



Southern Oregon University

Public Meeting Notice

June 19, 2015

TO: Board of Trustees of Southern Oregon University
FROM: Liz Shelby, SOU Chief of Staff
RE: Notice of Regular Meeting

The Southern Oregon University Board of Trustees will hold a regular Board Meeting on the date and at the location set forth below.

Topics of the meeting will include Chair, SOU President and Committee meeting reports, adoption of a new Bachelor of Fine Arts in Creative Writing program, Board policy adoptions, an overview of the Policy Transfer and Management Process, and a Board Executive Session.

The meeting will occur as follows:

Friday, June 26, 2015
12:00pm to 5:00pm (or until business is concluded)
Hannon Library, DeBoer Boardroom, 3rd Floor, Room #303

The Hannon Library is located at 1290 Ashland Street, on the campus of Southern Oregon University. **If special accommodations are required, please contact Jennifer Athanas at (541) 552-6111 at least 72 hours in advance.**

Board of Trustees

1250 Siskiyou Boulevard, Ashland, OR 97520 T (541) 552-6111 sou.edu/governance

**Southern Oregon University Board of Trustees
Regular Meeting**

**Friday, June 26, 2015
12:00pm – 5:00pm (or until business is concluded)**

DeBoer Boardroom, Hannon Library, 3rd Floor, #303

Agenda

Call to Order

Roll Call

Public Comment

Lunch and Campus Events Update

- **Raider Orientation And Registration (ROAR)**

Consent Agenda

- **Minutes from March 27, 2015 Regular Meeting**

Board Chair Report

- **OUS/Chancellor's Office Closure and Transition**

President's Report

- **Commencement**
- **Legislative Update**

Reports of Board Standing Committees

- **Academic and Student Affairs Committee**
- **Finance and Administration Committee**
- **Executive and Audit Committee**

Action Items

- **New Program Proposal: Bachelor of Fine Arts in Creative Writing**
- **Policy Adoption**
 - **Proposed Board Statement on Policies**
 - **Proposed Board Statement on Ethics and Conflict of Interest**

Education Item

- **Overview of Policy Transfer and Management Process**

Executive Session (pursuant to ORS 192.660(2)(d))

Adjourn



**Regular Meeting of the SOU Board of Trustees
March 27, 2015 Meeting
DeBoer Boardroom, Hannon Library**

Draft Minutes

Trustees Present: Les AuCoin, Lyn Hennion, Paul Nicholson, Jeremy Nootenboom (phone), Roy Saigo (ex-officio), Teresa Sayre, April Sevcik, Judy Shih, Dennis Slattery, Joanna Steinman, Bill Thorndike, Steve Vincent

Trustees Not Present: Fily Bencomo, Shea Washington

University Staff Present: Dr. Susan Walsh, VP Craig Morris, Jason Catz, Liz Shelby, Eric Baird, Ryan Brown, Jennifer Foundation, Danielle Mancuso, Fela Winfrey, Nicolle Aleman (short visit), Fred Creek (short visit), Chris Stanek, Dr. Karen Stone, Drew Gilliland, Victor Chang, Tim Robitz

Call to Order

Chair Thorndike called the meeting to order at 12:12P.M., and asked the acting Board Secretary to call the roll. A quorum was present.

Public Comments

No public comments.

Up-Coming Campus Events

During lunch, two upcoming campus events were highlighted. Fela Winfrey provided an overview of the May 11-15 Southern Oregon Arts and Research (SOAR) event. This is an annual event to highlight student projects and research. Jennifer Fountain and Danielle Mancuso informed the Board of an upcoming visit from 1,000 seventh grade students from local school districts. The first-time visit is part of the United Way “Big Idea” project and is coordinated by a partnership between the United Way of Jackson and Josephine County and a large university-wide planning team. Trustee Hennion advised the Board and University staff of the work of AWSEM (Advocates for Women in Science, Engineering and Math), and mentioned how they might benefit from participating in the “Big Idea” campus visit in addition to their earlier visit to campus.

Consent Agenda: Adoption of Minutes of January 30

Trustee AuCoin made the motion to adopt the minutes of the Regular Board Meeting of January 30 as prepared. The motion was seconded by Trustee Sayre. Motion carried.

President's Report

President Saigo provided an update on Legislator visits in Salem. Dr. Saigo shared how impressed he is with our legislative delegation and their involvement. He spoke about the Joint Ways and Means Committee Co-Chairs budget framework funding level for public universities. At \$670M funding will still not be restored to the 2007 budget levels. Our legislative budget goal is \$755M.

The President announced that Mark Helfrich, UO Football Coach and SOU Graduate, will be our Commencement speaker. He invited trustees to participate in the ceremony this year, which is Saturday morning, June 13.

An update of new employees and promoted staff was provided. Marjorie Trueblood-Gamble is the University Director of Diversity and Inclusion. New administrators include Nicolle Aleman, Marketing Director, and Fred Creek, new Director of Campus Public Safety and Parking. A newly hired VP for Development will be announced next week. The Board Secretary search is underway, as are searches for an HR Director, and new CFO for the Foundation.

SOU will become the nation's first "Bee Campus." SOU is #1 this year in the NAIA standings. We were #32 last year. In closing his remarks, President Saigo distributed SOU Raider caps to Trustees.

Committee Reports

Executive and Audit Committee Chair Thorndike spoke of the coming work since the committee has not yet met. The committee will be reviewing the RFP for an external auditor and the position description for an internal auditor. Trustee Slattery asked if an audit would be conducted before the end of the fiscal year. Chair Thorndike responded by informing the Board that there will be an OUS audit to close out 2015. VP Morris said separate statements will be created for the technical and regional universities and auditors will come in November to make presentation to the Board.

Academic and Student Affairs Committee Chair Sayre reported that they were learning more about the academic and student affairs organization staff and their roles at the University. During their meetings, Dr. Karen Stone provided an overview of the retrenchment process and Dr. Jody Waters provided information on the university accreditation process. AVP Lisa Garcia-Hansen gave a brief overview of admissions and enrollment services, including the SOU Cares Program.

Finance and Administration Committee Chair Nicholson provided highlights from their two meetings. The first meeting was a crash course on the budgeting process, the periodic

management report, the overall operation of the Finance and Administration unit and a brief look at the proposed new outcomes-based funding model. At their next meeting, Mark Denney, Budget Director, provided further detail on the budget process and how tuition rates are established. The committee learned about the OUS Fee book process. (For this year, our board recommends the tuition and fees to the State Board and this time and next year we will establish.) The committee learned more about the retrenchment plan and the fund balance requirements of the State Board. At their next meeting, they will focus on the budget forecast. Thorndike mentioned the role of State Board in monitoring the SOU retrenchment plan.

Trustee Hennion noted the lack of consistency of the Board and Committee minutes and would like to see guests at the Board and Committee meetings listed. Interim Secretary Shelby mentioned that staff would be meeting on that topic. When the permanent Board Secretary is hired, they will be responsible for all Board and Committee minutes.

Education Items

Chair Thorndike announced that Trustee Vincent has advised that he has a potential conflict of interest on a later agenda item. For the record, Trustee Vincent declared an actual conflict of interest and will not participate in discussion of one of the Education agenda items. Clarification was provided about potential v. actual conflict, and whether he can or cannot participate in discussion.

Higher Education Coordinating Commission Outcomes-based Funding Model Update

VP Morris identified the numerous funding proposals for public universities from a variety of sources. Board members asked about the status of the Co-Chair's budget framework, which is the budget used in the Higher Education Coordinating Commission Outcomes-based funding model and three possible scenarios of distribution. VP Morris showed what the impact of dollars to SOU would be in each scenario as compared with the retrenchment plan and last year's SOU budget. Board members were interested in knowing the decision process of the HECC work group and likely scenario to be selected by the Commission. A discussion of the role of legislators in the process ensued. Since this model applies to state funding for in-state students only, Board members also asked about the enrollment mix of in-state and out-of-state students. Board members encouraged staff to pursue the equitable funding option as strongly as possible, and discussed their role as advocates to assist.

Retrenchment Plan Overview and Metrics Report

Institutional Research Director Chris Stanek provided a quick overview of several reports – Capacity Study, Prioritization Report, Delaware Study – which were conducted prior to and considered in the development of the Retrenchment Plan. Research was also conducted to assess faculty release time. Dr. Stone gave an overview of the organizational changes in Academic Affairs and the Business Services Center. Several items were identified that resulted in SOU's "retrenchment." The Retrenchment Plan resulted in the loss of 60 FTE in Academic Affairs. The metrics to measure the effective implementation of the Retrenchment Plan were reviewed. Enrollment and retention tracking information was provided as a part of that discussion. Chair Thorndike asked if the metrics will change in light of the new HECC funding models goals. Further discussion of the model funding ensued to better understand possible changes in metrics.

Capital Construction Projects and Funding

VP Morris identified the three projects that SOU put forward for funding this year: Britt Hall Deferred Maintenance, Biomass Co-generation Boiler Project, and Susanne Homes residence hall remodel. He provided the prioritized list which was adopted by the HECC and included in the Governor's Recommended Budget. The Britt Hall project was the only SOU project to make the list for 2015-17 Capital funding from the State.

Regarding the boiler project, the fuel has not yet been determined. Woody biomass and natural gas are still under consideration. Much has been done to research the options and hear from the community. There are pros and cons to each option. Review and public comment will continue when the project goes before the Ashland Planning Commission. Chair Thorndike reminded the Board that the University should always be mindful of our community and neighbors as we consider new initiatives and projects.

VP Morris reviewed the process of tuition and fee setting at SOU. He provided information on the tuition rates proposed at the other public universities. With assistance from Housing Director Tim Robitz, the process of determining the rates for housing and dining were reviewed. Mandatory fees were also explained.

Tuition Rates.

Trustee Nicholson moved endorsement of tuition rates as recommended by the Finance Committee. Trustee Sevcik seconded. Discussion ensued. Trustee Shih asked about the differences between in-state/out-of-state tuition. Trustee Steinman asked about differential tuition rates. Trustee Slattery asked about the need for an increase in tuition rates. Trustee AuCoin indicated he would like to see how the increased tuition will be spent. VP Morris responded to clarify rates and explain why we need to raise tuition rates at this time. He also indicated that if anticipated expenses come in lower than expected, and revenues are higher than expected, the Board can always decide to lower the tuition rates. Board members asked several questions about the price sensitivity of the market, what impact higher tuition might have on enrollment, and the availability of scholarships from the Foundation. Tuition remission options were also explained.

Roll call vote: Yeas: Trustees Vincent, Thorndike, Steinman, Slattery, Sevcik, Sayre, Nootenboom, Nicholson, Hennion, AuCoin. Nays: Trustee Shih. Motion carried.

Mandatory, Housing and Dining Fees: motion Trustee Nicholson made the motion to adopt the Mandatory, Housing and Dining Fees as recommended by the Finance Committee. Trustee Hennion seconded the motion. Trustee Nicholson commented on the increase in the health fee and the uses of those funds. Trustee AuCoin shared his concern about the cost of higher education constantly going up and the real income of the population continues to decline. Trustee Shih explained why she voted no on the tuition increase and why she will vote yes on this motion.

Roll call vote: Yeas: Trustees AuCoin, Hennion, Nicholson, Nootenboom, Sayre, Sevcik, Shih, Slattery, Steinman, Thorndike, Vincent. Nays: None. Motion carried unanimously.

Board secretary corrected the vote on the tuition motion noting that President Saigo's name was called to vote and he serves as an ex-officio member of the board.

Discussion Items

General Counsel Catz advised the Board on how he planned to bring policies forward. Policies will be introduced at a board meeting and then voted on at the next board meeting. He described the next steps of transitioning policies from OUS to SOU and the other smaller universities. He also listed ten items that were identified for follow-up when the Board discussed and adopted the By-Laws and initial policies. Those items will be brought back for further discussion and clarification. Mr. Catz did address one item on the list: Proxy voting. Public bodies are not permitted to use proxy voting.

Mr. Catz briefly discussed the two proposed policies introduced at this meeting. Trustees will vote on those policies at the next meeting. Trustee Sayre asked about how the policies will be catalogued and suggested that dates of adoption should be indicated on the policies so they can be reviewed from time-to-time. Trustee Vincent had a question about the definition of "relatives" on the proposed Board Statement on Ethics and Conflict of Interest. Mr. Catz will make a note for a more full discussion of this definition at the next board meeting.

Board Meeting Schedule

Interim Secretary Shelby reviewed the proposed dates. She will come back to the Board to further discuss the 2016 dates.

Adjournment

With no further business for this regular meeting, the meeting was adjourned at 5:00pm.

Respectfully submitted,

Liz Shelby
Interim Board Secretary

Southern Oregon University

Overview of Policy Transfer and Management Process



Objectives

- ▶ Transfer State Board policies to SOU, repeal unnecessary policies.
 - ▶ Particularize transferred policies to SOU.
 - ▶ Identify existing SOU policies in need of update.
 - ▶ Reorganize numbering scheme/synthesize transferred and existing policies.
 - ▶ Identify departmental procedures, handbooks and manuals.
 - ▶ Redesign policy web pages to improve presentation of policies and provide transparency.
 - ▶ Communicate the scope of this project.
- 

Senate Bill 270

▶ **Oregon Senate Bill 270, Section 170:**

- “[T]he lawfully adopted rules and policies of the State Board of Higher Education pertaining to a university with a governing board that are in effect on the effective date of this 2013 Act continue in effect until lawfully superseded or repealed by the standards or policies of the governing board or the university. References in rules or policies of the State Board of Higher Education to the state board or an officer or employee of the state board are considered to be references to the governing board or an officer or employee of a university with a governing board.”



What will transfer?

▶ **Effective July 1, 2015:**

- The policies and rules in existence on July 1 transfer to SOU and the other TRUs, including:
 - Oregon Administrative Rules (OARs).
 - Chapter 580 – OARs specifically about OUS.
 - Chapter 573 – OARs specifically about SOU.
 - Policies of the State Board of Higher Education (“SBHE”).
 - Internal Management Directives of the Chancellor’s Office.
 - Oregon University System (“OUS”) Fiscal Policy Manual.





Policy Transition

► Policy Transition Process

- SBHE delegated to the Chancellor the power to repeal policies.
- What to repeal is the Chancellor's decision.
 - But on July 1, we can implement any policy we need.
 - Chancellor's Office worked with the TRUs to identify what to repeal.
- OUS Chancellor to repeal policies that are:
 - Out of date, unnecessary, or duplicative.
 - Relate to a "system" that will cease to exist.
- Remaining OUS and SBHE policies will transfer to SOU.
- SOU Board will receive privileged communication discussing counsel's recommendations to the Chancellor.





Revision of OUS/SBHE Policies

▶ **Post July 1 - Revise Transferred Policies.**

- Policy Council will revise transferred policies to:
 - Eliminate references to the SBHE, OUS, Chancellor's Office
 - Replace with references to SOU Board, SOU, and appropriate university employees.
- Will follow the process in the proposed "Policy on Policies" for posting, comment, and adoption.
- Policy Council to consider the need for substantive revisions to OUS OARs (Chapter 580), relying on stakeholders to take the lead.



Revision of SOU Policies and Procedures

▶ Existing University Policies.

- Consider the need for substantive revisions to SOU's OARs (Chapter 573), relying on stakeholders to take the lead.
- Update University Policies:
 - FADs (F&A policies)
 - SADs (Student Affairs policies)
 - AADs (Academic Affairs, policies)

▶ Identify Departmental Procedures/Manuals/Handbooks

- A long term project, but important.



Improve Organizational Structure of Policies

- ▶ **Reorganize Numbering and Presentation of Policies:**
 - Implement a new policy numbering and organizational scheme for University Policies.



Board Policy Manual

▶ **Board Policies:**

- Different than the University Policy Guide.
- Create a Board Policy Manual.
- Post in prominent and accessible location on the SOU website and on the Board's web pages.
- After University Policies are substantially revised and reorganized, work with the Board to identify policies to designate as having the “force of law” by this Board (ORS 352.107(m)).



Initial Priorities

- ▶ Post the transferred policies alongside the existing SOU Policies.
- ▶ Create a page used to announce and post proposed policies for seven-day comment period.
- ▶ Develop and implement new organizational scheme.
- ▶ Correct references to SBHE, OUS, Chancellor, etc., posting to the community for comment.
- ▶ Post University Policy Manual and Board Policy Manual on accessible location within the SOU website.



Questions?





Proposal for a New Academic Program

Institution: Southern Oregon University

College/School: Oregon Center for the Arts at Southern Oregon University

Department/Program: Creative Arts

Proposed Degree and Title: Bachelor of Fine Arts in Creative Writing

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number: 231302
- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

This document will serve to propose a new BFA in Creative Writing at Southern Oregon University. Creative Writing has long been a concentration and a minor within the Department of English and Writing, but since recent reorganization, Creative Writing is now part of the new program of Creative Arts, under the purview of the Oregon Center for the Arts at Southern Oregon University. This restructuring allows the perfect opportunity to expand the role of Creative Writing within the university and offer students a vibrant interdisciplinary experience that explores contemporary practice and theories that are firmly grounded in principles of verse and prose composition, with appreciation of the craft of writing in all forms. Creative Writing as both an art and a craft is philosophically and curricularly connected to Art, Art History, Emergent Media and Digital Art. Through membership in the OCA, Creative Writing links with Music and Theatre and due to the inclusive nature of writing, Creative Writing supports and engages all courses of study on campus.

The objectives of this program are to educate students to develop their own styles, to clearly communicate original ideas and to present their understanding of themselves and the larger world through cogent, expressive writing in a variety of forms. Creative Writing students will study established traditions as well as emerging content and methods. Students will be encouraged to be curious, adaptive and flexible to develop lifelong habits to generate good work and remain current in a changing market. Students will develop attainable career goals and supportive professional networks. The focus of this program is grounded in traditions of poetry and prose in order to allow students to find their personal approach and explore individual practice. This Proposal asks that Creative Writing be offered as a major course of study, granting a BFA degree.

We would like the minor in Creative Writing to continue to be available. All students will study both prose and poetry, with elective opportunities in other forms of writing including playwriting, song writing, creative non-fiction, digital literature and the graphic novel.

- c. Course of study—proposed curriculum, including course numbers, titles, and credit hours.

Creative Writing BFA Degree Requirements:

Lower Division (22 credits)

CW 220	Introduction to Creative Writing	4 credits
CW 230	Texts and Traditions	4 credits
CW 281	Introductory Fiction Writing	4 credits
CW 282	Introductory Poetry Writing	4 credits
CW 298	Introductory Studio Practice	6 credits (2 credits per term for 3 terms)

Upper Division (56 credits)

CW 320	Emergent Forms	4 credits
CW 380	Non-Fiction Writing	4 credits
CW 381	Intermediate Fiction Writing	4 credits
CW 382	Intermediate Poetry Writing	4 credits
CW 398	Intermediate Studio Practice	6 credits (2 credits per term for 3 terms)
CW 420	Beyond the Workshop	4 credits
CW 481	Advanced Fiction Writing	4 credits
CW 482	Advanced Poetry Writing	4 credits
CW 498	Capstone Studio Practice	6 credits (2 credits per term for 3 terms)
Upper Division Creative Writing Electives		8 credits
<ul style="list-style-type: none"> Choose from CW 385, 386, 399, 484, 499 		
Upper Division Electives		8 credits
<ul style="list-style-type: none"> Choose from approved upper division electives 		

Approved Upper Division Electives:

CW 385	Principles of Dramatic Writing (4 credits)
CW 386	Songwriting (4 credits)
CW 399	Special Studies (credits vary)
CW 484	Novel Writing (4 credits)
CW 499	Special Studies (credits vary)
ART 349	Comic and Picture Books Methods (1-4 credits)
COMM 312	Screenwriting (4 credits)
EMDA 320	Writing Nonlinear (4 credits)
TA 371	Playwriting (4 credits)

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The Creative Writing program will be taught primarily at the main Ashland campus, with face-to-face classes in smart classrooms. All of the curriculum will be accessible through and integrated with current technology, including the internet and social media. In time, we hope to offer more online options and Medford classes.

- e. Adequacy and quality of faculty delivering the program.

The core faculty for the Creative Writing Program are Vincent Craig Wright (fiction and song-writing), Kasey Silem Mohammad (poetry and non-fiction) and Robert Arellano (fiction and digital arts).

Professor Wright is an accomplished fiction writer, with publications in many major journals, including *The Harvard Advocate*, *14 Hills*, and *BlazeVox*, as well as a book of short stories, *Redemption Center* (Bear Star Press, 2006). Professor Wright has also published songs with BMG and Megatrax.

Professor Mohammad is the author of four books of poetry, including *Deer Head Nation* (Tougher Disguises, 2003) and *The Front* (Roof Books, 2009), and has been published and anthologized in numerous journals and collections, including *Poetry Magazine*, *The Nation* and *The Norton Anthology of Postmodern American Poetry*.

Professor Arellano is the author of several novels, including *Curse the Names* (Akashic Books, 2011) and is the recipient of an Oregon Literary Fellowship.

- f. Faculty resources – full-time, part-time, adjunct.

Professors Wright and Mohammad devote their entire, full-time teaching schedule to Creative Writing courses, and Professor Arellano will contribute classes each quarter. Adjunct Professor Angela Howe Decker has taught *Introduction to Poetry* twice, and has confirmed her availability for future courses. With the transition to a major, we will expand the curriculum to include courses taught by other SOU faculty, including classes offered through EMDA, English, Art, Communication, Philosophy, Gender, Sexuality and Women's Studies, Theatre, and Music. We will continue to appoint visiting writers in quarter or year-long positions as well. In recent years, we have employed Sharon Mesmer, Kevin Killian, and Vanessa Place as visiting faculty for special programs and we will continue this practice in a more programmatic fashion.

g. Other staff.

Creative Arts employs a full-time Office Coordinator. This key position will serve the needs of Creative Writing. In time we will add students in work-study and/or PEAK positions for special projects and events.

h. Facilities, library, and other resources.

Creative Writing will benefit from rich resources across campus and beyond. Main faculty offices are in the Center for Visual Arts which also offers smart classrooms, computer labs, an interactive lecture/theatre and a collaborative technology student workroom. Offices and classrooms are adjacent to the Schneider Museum of Art and the Hannon Library so Creative Arts students will benefit from research materials both traditional and digital, meeting rooms, classrooms, lecture and public performance/reading spaces, as well as vast interpersonal and internet opportunities for information sharing and collaboration.

i. Anticipated start date.

We would like to implement these improvements to begin in fall 2015.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

SOU mission statement: *Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.*

Creative Writing at SOU is perfectly situated to contribute to our region's singular identity as an arts-based, culturally inclusive location. Effective writing skills provide the basis of all academic disciplines. A thriving program in this essential skill strengthens and supports all explorations possible at SOU. The BFA in Creative Writing will serve students from diverse backgrounds and experience, united by the shared experience of writing. Our students will represent a healthy mix of traditional and non-traditional students, veterans, first generation college students, students who are differently abled, students from different ethnic backgrounds and representative of many points of view--politically, spiritually and temperamentally.

The main objective of the discipline is to help each student find their unique writing practice and to effectively share their thoughts with others. This essential part of a quality education ensures student success and fosters intellectual growth, understanding and responsible global citizenship.

Creative Writing is committed to intellectual rigor as an integral component of our curriculum through intensive immersion in literary traditions, interdisciplinary contexts and other forms of measurable knowledge acquisition. This in turn is related to our commitment to teach artistic skills that reflect economic imperatives, social and political realities and real-world ethical commitments. We are proud of the level of achievement displayed by SOU graduates who have concentrated in Creative Writing and of our placement record for students who have pursued programs of advanced study at other top universities in the nation.

- b. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
 - i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

Oregon faces serious challenges of student enrollment and retention, which are connected to challenges of adequate engagement with the unique student needs and priorities that characterize the state, especially in areas outside Portland. Fiction, poetry, and non-fiction writing are some of the most powerful and dynamic venues for engagement with these issues. Citizenship is an integral aspect of our program's investment in productive models of literary community and the role of writing through collaboration, interdisciplinary connection and innovation.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

Association of Writers and Writing Programs (AWP), a professional society.

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

We do not plan to seek accreditation for this degree.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

Not applicable.

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

Not applicable.

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

Based on recent polling and expressed interest by students, we have 45–50 students intending to study Creative Writing as a major in the fall of 2015. The program will attract a great deal of additional interest through an increased presence and through active promotion, and we project that the numbers will continue to increase over the next five years by 10–15 students each year.

- b. Expected degrees/certificates produced over the next five years.

We would like to offer a Bachelor of Fine Arts degree for a major in Creative Writing. We would like to continue to offer a minor in Creative Writing.

- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

Creative Writing appeals to a wide, inclusive variety of students and serves as the basis for much human endeavor. The students who are currently enrolled in Creative Writing courses at SOU are full-time traditional and non-traditional students. This course of study can serve all students; first generation college students, veterans, differently abled students, ethnically diverse students and students from any political, spiritual and temperamental background. Writing is one of the most accessible forms of self-expression available and one of the most essential.

- d. Evidence of market demand.

A recent poll of classes resulted in 45–50 students who identified as Creative Writing Majors. We feel confident there are more. The Association of Writers and Writing Programs (AWP) showed a growth of BA/BFA Creative Writing programs from 338 in 2012 to 592 in 2013. According to the Bureau of Labor statistics, the employment of authors and writers is expected to grow at 6%, and good writers can be employed in innumerable professions including academic, non-profit, and corporate arenas. These programs are continuing to grow and thrive due to the interest in the field.

Also, as evidenced by the many different kinds of writing groups in the Rogue Valley, there is a tremendous amount of regional interest in Creative Writing. Part of the strategy for increasing student enrollment will be to respond to that interest through promotion and networking.

- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics, and forecasts).

Not applicable.

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

We have had recent graduates pursuing advanced degrees at programs including Columbia University, Florida International University, San Francisco State University and the University of Iowa. As our program expands, we anticipate a strong relationship with MFA-granting institutions including those nearby, the University of Oregon and Oregon State University. Creative Writing graduates from SOU write for the New York Times, own and operate publishing companies, and publish creative works as well as respected texts on writing. Those who have remained in the area have secured employment at local companies including the Oregon Shakespeare Festival and Harry & David. In addition, skilled writers with proven creativity are highly valued by employers in businesses ranging from advertising to human relations to journalism and beyond.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Students in the program will develop skills in writing proficiency that maximize individual potential. They will demonstrate profound understanding of classic traditions and contemporary directions in writing, including standard methods of composition and the use of digital and mixed media. Students in Creative Writing will exhibit confidence in analyzing and critiquing their own work and others'. They will enter into dynamic and constructive dialogues about writing and art not only with each other, but with other practitioners in their fields, both nationally and globally.

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Students will engage in supervised workshop and studio sessions throughout their enrollment in the program, and they will produce senior capstone projects that demonstrate depth of reading and exposure to key texts and related art topics. In regularly scheduled core courses at all levels of the major, students will provide and receive responses on their experiences, and this will be among the data used, formally and informally, to assess the effectiveness of curricular content and procedure.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Faculty will engage with and produce selections of the following:

- Creative publications (poems, short stories, essays, etc.) in appropriate venues recognized as significant by artistic and intellectual communities relevant to the writer's genre and aesthetic affiliation. These may include university-sponsored journals or anthologies, independent magazines and/or webzines and anthologies.
- Publication of scholarly articles in peer-reviewed academic journals or books and/or professional presentations at national or international conferences.
- Local, regional, national and/or international presentations and readings.
- Publication of books, including novels, poetry or short story collections, creative non-fiction, through significant presses including university presses, leading trade presses, independent presses sponsored by arts organizations and/or edited by prominent writers, and with average runs of at least 500 copies distributed typically through national and/or international distribution houses such as Small Press Distribution.
- Engagement in editorial activities, including editing of anthologies and journals.
- Community involvement and partnerships, particularly including previously underserved populations.
- Achievement of professional distinction through feature or mention in discipline-relevant interviews, essays, articles, and other indices of public recognition.

6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.

Most Oregon universities offer some creative writing classes, and some offer a concentration in Creative Writing usually within an English major. Of these, Pacific University is the only one currently offering an undergraduate major in Creative Writing. The most closely related program in the state is the BFA in Writing at Pacific Northwest College of Art, which was launched in 2013. Like the program we propose

for SOU, this program places Creative Writing in the context of the arts, rather than as a subset of English Literature. Similarly, PNCA stresses interdisciplinarity between Creative Writing, Visual Arts and Music. As they are located in Portland, the geographical distance makes this overlap less significant in terms of competition for students, and is instead potentially beneficial to all students in the region and the state.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

As mentioned above, there are potential connections to be formed between SOU and PNCA. It makes sense to work together to share experience and resources including visiting writers and guest faculty with this program.

At SOU, Creative Writing operates closely with Emerging Media & Digital Arts, and shares a faculty member. We anticipate great potential for future collaboration with EMDA, making new technologies and media an integral part of our curricular focus. In addition, the proposed program would give students options for electives in other disciplines, including English, Art, Art History, Communication, Philosophy, Gender, Sexuality and Women's Studies, Theatre, Film and Music.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

There are no barriers to collaboration, but SOU's program will have unique emphases, many of which are unmatched in other regional programs. For example, our inclusion of transmedia storytelling and emergent forms expands upon the standard curriculum at most state institutions.

- d. Potential impacts on other programs.

We see the proposed BFA as being attractive to potential students from our area, and as a much-needed response to the growing needs and interests of the people of our region. It will capitalize on the desirability of Ashland as an arts destination, and a lovely place to learn. The impact on other SOU programs will be positive, and expansive since as mentioned, there will be elective options from other disciplines. We are currently operating with 45-50 Creative Writing students, and these students' enthusiasm for the proposed BFA is inspiring and deeply satisfying.

7. Financial Sustainability (see *Budget Outline form*)

- a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

This proposal calls for the expansion of an existing minor and former degree concentration into a major that offers a BFA degree. The demands of the proposed program require no additional facilities, faculty, support staff or programmatic expense than the current creative writing programs now enjoy. We would like to develop additional sources of funding to augment the University's support, including annual publishing and sales of *The West Wind Review*, a Readings Series (student work in progress), an Evenings with Authors series (influential known writers) and participation in national conferences to showcase the program and recruit students. By realizing the creation of a successful major with a BFA, we will retain current faculty and be able to recruit additional faculty to serve anticipated student numbers. As stated above, this will be a program of distinction in the state, and we expect to provide an environment desirable for students and faculty to live and work. We anticipate that the Hannon Library will continue to be ideal for programmatic needs, for both traditional resources of books in print and for online and digital sources.

- b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

We have recently created a shared student lab/lounge/workspace that offers a collaborative environment for our students to do their homework, share ideas, collaborate on projects and receive feedback for work in progress. Additional classroom spaces will be organized to provide safe and comfortable working environments for class discussion.

- c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

The targeted student/faculty ratio will depend partly on the nature of the class being taught. We will have some larger lecture/survey classes, 20-40 students to an instructor, where appropriate, and smaller tutorial/discussion classes, 12 students to an instructor, when the curriculum requires more individual attention.

- d. Resources to be devoted to student recruitment.

We have plans for student recruitment both on and off campus. There are current SOU students interested in the proposed BFA in Creative Writing. By raising our profile in presenting *The West Wind Review*, the Readings Series and the Evenings with Authors series, we expect to draw many more students from the campus and the community. In addition, the Chair and faculty intend to visit community colleges, high schools, middle schools and writers' groups to speak about the program, distribute information packets and answer questions. We would like to participate in national conferences, both as guests and hosts, as time and funds permit.

8. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Not applicable.

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Southern Oregon University
 Program: BFA in Creative Writing

Academic Year: 2015-16

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$165,577 2.63 FTE	\$69,975 1 FTE				235,552
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal	\$165,577	\$69,975				\$235,552
Other Resources						
Library/Printed		\$800				800
Library/Electronic						\$0 (covered by course and program fees)
Supplies and Services	2,000				40	2,040
Equipment					160	160
Other Expenses	\$1,000 recruiting \$2000 lit.pub. \$2000 guests					5,000
Other Resources Subtotal	\$7,000				200	\$8,000
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$172,577	\$69,975			200	\$243,552

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Southern Oregon University
 Program: BFA in Creative Writing

Academic Year: 2016-17

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services					40	40
Equipment					160	160
Other Expenses						
Other Resources Subtotal					\$200	\$200
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL					\$200	\$200

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Southern Oregon University

Academic Year: 2017-18

Program: BFA in Creative Writing

Column A	Column B	Column C	Column D	Column E	Column F
From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL

Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services					40	40
Equipment					160	160
Other Expenses						
Other Resources Subtotal					\$200	\$200
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL					\$200	\$200

Budget Outline Form: Year 4
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Southern Oregon University

Academic Year: 2018-19

Program: BFA in Creative Writing

Column A	Column B	Column C	Column D	Column E	Column F
From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL

Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services					40	40
Equipment					160	160
Other Expenses						
Other Resources Subtotal					\$200	\$200
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL					\$200	\$200

APPENDIX

Library Resources

MEMORANDUM

TO: Craig Wright, Kasey Mohammad, Creative Arts program, Center for the Arts
Penny Thorpe

FROM: Jeffrey Gayton, University Librarian, Dorothy Ormes, English Librarian
Cc: Mary Jane Cedar Face, Collection Development Librarian

DATE: November 25, 2014

SUBJECT: Resources to support proposed new program proposal in Creative Arts: Creative Writing Major

The HECC review and approval processes for new majors and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the Program Description section and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

BOOKS

As the Library's materials budget has decreased, we have focused on purchasing titles that support the main areas of the English and Writing program. In the discipline of English we have a reasonable selection of materials. A search on the subject "creative writing" retrieves a substantial number of entries about two thirds of which have been added since the year 2001. A search on the subject "English Language – rhetoric" yields over 500 items, over one third of these published since 2001. Our subscription to a large ebook collection and participation in Orbis Cascade Alliance's ebook program has helped provide access to many more titles. We also have access to ten times the number of materials through the Summit catalog. A general subject search on "creative writing" yields 388 entries in the Hannon Library catalog. When limited to ebooks the same search retrieves 317 entries, 126 published since 2009. We have nineteen Reference titles supporting writing, two specific to fiction, 15 specific to rhetoric. We also have 21 Reference titles for "literary criticism." The library also collects book award winners in fiction and poetry each year.

PRINT JOURNALS

We have current subscriptions to 44 print journals covering the subjects of fiction, science fiction, English and American literature, criticism and interpretation, and poetry. We have limited runs of other literature journals because we discontinued the subscriptions due to budget cuts. Electronic databases have mitigated the loss of some of these subscriptions; however not all journals are available electronically so print subscriptions are necessary.

DATABASES AND ONLINE JOURNALS

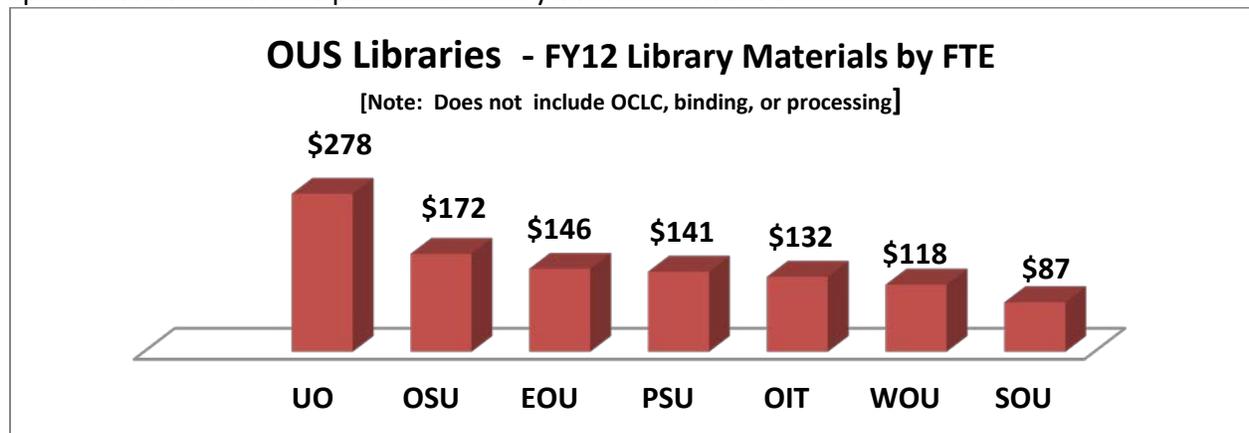
Hannon Library does subscribe to the *MLA International Bibliography and Humanities, Social Science Retrospective Index* and *JSTOR Art and Sciences* databases all of which would serve this program. The Library also relies on the interdisciplinary database, *Academic Search Complete* (EBSCO) to support English and Writing research. Searches on “writing,” “creative writing,” “rhetoric,” and “composition” in *Academic Search Complete (ASC)* retrieved numerous articles, some of which are available in full-text within ASC. A sampling of journals pertaining to Creative Writing indexed in *MLA International Bibliography* follows.

- *TEXT. Journal of Writing and Writing Courses*
- *Journal of Writing Research*
- *Issue in Writing, Creative Writing: Teaching Theory and Practice*
- *Kuka: Journal of Creative and Critical Writing*
- *Afro-Hispanic Review*
- *Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric*
- *Writing on the Edge*

Included in the databases and through the library catalog are small university press journals and others specific to “literary theory and criticism” and “rhetoric.” The *Oxford English Dictionary (OED) Online* will support this program as well as *Literary Index* that points to a limited selection of in-house series’ of volumes of literary criticism.

GENERAL STATEMENT OF NEED

Hannon Library’s overall materials budget to purchases resources to support academic programs has decreased over years despite introduction of new programs. Hannon Library spends less on materials per FTE than any other HECC school.



ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED PROGRAM

The Creative Arts program’s new curriculum for a Creative Writing major will be partially supported by the Library’s current holdings. There are some reference and general collection

titles that should be purchased to better support this program. At the request of the Creative Arts Program we hope to add two print journal subscriptions, *Lana Turner: A Journal of Poetry and Opinion* and *Fence Magazine*, perhaps funding this by canceling low-use titles to which we have full-text access in online databases. We will also reexamine our holdings of journals specific to writing. It would be important to trial databases such as *Pro Quest's Literature Online*, *GALE's Literature Resource Center* or *EBSCO's Humanities Full Text* and *Literary Reference Center* to determine which of these might supply access to more literary journals of interest.

We need one-time funds to purchase current books. Please use these amounts in the HECC Budget Outline Form:

Library/Printed	\$ 800
Library Electronic	\$ 0

Thank you for the opportunity to review and respond to the proposal.

Board Statement on Policies
Board of Trustees of Southern Oregon University

1.0 Preamble

Consistent with authority of the Board of Trustees ("Board") authority to manage the affairs of Southern Oregon University ("University" or "SOU") and, in recognition of its fiduciary obligations, the Board identifies the following categories of authority and the principles and processes governing the development of statements of authority, including bylaws, committee charters, board statements, board resolutions, university policies, university procedures, handbooks, and manuals.

2.0 Categories of Authority

2.1 Bylaws. Board Bylaws outline the essential elements necessary for the Board's constitution and operation, including, but not limited to Board officers, meeting agendas, and certain legal obligations.

2.2 Committee Charters. Committee charters identify the duties and scope of authority for the Board's committees, both standing and ad hoc and must be consistent with the Board's Bylaws, Board Statement on Committees, and other Board actions. These charters may only be promulgated, amended, or repealed by a majority vote of the Board. Board committees, from time to time, may suggest changes to the committee charters for Board action.

2.3 Board Statements and Resolutions. Board Statements are broad, strategic statements communicating the Board's expectations. As opposed to University Policies or Procedures, which could communicate delegated, operational or transactional authority or procedures, Board Statements communicate the fundamental strategic, fiduciary, and structural expectations of the Board. While the Board's committees, President, and SOU Policy Council play a role in the development and recommendation of Board Statements, such Statements may only be promulgated, amended or repealed by a majority vote of the Board. Pursuant to ORS 352.107, the Board may authorize a Board Statement to have the force of law. Board Resolutions are also reserved for broad, strategic statements, but may be used in specific circumstances, including statements that need to be reaffirmed periodically by the Board or for actions authorizing the sale of bonds. Board Statements and Resolutions must be consistent with the Board's Bylaws and federal and state law.

2.4 University Policies. University Policies describe the exercise of authority delegated to the President by the Board. University Policies typically communicate the broad, strategic expectations of the President regarding the University's affairs. University Policies must be consistent with Board Statements and Resolutions and federal and state law. In any event where a University Policy is inconsistent with a Board Statement or Resolution, the Board Statement or Resolution shall prevail.

2.5 University Procedures. University Procedures, which likely work in concert with one or more University Policies, communicate the day-to-day steps or processes necessary for the effective and efficient accomplishment of University Policies. University Procedures must be consistent with Board Statements and Resolutions, University Policies, and other actions, as well as federal and state law. Where a University Procedure is inconsistent with a Board Statement, Resolution, University Policy or other Board action the Board Statement, Resolution, Policy, or action prevails.

2.6 Handbooks and Manuals. Handbooks and Manuals exist throughout the University and typically communicate desktop procedures or expectations for a University department, unit, or functional area. Examples may include, but are not limited to a faculty handbook, student handbook, and fiscal policy manual. Handbooks and Manuals must be consistent with Board Statements, Resolutions, and other actions, and University Policies and Procedures. Where a Handbook or Manual is inconsistent with a Board Statement, Resolution, or action, or University Policy or Procedure, the Statement, Resolution, action, Policy, or Procedure will prevail.

3.0 SOU Policy Committee

3.1 To assist in the formulation, drafting, revision, recommendation, and maintenance of the Board's and University's statements of authority, the Board directs the President to establish and maintain a policy council. The SOU Policy Council ("Council") will be convened by the SOU General Counsel. With the approval of the President, the Council will consist of representatives of the major functional units at the University (e.g., human resources, business affairs, contracting and procurement, public safety, student affairs, academic affairs, and risk management), as well as duly-elected or appointed representatives of the Faculty Senate or ASSOU. The Council is a consultative, multi-functional group designed to provide valuable input and advice on the categories of authority described in this Board Statement.

3.2 The responsibility for any statement of authority described at sections 2.4, 2.5, or 2.6 of this Board Statement resides with the cognizant officer or director ("Responsible Officer"), even if employees that report to the Responsible Officer participate in the Council. Responsible Officers include: (1) chief academic and student affairs officer, (2) chief financial officer, (3) chief legal officer, (4) chief development officer, and (5) athletic director.

3.3 The Responsible Officer is authorized to maintain Handbooks and Manuals described at Section 2.6 for any unit or department that reports to him or her. The Responsible Officer may seek the advice and guidance of the Council for Handbooks and Manuals, but is not required to do so. Notwithstanding this authority, a Handbook or Manual is not valid unless it contains statements that (i) it does not create a contractual obligation unless expressly stated, (ii) that the official copy may be found on the University's policy website, and (iii) any inconsistency with a category of authority described at Section 2.3, 2.4, or 2.5 of this Statement will be resolved in favor of the applicable Board Statement, Resolution, or action, University Policy or Procedure, or, as applicable collective bargaining agreement.

3.4 The Responsible Officer, or designee, shall present University Procedures, whether new or existing, to the Council for advice. After discussion of the draft University Procedure, the Responsible Officer may seek the President's approval. Although a vote is not required in order for the Responsible Officer to submit a University Procedure to the President for approval, the Responsible Officer shall communicate to the President any major issues or concerns, if any, identified by the Council. A University Procedure is only valid after an official copy is (i) approved by the President and (ii) included on the University's policy website.

3.5 The Responsible Officer, or designee, shall present University Policies, whether new or existing, to the Council for advice. After discussion of the draft University Policy, the Responsible Officer may submit the draft University Policy to the President for authorization to seek comment from the University community. Although a vote is not required in order for the Responsible Officer to submit a University Policy to the President, the Responsible Officer shall communicate to the President any major

issues or concerns, if any, identified by the Council. With the President's authorization, a Responsible Officer may submit a draft University Policy to the University community for comment for at least seven calendar days. The draft shall also be posted on the University's policy website during the comment period. After seven days, the Responsible Officer, with any comments, may return to the Council for advice or request approval from the President. A University Policy is only valid after an official copy is (i) approved by the President and (ii) included on the University's policy website.

3.6 Board Statements or Resolutions may come to the Council for advice and consideration through a variety of channels, including the Board or its chair, its committees, whether standing or ad hoc, the President, or a Responsible Officer. The relevant Responsible Officer, at the direction of the Board chair, Board committee chair, or the President, may present a Board Statement or Resolution, whether new or existing, to the Council for advice and consideration. After any advice and consideration by the Council, and with the Board chair's authorization, the President or Responsible Officer may submit a draft Board Statement or Resolution to the University community for comment for at least seven calendar days. The draft may also be posted on the University's policy website during the comment period. After seven days, the President or Responsible Officer may compile any comments and seek the advice of the Board chair on whether to return the draft to the Council for further refinement or include the draft Board Statement or Resolution in the Board's docket for action at a regular, special or emergency meeting. Notwithstanding the Council's existence as a consultative, advisory group assembled for the benefit of the University, nothing in this Section shall be construed to require the Board or its committees to submit its Board Statements or Resolutions to the Council.

4.0 Format

4.1 All categories of authority will be presented substantially in the same format. The official copy of the authority will be found on the Board's website and the University's policy website, with an official paper in the Board's office files.

4.2 The Council will devise an operational system to organize the categories of authority under discernible functional areas.

4.3 Responsible Officers will, from time to time, review categories of authority within their functional areas to determine if repeal or amendment is advisable.

4.4 Technical changes to the organizational system, titles of authorities, indexing of authorities, or any other administrative change necessary to maintain an accessible and efficient policy function that does not conflict with this Board Statement may be accomplished after notice to the Board Chair.

OUS ACHIEVEMENT COMPACT 2015-16



Southern Oregon University Mission:

Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.

Southern Oregon University is committed to:

- A challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement;
- Academic programs, partnerships, public service, outreach, sustainable practices, and economic development activities that address regional needs such as health and human services, business, and education; and
- Outstanding programs that draw on and enrich our unique arts community and bioregion.

<u>Outcome Measures</u>	2013-14			2014-15 Projected			2015-16 Targets		
	All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*	
		URM	Pell Eligible		URM	Pell Eligible		URM	Pell Eligible
Completion									
# of bachelor's degrees awarded to Oregonians	550	66	381	528	64	366	515	64	358
# of bachelor's degrees awarded to rural Oregonians	128	15	99	127	15	98	125	18	98
# of advanced degrees awarded to Oregonians	145	9	n/a	146	9	n/a	150	9	n/a
Quality (Data in this section is from the 2013-14 alumni survey and has not been updated)									
	Percent undergraduate alumni reporting they were "Extremely Satisfied" or were at least "Somewhat Satisfied" with university's contribution to abilities and skills in the following areas:***								
	Extremely Satisfied					At Least Somewhat Satisfied			
Written Communication	45.0% (41)					84.2% (76)			
Verbal Communication	45.9% (41)					84.7% (77)			
Critical Thinking	58.2% (53)					89.0% (80)			
Knowledge in field of study or major	45.3% (41)					87.0% (79)			
Undergraduate alumni rating overall quality of education (5 point scale, 1=poor, 5=excellent)***	Percent Responding 5 (Excellent): 31.4% (28) Percent Responding 4 or 5: 77.9% (70)								

OUS ACHIEVEMENT COMPACT 2015-16



(Continued)

<u>Outcome Measures</u>	2013-14			2014-15 Projected			2015-16 Targets		
	All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*	
		Minority	Pell Eligible		Minority	Pell Eligible		Minority	Pell Eligible
Connections									
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	151	32	71	147	23	69	147	31	70
	40%	35%	38%	44%	35%	41%	44%	36%	42%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	181	25	139	170	23	131	164	27	130
Local Priorities (optional for each institution)									

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni.

Investment:

Education and General	2010-11	2011-12	2012-13	2013-14	2014-15
SOU	\$16,330,133	\$12,642,338	\$13,113,452	\$13,588,995	\$16,384,997



Southern Oregon University

Academic Year 2014-15



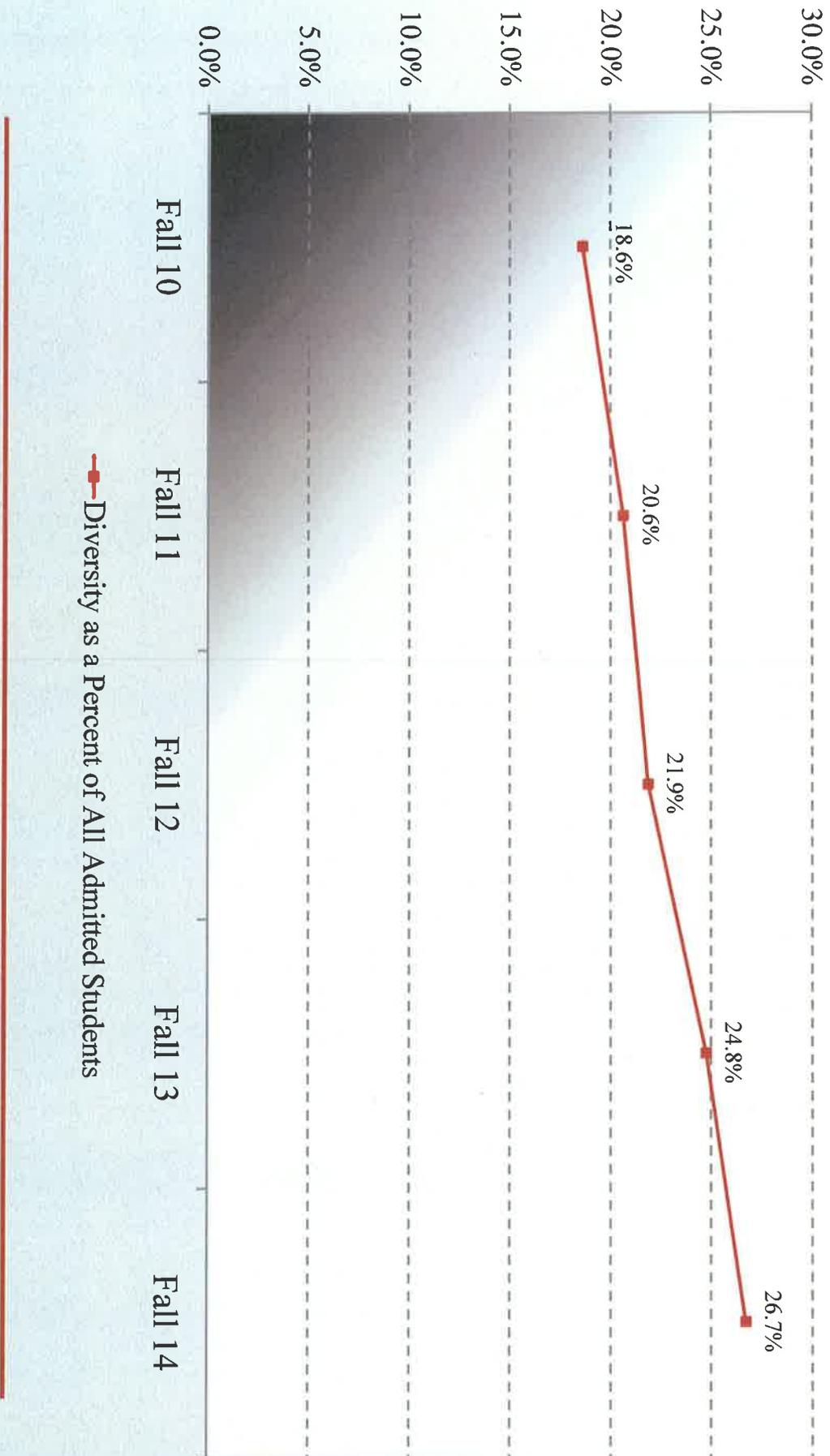


2014-15 Highlights

- July 2013 vs July 2014; down 9%
 - Aug 2013 vs Aug 2014; down 8%
 - Oct 2013 vs Oct 2014; up 2%
 - Only Oregon Public with an Increase this Fall
 - The Most Amazing Team Work Ever
 - All Retrenchment Metrics are Positive
(retention, enrollment, admissions, fund balance)
-

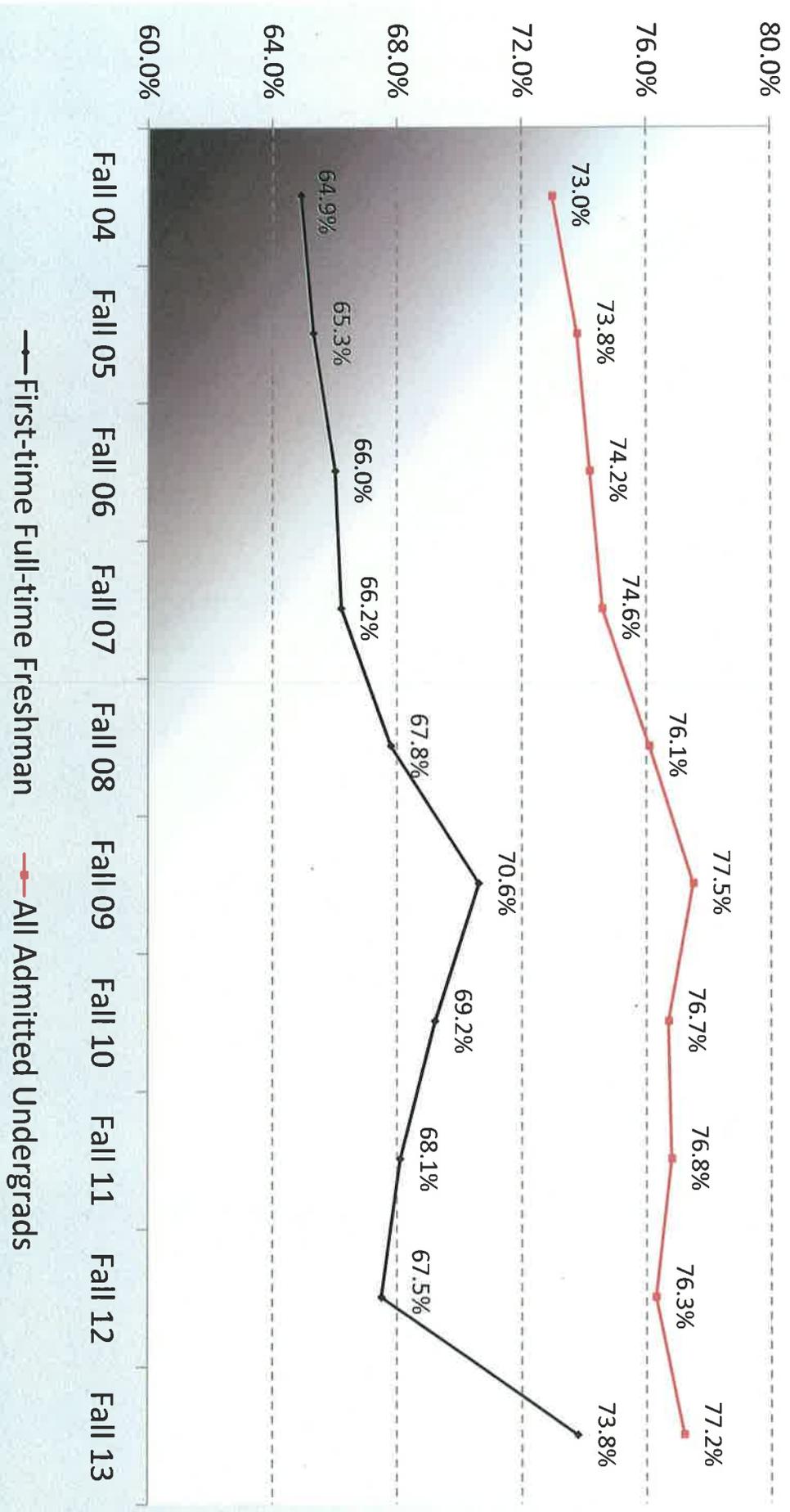


Cultural & Ethnic Diversity





Retention



Fall 15 Applications

Compared to Fall 13 and Fall 14: Total apps and Freshmen (FR) apps

