services. Their plan included \$373,550 in staff and services-and-supplies reductions.

This final retrenchment plan presents, ultimately, fewer reductions in academic programs than were proposed in the provisional plan. This final plan was made possible by intense consultation among our vice presidents, deans, chairs, and the provost, as well as by the UPC, AP:SOU, and many others. Over the next eighteen months the campus will work as a team, consultatively, to build a strong foundation for a sustainable SOU.

### ***Stated Goals: SOU/Oregon State Board of Higher Education***

Part of the retrenchment efforts includes a commitment made to the people of Oregon through the OSBHE. In spring 2007, SOU went before the board to outline the strategic directions being taken to repair our situation. In particular, SOU needs to be investing strategically in student success and access.

The university has developed initiatives to increase student retention, promote enrollment growth, and increase access through online courses and programs.

#### ***Goal 1: Increase retention of SOU freshman class.***

***By developing an integrated electronic approach, coupled with effective personnel in a reorganized one-stop student support center, SOU will better support student success and create a competitive advantage.***

University students confront a myriad of planning challenges: class scheduling, four-year academic plan creation, career planning, financial budgeting, and time management. A suite of software, as well as supportive advisers and other personnel, can assist students in all these tasks. Implementation of software, processes, and advising that lead to short- and long-range planning will enable students to electronically document class requirements and options needed to complete their education.

***Goal 2: Increase size of SOU freshman class***

***To bring back student enrollment lost since 1999, SOU needs to recruit effectively, building a strong freshman class every year for the next decade.***

To attract both traditional and nontraditional students, SOU must implement an already-developed powerful recruiting/marketing plan:

- (1) revamp recruitment and marketing materials
- (2) redesign prospective student yield events
- (3) introduce a more student-focused and student-friendly SOU Web presence
- (4) rethink new-student orientation
- (5) develop powerful marketing materials to be placed in appropriate media
- (6) create a pre-enrollment summer program that will help ensure student success

***Goal 3: Increase access to SOU through high quality online programs and courses***

***To fulfill its mission as a regional university, SOU must develop a suite of online classes and entire academic programs for working students and for individuals throughout the region.***

SOU increasingly serves nontraditional students who work and commute to campus. To improve access and attract new students, SOU must carefully develop more online courses and programs that achieve the quality of face-to-face class experiences. Increasing online options requires supporting course development, training faculty to teach such programs, and providing appropriate technological support. To maintain program quality and innovation over the long term, these efforts need to be coordinated and supported effectively.

**IV. Academic Affairs**

Every element of Academic Affairs has been examined. Twenty-two academic programs underwent budget reductions. Seven more were considered for reductions and strategically exempted from reductions. Due to the size and complexity of their operations, the reductions fall most heavily on the three schools that have become part of the College of Arts and Sciences; opportunities for merging departments and streamlining programs were the greatest in these schools.

***College of Arts and Sciences***

The creation of the CAS was the most ambitious piece of this plan. The idea of forming a college from three schools came from faculty members who wanted SOU to strengthen its focus and increase its visibility. They wanted the university's structure to underscore its mission to provide a strong foundation in areas such as communication, critical thinking, and problem-solving.

As evidenced in other universities around the country, CAS can provide structure for such preparation. Through department and program mergers, Academic Affairs has

obtained efficiencies of management while creating increased areas of potential collaboration.

Discussions concerning future reorganization and changes continue as strategic and curricular planning continue; however, to meet immediate budget goals, decisions had to be made now about the overall configuration of the academic areas of the university. Savings derived from combining programs consist largely of reduced chair release. The 2.68 FTE in saved chair and director release may result in additional teaching for a specific program and/or reduction to that program and/or shifting to another program (e.g., environmental studies, USEM). It is difficult at this time to put a financial value to this change without factoring in how assignments will shift (Appendix 2).

Fusing three schools into one college has taken thoughtful work. Working with the Faculty Senate, the former provost appointed an acting dean of the college. The interim provost, working in conjunction with the acting dean and the faculty of the new college, has appointed a new associate dean, who was the Medford Campus director for Extended Campus Programs. Our new leadership has created a system of steering committees to provide guidance and track efforts as the CAS comes together. The president has provided formal notice to the chancellor and OSBHE about the changes in structure.

### ***Schools of Business and Education***

The Schools of Business and Education took a different approach to achieving a balance between expenses and revenues. The roles of graduate programs in these two schools differ from those of the other three. The Schools of Business and Education are smaller, they have strategic commitments to professional communities, and they each have a very different set of entrepreneurial opportunities. The plan for each of the two smaller schools was strategically driven. Each plan argued for the use of resources to achieve gains and additional revenues without significant reductions in staff.

### ***School of Business***

The School of Business recently completed a comprehensive study funded, in part, by the U.S. Economic Development Administration (EDA). The strategic vision of the school is founded, in large part, on the findings of this study. This vision includes (a) developing new programs to address skill shortages in the region and (b) re-establishing an MBA program while maintaining the Master in Management program.

The school will also launch an online accounting program in fall 2007. SOU's hotel, restaurant, and resort management program has been extensively revised. Internships, both on campus and in the community, play a central role in offering educational opportunities for students in this program. Current staff levels were required in order to serve growing programs as well as implement new programs. Nevertheless, the School of Business made temporary reductions of \$49,060 for 2006–2007 as well as permanent reductions of \$49,761 for 2007–2008.

Significant revenue enhancements are anticipated with the re-establishment of the MBA program. With an initial cohort of 35 students, total revenues for 2007–2008 are

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

### ***School of Education***

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

The SoE will change the per student formula for practica and student teaching supervision allowable under OAR 584-017-0055. The faculty will return to pre-2001 supervision loading levels. While this level of loading was acceptable for our last Oregon Teacher Standards and Practices Commission accreditation visit in 2001, the landscape of the work done by field-based faculty has greatly increased. The school will realize approximately 10 percent in permanent savings of FTE by making this change. Similarly, the SoE will reduce FTE dedicated to the administration and coordination of the school's programs, resulting in temporary fiscal year 2007 savings and permanent fiscal year 2008 savings. Furthermore, it is anticipated there will be additional temporary and permanent reductions when the SoE distance learning and summer session functions currently undertaken by Extended Campus Programs (ECP) are moved to the SoE.

The SoE will implement a new undergraduate early childhood and elementary education licensure program (Bachelor of Education) in fiscal year 2008. This program will extend the existing Early Childhood Development (ECD) program offered collaboratively with RCC. The new program will be a self-support program using adjunct faculty and will be a collaborative effort between SOU and RCC. The projected revenue for this program in fiscal year 2008 is \$60,000.

The SoE will also increase the number of credit hours in the clinical field-based component of the programs required for MAT and Special Education licensure programs to the 2004–2005 levels (an increase of 6 credits per student). Based on fiscal year 2007 numbers for the MAT (full-time and part-time) and Special Education (full-time and part-time) programs, \$93,000 in tuition revenue is projected.

### ***Hannon Library***

The Hannon Library learned late in summer 2006 (prior to retrenchment) that it would have a \$100,000 reduction target for its fiscal year 2007 budget. The initial reduction took the form of a \$50,000 cut from the materials budget and \$50,000 from the document services budget. Both have had consequences, but probably the most severe was to the materials budget. This cut resulted in a near elimination of monograph and DVD purchases in 2006–2007. A total of 294 books have been purchased to date versus 2,128

in 2005–2006, an 86 percent reduction. Only 20 DVDs and videos were purchased. The Friends of Hannon Library provided some funds that allowed the purchase of an additional 200 books.

In addition to the impact on monograph purchases, the library's periodical review committee spent the year reviewing and canceling journal subscriptions, microfilm subscriptions, and standing orders. A total of 154 titles were canceled, resulting in a \$67,403 savings that will be applied to increased subscription costs of journals and e-resources. Next fall *America: History and Life*, the primary American history journal index, will be canceled because the library can no longer afford its relatively low use and its high cost per search.

The library has taken the opportunity of the budget reduction to review the allocation of the materials budget to university programs. The collection development team began work to develop a materials allocation formula that can be implemented as the materials budget is restored. The team is working with a mathematician to develop a materials allocations formula that ensures that Hannon Library provides an appropriate balance of print, journal, and electronic resources to best support the university curriculum.

#### ***Library: Permanent Budget Reductions***

In November, the deans and directors reporting to the provost were asked to undertake a review of all programs to identify areas where permanent reductions could be taken. The interim library director prepared a memo in December 2006 that addressed the programmatic review and concluded that the library could not suggest the elimination of any faculty or classified position nor offer any non-salary reductions. During this time, President Cullinan decided to suspend the search for a permanent dean of the library; the president and the provost felt that the state of the university was too uncertain to attract a sufficient pool of candidates.

During the reduction process, the library offered the elimination of the library's graduate assistant position and the part-time adjunct librarian funds (equivalent to .5 FTE). Subsequently, a decision was made to eliminate a library faculty position in addition to the reductions initially offered.

The library has one untenured faculty member whose primary responsibility is serving as the cataloging and metadata coordinator; she would be laid off in July 2008. She also has responsibilities as the history and foreign languages liaison and provides instruction and reference services. The library faculty members believe that losing the only professional cataloger in the library would have serious long-term repercussions; therefore, the interim director met with the classified staff and asked if anyone would voluntarily reduce his or her FTE. Two staff offered to reduce their FTE, one by .5 FTE and the other by .25 FTE. With this savings the library met the targeted savings and saved half the cataloging position, a plan accepted by the provost.

As a result, the library's ability to meet instruction and reference needs of SOU university students and faculty will be diminished, and library service expectations at the Medford

Higher Education Center must be reduced. Even more, the library expects to reduce both hours and reference service beginning in fall 2007.

In summary, the Hannon Library will strive to absorb the reductions through teamwork and potential efficiencies, including reduced staffing FTE. Reductions beginning 2007–2008 include (1) a graduate assistant, (2) the adjunct librarian fund, (3) .5 FTE library technician II in reference/government publications, and (4) .25 FTE library technician II in access services. The reduction beginning 2008–2009 includes the change to a .5 FTE librarian cataloging coordinator. This position will become a half-time tenure track appointment for the academic year beginning September 2008.

### ***Information Technology***

IT support organizations are merging staff and building new team structures to reflect changing realities, including the present retrenchment. In the next eighteen months, SOU will replace an antiquated voice-mail system with a converged messaging system, providing mobility features that will merge voice and email systems and allow users to access messaging services through a variety of mobile devices.

Over the next two to eight years, SOU will be replacing the legacy analog/digital phone switch with voice-over IP technology. Telephones will work over the data network. This developing phenomenon of technology convergence has led to strategic reductions and restructurings in the area of telecommunications.

IT needs to be positioned to meet the future challenges of technology convergence by completely rethinking and restructuring what has been the Telecommunications Department. In order better meet those challenges, it will be replaced by a new Network and Communications Services Team.

In spring 2007, President Cullinan commissioned IT to hold SOU's first-ever technology summit. This event, intended to be the start of a campuswide technology planning effort, was open to campus directors, department chairs, vice presidents, deans, and Technology Council members; it was generally well received.

The summit provided an opportunity to grapple with the challenges associated with rapidly changing technology, showcase some current technologies that could be considered for wider adoption in the classroom at SOU, and update attendees on some of the administrative system improvements anticipated for introduction in fall 2007. Attendees had the opportunity to provide input to the president, IT, and the Center for Teaching, Learning, and Assessment to help determine planning activities for 2007–2008. This input will be used to determine planning activities that will align with campus strategic planning and the Blue Ribbon Budget Task Force. By late in the 2007–2008 academic year, a draft of a strategic technology plan should emerge from these combined efforts.

During 2006–2007, because of the retrenchment and the budget restrictions which all but eliminated any possibility of considering new technology proposals, the Technology

Council—which has historically been involved in evaluating and supporting new technology proposals—was not convened. However, in fall 2007, following consultation with the president, the Technology Council will be revived and a new charter will emerge, complementary to the campus strategic and budget planning process.

In summary, IT will:

- implement a new organizational structure that will provide savings and, at the same time, prepare the IT organization to support new technology;
- eliminate one position in the telecommunications staff and retrain the remaining three telecommunications staff;
- form the new Network and Communications Services Team; and
- work on the development of a new charter for the Technology Council.

### ***Extended Campus Programs***

Extended Campus Programs (ECP) manages SOU's entrepreneurial programs and is itself a highly entrepreneurial organization. Nevertheless, improved efficiencies are possible. By integrating certain credit-bearing programs currently operated by ECP, SOU can pursue greater program integration across all terms in order to better address student needs. With the creation of the CAS, these changes can be achieved with some additional savings in administrative staff positions.

Within remaining ECP operations it has been possible to bring separate programs together under fewer directors in order to provide greater synergy and mission-driven focus. Moreover, with these changes, ECP will focus greater energy on redefining and expanding SOU's commitment to online learning. Principle components of the reorganization include the following:

- All education programs, including those that use distance-learning technologies, move to the School of Education, along with at least 1.0 FTE staff.
- The summer session moves into the schools to manage, along with 1.0 FTE staffing to the College of Arts and Sciences in the first year to assist with the transition; this will be reduced to .5 FTE in March 2008. The .5 FTE staff support position for the summer session was eliminated in June 2007. The Summer Language Institute will also move to the CAS and be administered by the same individual coordinating the summer session.
- Responsibility for SOU's Medford Campus shifted on March 15, 2007, to the dean of the School of Business, who evaluates staffing, programs, and funding in preparation for the opening of the Higher Education Center in Medford in fall 2008.

- Youth Programs absorbs the high school programs to form a pre-college unit with no additional staffing.
- Siskiyou Programs assumes a reduced community education program, which eliminates 1.35 FTE staffing and maintains the ability to grow adult noncredit programs that are not age defined.
- The administration of some academic year self-support credit programs moves to departments in the College of Arts and Sciences.
- In order to keep the unit centralized with responsibility for distance learning/online degrees, the plan called for a full-time executive director for ECP whose primary responsibility will be the credit programs, with the exception of the high school programs.
- Marketing direction was to be handled by the executive director in collaboration with SOU's marketing department.
- Any consideration of a change in the name of the organization was expected to wait until after the new executive director is hired.
- When the associate provost for Extended Programs position was eliminated June 30, the provost assumed responsibility for Career Development Services and Community-based Learning, with the directors of these programs reporting to him. Responsibility for community college partnerships shifts to the associate provost for Curriculum and Personnel.

The total savings of revisions in the final plan compared to the provisional plan result in an increase of .15 FTE saved (3.28 to 3.43) and a decrease in dollars saved by -\$958 (\$207,662 to \$206,704).

During the late spring and early summer of 2007, the search process for a new executive director failed. As a result, the executive director position has been reconfigured. The current director of the Siskiyou Center is assuming the duties of executive director on an interim basis; the current director of Distance Learning continues on a half-time basis. The dean of the School of Business is reconfiguring administrative leadership at the Medford Center because the Medford Campus director has resigned her position to become the associate dean of the School of Arts and Sciences.

The director of the Siskiyou Center brings steady leadership in the interim to the overall operation of Extended Campus Programs. She has long experience with ECP and is well-versed in ECP finances, having assisted former Associate Provost Scott in managing the operation's finances.

***Summary of Academic Affairs Retrenchment Activities***

On January 22, the provisional plan was released for program reduction and elimination, addressing SOU's need to reduce annual expenses by \$4 million. This plan focused on activities funded in budgeted operations and included budget savings in every division.

In accordance with the terms of Article 11, Section D, of the AP:SOU agreement with the university, program managers of academic programs that were targeted for reductions or elimination in the provisional plan had the responsibility to respond in writing to the Executive Council (with a copy to the University Planning Committee) via the dean of the school by February 19. Responses included a statement that described how the targeted reductions would be accomplished. Responses could also include arguments against the recommendations in the plan and/or alternative ways to achieve the dollar savings and program improvements associated with the proposed reductions/eliminations.

The release of the provisional plan was followed by a comment period that enabled people to respond to the plan through a variety of media. Over 400 written comments came in during this period.

The final recommendations were developed by the Executive Council after consulting with the deans and reviewing all the input received during the comment period. Comments included messages sent to the president and provost, comments in the Web-based discussion site, formal input from AP:SOU and the UPC, the responses of program managers to the provisional plan, and numerous face-to-face conversations and meetings. As a result of this extensive consultation, many changes were made that are reflected in the final plan. These changes include efforts to reduce the negative impact of cutbacks.

### ***Other Significant Projects Involving Academic Affairs***

A committee jointly formed by AP:SOU, the Faculty Senate, and the administration worked through the year on implementing recommendations from the Faculty Roles, Responsibilities, and Rewards Task Force report of May 2006.

This group recommended a memorandum of understanding to amend the AP:SOU collective bargaining agreement to include a professional track of faculty along with the traditional tenure track. The group continued by analyzing the senate's bylaws and AP:SOU's collective bargaining agreement to more clearly delineate the role and function of each, with particular attention to cleaning up various grievance procedures. A package of recommendations by this committee was passed by the Faculty Senate in May 2007.

The UPC continues to evolve into a more active and engaged advisory body on budget and planning matters. In addition to being heavily involved in the retrenchment process of this academic year, a new panel—with UPC membership—has been formed to make recommendations for clearer and more functional budget processes for all units of the university.

A large number of initiatives stemming from the formation of the CAS have been underway since spring quarter. Department chairs and program directors in the new college have met with a consultant retained to help with the organizational change, and all have met with the acting dean.

Several CAS work groups with faculty, staff, and student membership have been formed and started meeting to advise the university on specific aspects of the reorganization. Examples of these work groups are financial, staff, bylaws/governance, student, and morale. Another important group was the search committee for the CAS associate dean position.

The Faculty Senate and several of its committees (University Studies, Curriculum, and Assessment) were heavily engaged in transition issues from the revised general education standards, effective fall of 2007. The new form of the first-year experience courses (topic-based instead of uniform curriculum) all required serious attention by these faculty bodies, assuring enough Integration Strand courses (the successor to the upper division Synthesis and Application courses from the previous general education system) and managing the changes to the Exploration-level courses.

### **V. Finance and Administration**

During the year, Finance and Administration (F&A) initiated processes to reorient efforts and to re-vision and reorganize the division. The reorganization of the division centers on three primary areas of responsibility: people (Human Resource Services), buildings and grounds (Facilities Management and Planning), and money (Fiscal Affairs)—with complementary service units in Campus Public Safety and Environmental Health and Safety. Each of the three primary areas is led by an associate vice president.

As a result of these processes, areas were identified that could be set forth as budget reductions in F&A; the items identified for elimination, reduction, or shift total approximately \$835,000 in savings.

In summary, F&A reduced staff and service-and-supply budgets. The cumulative effect results in reduction of 11 positions (9.75 FTE) with a savings of \$616,345 from general fund budgets. In addition, the division is reducing various services and supply general fund budgets, totaling \$218,237. Classified staff reductions (6.25 FTE) were initiated in February 2007, which is providing approximately \$220,000 in savings for fiscal year 2006–2007. Other savings will be realized in fiscal year 2007–2008 (Appendix 2).

The staff reductions and service-and-supply budget reductions are occurring in three primary areas/departments within Finance and Administration: Business Services, Environmental Health and Safety, and Facilities Management and Planning (FMP).

There is a \$298,052 reduction in Business Services. Reductions impact five positions (3.75 FTE) with a total of \$220,923 eliminated from general fund budgets. In addition, Business Services is reducing service and supply general fund budgets by \$77,129. Changes in this area are described in Appendix 2.

Environmental Health and Safety (EHS) is realizing a \$72,472 reduction. The reduction impacts one position (1.0 FTE), which is eliminated from the general fund budget.

Facilities Management and Planning has reduced its budget by \$464,058, including five positions (5.0 FTE, totaling \$310,950). In addition, FMP reduced service and supply general fund budgets by \$153,108. Changes in this area are described in Appendix 2.

### ***SOU Budgeting Overhaul***

A move toward greater clarity and transparency in the university budget planning process—already under development at the time of the retrenchment—was brought into greater focus as a result of retrenchment. This initiative is occurring under the auspices of SOU’s Blue Ribbon Task Force on strategic budgeting.

Given that the university is now enrollment/tuition-driven, the institution is moving toward a budgeting methodology that ties (a) enrollment data to revenue data and (b) revenue data to expense data. Historically, SOU’s budgetary oversight practice has been to provide an expense budget (based upon adjustments to an existing base budget) to directors and chairs with an injunction to “watch how you spend the money.” There never has been a broad understanding about the revenue side of the process. SOU will now track student FTE and the revenue stream on a quarter-by-quarter basis. This is new for SOU and leads to a budgeting process in which the contribution margin drives planning.

A contribution margin process requires revenue-generating operations to first account for their revenues (state allocations, tuition, fees, etc.) and then account for their expenses. Each revenue-generating operation will have an assigned contribution margin that it must maintain for the benefit of the entire institution. For example, if an operational area

receives \$100 revenue and has a contribution margin of 2.0, then the expenses for that area cannot exceed \$50.

The contribution margin will become the key driver for the budgeting system. The associate vice president for Financial Affairs is preparing an implementation timeline that begins in October 2007. A sample contribution margin budget based on actual 2006–2007 financial data is included as Appendix 4.

Jim Main, vice president for Finance and Administration, left Southern Oregon University on August 31, 2007, in order to pursue other interests. Craig Morris, the associate vice president for Fiscal Affairs at SOU, has been appointed interim vice president for Finance and Administration through June 2009. Morris was a significant contributor to the development of the retrenchment plan and has long experience in finance and administration, budget, and facilities management. His tenure as budget director for SOU will ultimately span the entire time frame associated with the retrenchment process.

## **VI. Student Affairs**

During the past year, Student Affairs (SA) has analyzed student data and assessed the effectiveness of operations. This work led to the development of a new mission statement and a draft of five-year plans for SA operations.

The Admissions, Financial Aid, and Registrar's Offices moved to SA in September 2006 in order to realize the vision of an integrated, coherent, data-driven institutional approach to the recruitment and retention-to-graduation of its students.

SA visioning and planning are grounded in the assessment of 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. Analysis of these data, coupled with consideration of best practices chronicled in NSSE's Project DEEP (Documenting Effective Educational Practices), 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.

Analysis of these data sets forms the foundation of SA's plan for reorganization and retrenchment. Total reductions to current budgeted operations equal \$455,050, with \$81,500 being reintroduced as strategic funding for newly aligned operations (resulting in a net reduction of \$373,550). Additional reorganizations are occurring in the Student Activities and Leadership student fee-funded area and are intended to accomplish different and additional work within existing fee-generated budget dollars outside of budgeted operations.

There has been a \$44,524 reduction in the Office of Student Affairs accomplished by reducing office staff, moving staff to a fee-funded category, and reduction in the services and supplies budget. Athletics will take a \$25,000 reduction in general fund support for its programs. Introduction of an online writing assistance program for the forthcoming academic year will result in a savings of \$16,000 in the Writing Center. Details for all these reductions can be found in Appendix 2.

### ***Enrollment Services Center***

A \$369,526 savings in staff expenses will be realized by the creation of a one-stop Enrollment Services Center—restructuring and co-locating Admissions, Financial Aid, the Registrar’s Office, along with the student accounts functions of Business Services. This was planned for completion by July 2007 and includes \$40,000 of services and supplies reductions. By more fully integrating SOU academic support services in a single physical location, significant improvement in service quality and enhancement of the efficiency and effectiveness of service delivery can be achieved. Reduction details can be found in Appendix 2.

### ***Improvement Goals for Student Affairs***

Student Affairs has identified ten improvement goals:

- develop a student-centered organization that measurably addresses our mediocre performance in NSSE “Supportive Campus Environment” measures
- facilitate the necessary seamless communication around institutional enrollment management
- locate data and its management in an organizational structure that makes it more accessible, meaningful, and usable—with appropriate timeliness
- facilitate the sharing of resources, both budgetary and personnel
- acknowledge the institution’s need to be nimble and its ability to respond to enrollment issues with sufficient sophistication
- react more effectively to the institutional reality of “many problems, very little time”
- develop a common understanding of *adequate*, *acceptable*, and *exceptional*
- more quickly develop benchmarks and goals that establish a clear trajectory toward *exceptional*
- move SOU closer to a coherent discussion with faculty regarding academic advising and course/catalog management
- increase the university’s ability to implement meaningful and effective early-intervention strategies

## **VII. University Advancement**

University Advancement (UA) has recently undergone intensive reviews of its functions by two outside consultants and the Board of Trustees of the SOU Foundation. As a result, a plan was developed to gradually increase the staff support in Marketing and Public Relations, Alumni Affairs, and Development. The Development phase began in this fiscal year in collaboration with the SOU Foundation. The plans called for a total staff of five: one Alumni Affairs FTE and one new professional Development FTE to be included in the SOU budget and two new Development FTE's to be added to the Development position currently supported by the SOU Foundation budget.

However, with retrenchment and the recent departure of both the associate vice president for Marketing and the public information officer, we have had to make some interim plans for moving the division and the university forward. To assist in the interim, Amy Belken, an independent consultant, has been hired on retainer.

Ms. Belken brings expertise in media relations; she also brings expertise in strategic thinking and planning about media relations and public information systems and practices. A part-time assistant will also be hired to help implement a comprehensive marketing plan for the next year.

A temporary reduction of \$130,000 was achieved in fiscal year 2007 by moving the new professional development FTE from the general fund to the SOU Foundation. Given the priority assigned by the SOU Foundation Board of Trustees for the professional support of its efforts to increase major gifts fund raising, and given the need to increase support for scholarships to better leverage the work of current donors and volunteers, University Advancement considered this move imperative—to preserve continuity and the momentum of this initiative.

To achieve permanent budget reductions required by the university retrenchment (\$88,000), the following adjustments have been made to this plan:

- One publications staff position (editor) was moved from general fund to self-support (a general fund savings of \$52,255) on July 1, 2007; revenue will be generated through charge-backs to campus units for work performed.
- One FTE will be reduced in Alumni Relations and Development (net savings of \$35,745) through combining and restructuring positions and moving the new position to self-support through the SOU Foundation. The old positions of director of Alumni Affairs and director of Annual Giving are eliminated. A new position, director of Alumni Affairs and Annual Giving, has been created and will be recruited.

In sum, in the units of Alumni Affairs and Development, a net staff complement of 5.0 FTE (current and proposed positions) will be reduced to 2.0 FTE. One FTE will be

removed permanently from the SOU budget; that employee has been notified that her job will be lost as a result of the restructuring.

A substantial challenge remains to hire a full-time executive director for Marketing and Communication, as well as a new public information officer. There is considerable trust placed in Ms. Belken, both for her work on marketing and media relations in the interim, and for her assistance in strategic thinking about next steps for the operation. However, the needs are real with respect to both the executive director for Marketing and Communication and the public information officer. Among other things learned during this retrenchment year, the university realizes that media relations practices are not up to par and that public information systems and practices need more breadth. The institution needs to develop a greater Web presence and be more conversant and effective in the ever-expanding modalities of electronic communication. University Advancement status at the moment may be best described as triage, but solid improvements will be made in short order.

## **VIII. Appendices**

**Appendix 1: SOU Provisional Plan**

**Appendix 2: SOU Final Plan for a Sustainable SOU**

**Appendix 3: Process for the Development of a Proposed Plan**

**Appendix 4: Model Contribution Margin Budget (Fiscal Year 2006 Data)**