



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

October 13, 2016

TO: Southern Oregon University Board of Trustees, Academic and Student Affairs Committee

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

The Academic and Student Affairs Committee of the Southern Oregon University Board of Trustees will hold a regular committee meeting on the date and at the location set forth below.

Topics of the meeting will include a provost's report including updates on the Provosts' Council and enrollment topics. The committee will receive a curriculum update on a master's degree in outdoor adventure leadership, bachelor's degree in health sciences, and certificate in wine business. There also will be a discussion regarding the accreditation site visit, a Title IX presentation, and a discussion on future meetings.

The meeting will occur as follows:

Thursday, October 20, 2016

1:30 p.m. to 3:30 p.m. (or until business concludes)

Hannon Library, DeBoer Room, 3rd Floor (Room 303)

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **If special accommodations are required or to sign-up in advance for public comment, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**



**Board of Trustees
Academic and Student Affairs Committee Meeting
October 20, 2016**

Call to Order and Preliminary Business



**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, October 20, 2016
1:30 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA

Persons wishing to participate during the public comment period shall sign up at the meeting.
Please note: times are approximate and items may be taken out of order.

- | | | | |
|-----------|----------|--|--|
| | 1 | Call to Order and Preliminary Business | Chair Sayre |
| | 1.1 | Welcome and Opening Remarks | |
| | 1.2 | Roll Call | Sabrina Prud'homme, SOU,
Board Secretary |
| | 1.3 | Agenda Review | Chair Sayre |
| | 1.4 | Consent Agenda: Approval of September 15,
2016 Meeting Minutes (Action) | |
| | 2 | Public Comment | |
| ~ 15 min. | 3 | Provost's Report | Dr. Susan Walsh, SOU,
Provost and Vice President
for Academic and Student
Affairs |
| | 3.1 | Provosts' Council Update | |
| | 3.2 | HECC Evaluation and University Timeline | |
| | 3.2 | Enrollment and Completions Dashboard | Kelly Moutsatson, SOU,
Director of Admissions and
Dr. Matt Stillman, SOU,
University Registrar: Co-
Executive Directors of
Student Enrollment |
| ~ 20 min. | 4 | Curriculum Update | Dr. Susan Walsh |
| | 4.1 | Master's Degree in Outdoor Adventure
Leadership | |
| | 4.2 | Bachelor's Degree in Health Sciences | |
| | 4.3 | Certificate in Wine Business | |

**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, October 20, 2016
1:30 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA (continued)

~ 10 min.	5	Accreditation Site Visit	Dr. Jody Waters, SOU, Associate Provost
~ 50 min.	6	Title IX Presentation and Discussion	Marjorie Trueblood-Gamble, SOU, Director of Diversity and Inclusion; Angela Fleischer, SOU, Assistant Director of Student Support and Intervention for Confidential Advising
~ 5 min.	7	Future Meetings	Chair Sayre
	8	Adjourn	Chair Sayre



**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, September 15, 2016
12:00 p.m. – 2:00 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

MINUTES

Call to Order and Preliminary Business

Chair Sayre called the meeting to order at 12:04 p.m. She also welcomed President Schott to the meeting.

The following members were present: Teresa Sayre, Judy Shih and Joanna Steinman. Trustee Shea Washington participated by teleconference. The following members were absent: Les AuCoin and Steve Vincent. Trustee Bill Thorndike, Trustee Dennis Slattery and President Linda Schott (ex officio) also attended the meeting.

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Jason Catz, General Counsel; Craig Morris, Vice President for Finance and Administration; Dr. Jody Waters, Associate Provost; Dr. Matt Stillman, University Registrar and Co-Executive Director of Student Enrollment; Kelly Moutsatson, Director of Admissions and Co-Executive Director of Student Enrollment; Dr. Jeff Gayton, University Librarian and Learning Commons Director; Jennifer Fountain, Director of Student Life; Gordon Carrier, Computing Coordinator; Olena Black, League of Women Voters; Melinda Joy, ASSOU; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Chair Sayre requested one correction to the June minutes: deletion of a redundant word in the first paragraph. Trustee Shih moved to approve the May 19, 2016 meeting minutes as drafted and the June 16, 2016 meeting minutes as amended. Trustee Steinman seconded the motion and it passed unanimously.

Public Comment

There was no public comment.

Provost's Report

Dr. Susan Walsh encouraged trustees to attend the upcoming events during the week of welcome for the new freshman class. She recognized Dr. Jody Waters and Chris Stanek for their work on the accreditation report, which will be discussed later.

Dr. Walsh said she and President Roberto Gutierrez have signed the KCC-SOU staff rates MOU. She is in the process of negotiating the same agreement for RCC staff.

The Director's Council Retreat was held for leadership from both academic and student affairs. They discussed various issues, including strategic planning, which the president will handle.

The recent Provosts' Council Retreat was in Monmouth. Rex Fuller, Dana Richardson and some of the legislative affairs members joined the retreat. Discussion topics included: college completion; bridge grants; pathways to graduation/completion; accommodating different student populations; programs that link to employers in terms of hard and soft skills; and the HECC's preparation of a completion plan. Regarding the impact of the Oregon Promise, Dr. Walsh did not think it has infused community colleges with a lot of new students and said its impact is unclear to institutional research and provosts. The provosts discussed the role universities might have in the Promise. One idea was to expand the Promise to include the universities and another was to let the money follow the students to allow them to choose which institutions to attend. At the HECC's request, the provosts also discussed how they could help the HECC achieve its strategic goals.

Responding to Trustee Thorndike's inquiry about new faculty, Dr. Waters estimated approximately twelve new hires and several conversions to permanent positions for a total of about 22. Dr. Walsh added, international faculty are among the new hires.

Review of Enrollment and Completions Reporting

At two weeks from the start of the fall term, Dr. Matt Stillman noted that total headcount is down by 2.7 percent and FTE is down 1.5 percent. As the term gets closer and more students enroll, SOU gets closer to hitting its retrenchment targets. He explained: the typical pattern of enrollment sees an upswing when Advanced Southern Credit and Early Entry students enroll. He expects flat enrollment after adding the Advanced Southern Credit students.

Efforts have been intentional in working to attract back continuing students including outreach to students enrolled last spring but have not registered for fall term. He also said they are removing holds and further noted a positive impact from these efforts. Dr. Stillman added that SCH is down for resident students but up for WUE students. Although not the desired trajectory, this student mix will result in more tuition revenue. Regarding completions, applications for graduation were up and actual degrees awarded appears down because applications are still being processed.

Focusing on new students, Kelly Moutsatson said applications are down 5.2 percent and they are focusing on increasing the number of enrolled students, addressing concerns and removing enrollment barriers. She said 1,278 new students enrolled, with the bulk of the decrease being resident freshmen. Describing conversations with her counterparts, Ms. Moutsatson said the other Oregon public universities also expect to be down in resident freshmen enrollments. To increase the focus on residents, Ms. Moutsatson described efforts of the Portland admissions counselor, "SOU2You" events and introducing Jackson County high school students to the Pledge. Responding to Trustee Thorndike's inquiry regarding the possibility of potential students falling through the cracks, Ms. Moutsatson said they seek feedback from students and school counselors and build intentional communications to prevent that from happening.

Accreditation Update

Introducing the accreditation item, President Schott commended the work of Dr. Jody Waters, Chris Stanek and the rest of the team who worked on the report. Dr. Waters also acknowledged and thanked the 30 or 40 people who have been working on the

report, in particular Kristin Nagy Catz and Chris Stanek. She said they will submit the report electronically and by hard copy to the NWCCU team to review and request additional information. They also will submit a hard copy.

Some of the trustees will be asked to meet with the accreditors during the visit. Dr. Waters stressed that accreditation fulfills a number of functions, such as ensuring eligibility to receive financial aid and federal funds; transferring credits to and from other universities; placing students in graduate school; and attracting and retaining quality faculty.

Dr. Waters then discussed the key findings of each of the five standards. Discussing standard one, mission, core themes and expectations, Dr. Waters said it is an umbrella sitting over all other standards. A key finding was that SOU fulfills its mission through the integration of liberal arts curriculum with applied, hands-on opportunities, such as practicums, internships, capstones with a community component, civic engagement, service learning and co-curricular activities. Another positive finding is that SOU is operationalizing the mission in ways that are meaningful and information is gathered that be used to demonstrate that and to create additional improvement.

Addressing standard two, resources and capacity, Dr. Waters said the questions deal with governance and leadership; whether SOU has the capacity and infrastructure to run the university at the identified capacity; whether SOU has policies and the intellectual infrastructure to support the operations; and plans to expand or adjust to change. Dr. Waters recognized Jason Catz for his work on transitioning inherited policies. Almost every section in the report is affected by the elimination of OUS and the state board. The report will set the stage about this dramatic change in governance and other major changes that have taken place at SOU. Trustee Thorndike noted the board was not included in the list of entities with which there is ongoing communication; Dr. Waters acknowledged the oversight and pointed out the board is mentioned extensively throughout the report. Further, she thought the SOU website could be an area of vulnerability so it was called-out in particular.

One of the key findings from standard three, planning and implementation, was the planning processes that have taken place over the past several years have been inclusive, strategic and transparent. Dr. Waters gave examples of how SOU's core themes are supported by its planning processes.

Standard four, measurement and improvement, examines student outcomes and learning and how they are operationalized and assessed. In most cases, SOU can provide evidence of a value-added component for students upon their departure and can quantify what students take away, such as critical thinking and communication skills.

Discussing the fifth standard, mission fulfillment, Dr. Waters highlighted the finding that, even in a period of significant transition and change, SOU responded in a very responsible way to the campus community and to the region. SOU has amassed considerable evidence to document assessment of accomplishments and inform future planning.

Dr. Waters concluded her presentation by describing the process and roles during and

following the site visit. President Schott added that SOU will have the opportunity to correct any errors of fact in the report.

AASCU's Re-imagining the First Year (RFY) - Update

Dr. Jeff Gayton updated the committee on events since his RFY presentation in February. He said the RFY team identified 38 programs in support of first-year students. He has discussed with faculty the struggles they have with first-year students and the challenges first-year students face. Working groups and talking sessions have been held with faculty who teach a lot of first-year students.

To develop SOU's campus plan, the RFY team was divided into four groups (students; faculty and staff; curriculum; and institutional intentionality), with a cross section of people working in each group. The campus plan has eight proposals: 1) improve how students are informed about the available support resources; 2) provide students a sense of belonging in a larger community of learners in the classroom, in co-curricular activities and through advising; 3) connect the curriculum with related co-curricular activities that reflect and support each other; 4) integrate career advising into the curricular and co-curricular life of students; 5) redesign high-DWIF (drop, withdraw, incomplete, failing) grade courses; 6) streamline the handoff of students from one advising system to another; 7) purchase or develop a learning-management system with early-warning capabilities and which includes academic and non-academic factors; and 8) simplify educational pathways in general education and in majors.

Trustee Shih commented that helping first-year students become agents of their own educational plans should be its own proposal or goal. In reviewing the plan, Dr. Gayton said he noted it did not mention the Bridge Program or the mindset intervention being done with the College Transition Collaborative. The plan is getting SOU from 38 initiatives to those eight proposals. A recurring issue with all of the groups was student understanding of educational purpose. This requires students to understand their role as their own agents, how classroom experiences relate outside the classroom and how chosen activities support their goals.

AASCU also communicated its four goals: 1) increase credit accumulation; 2) increase credit completion ratio; 3) increase gateway course completion; and 4) increase persistence. Dr. Gayton said the goals are ambitious and it will be interesting to see which institutions, if any, can meet the established metrics, which he described. Dr. Gayton said he has not yet had the time to identify what AASCU's goals mean for SOU and has not yet talked to President Schott about the goals to ensure they meet her vision for moving forward.

Responding to Chair Sayre's inquiry about the early warning system, Dr. Gayton said various software packages are available, including one with red-yellow-green indicators and another with a digital dashboard.

Trustee Thorndike asked if there was a way to reward or acknowledge faculty who "knock the ball out of the park" with first-year students. Dr. Walsh said they struggle with this from a collective bargaining standpoint and the mandated quantitative standards; from a qualitative standpoint, you can tell which faculty are popular with first-year students and who have a lot of advisees. The issue for SOU is that

everything ostensibly is equitable. They are exploring options for balancing duties of faculty who have a lot of advisees and those who do not. They have also invested in a division advisor for the Division of Social Sciences. Chair Sayre added that merely studying success and failure rates of courses is beneficial.

Trustee Slattery suggested the conversation also should focus on a certain level of robustness—that not every student should necessarily pass and that easy and fun professors should not be incentivized; there has to be a balance between the right level of challenge and the right tools to meet that challenge. Chair Sayre acknowledged the point and said she hoped the focus is on support for students, especially those who are struggling.

Future Meetings

Chair Sayre solicited agenda items for future meetings and asked trustees to continue submitting topics to the board secretary as well. The next meeting will be October 20th and so far, the agenda may include a curriculum update and student debt.

Adjourn

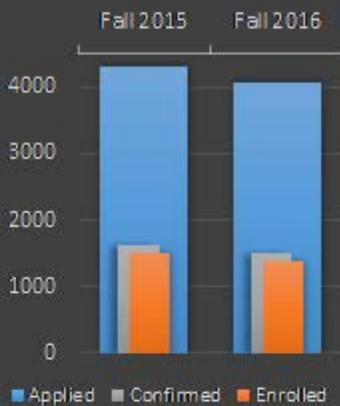
Chair Sayre adjourned the meeting at 1:57 p.m.

DRAFT

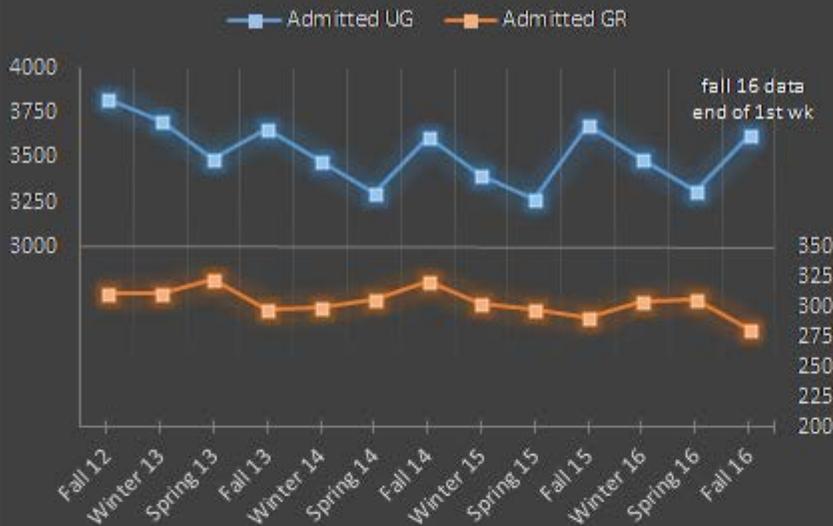
Public Comment

Provost's Report

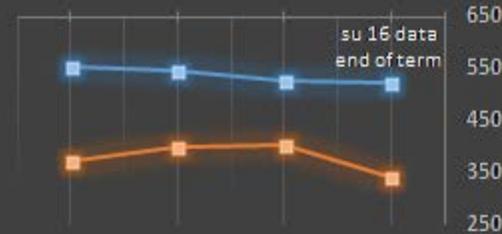
Admission Apps



FTE Enrollment Trends

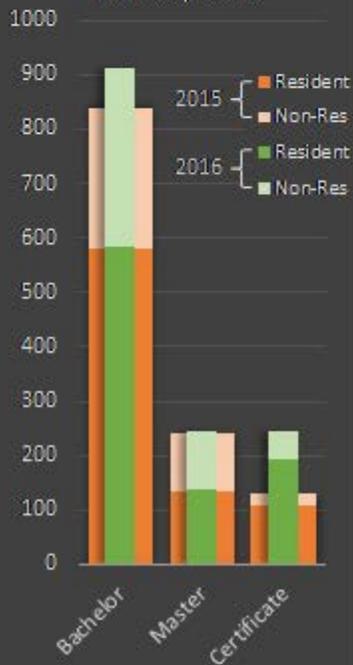


Summer 13 Summer 14 Summer 15 Summer 16

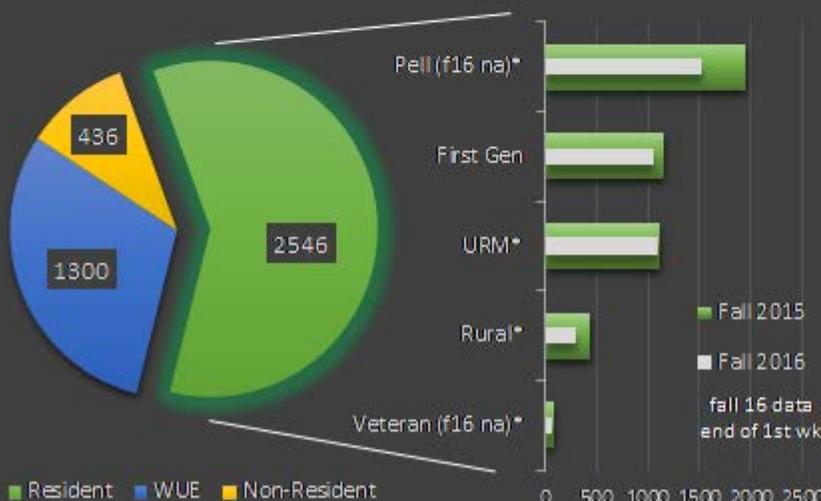


Degree Apps

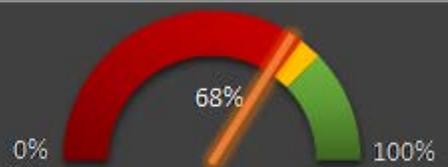
End of September



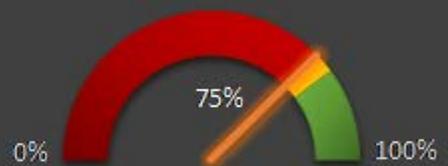
Fall 2016 UG Student Populations



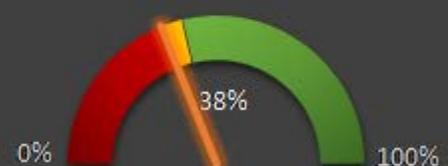
*as counted by HECC for funding



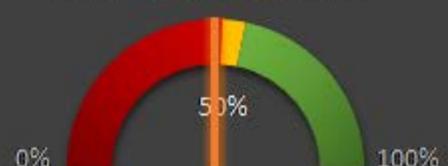
First Year Retention



UG Retention



First Year Grad Rate

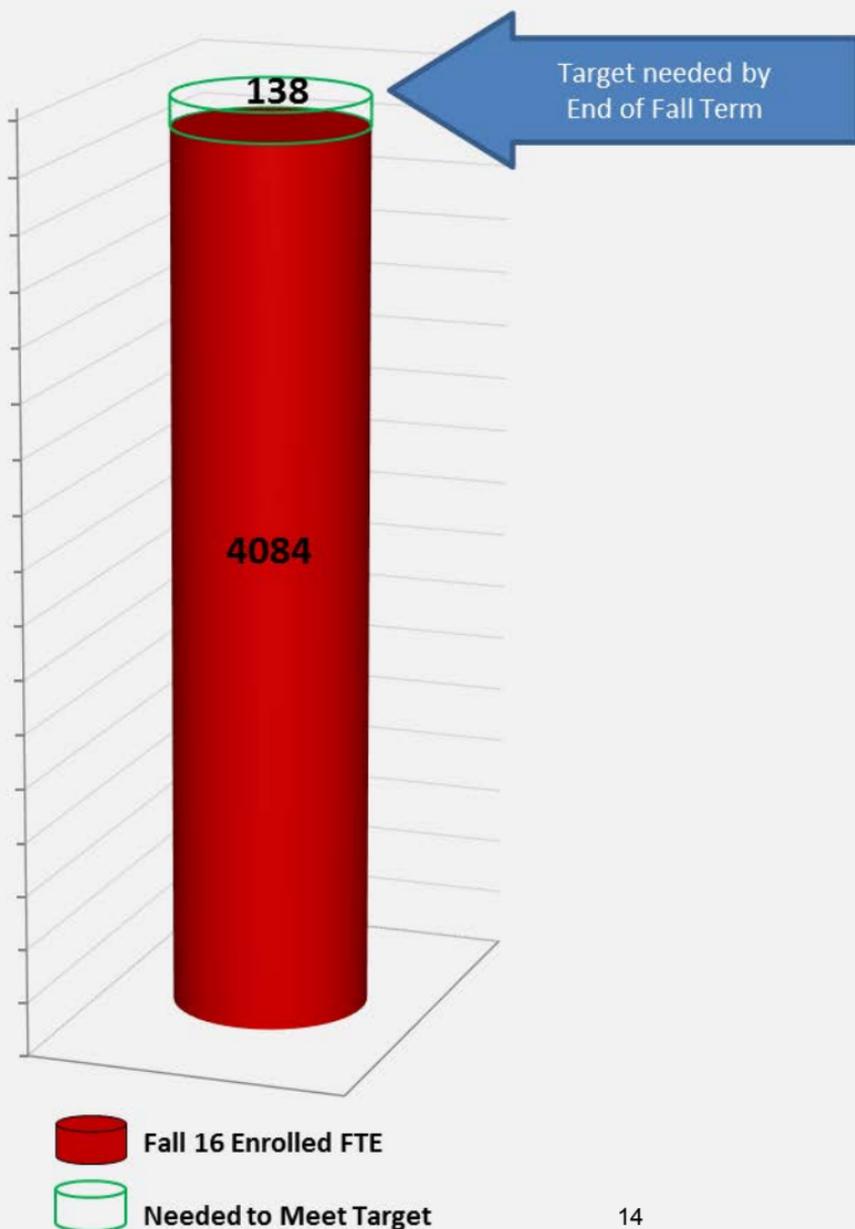


Transfer Grad Rate

Last Updated: 10/2/2016

Fall16 Target: 4222 FTE*

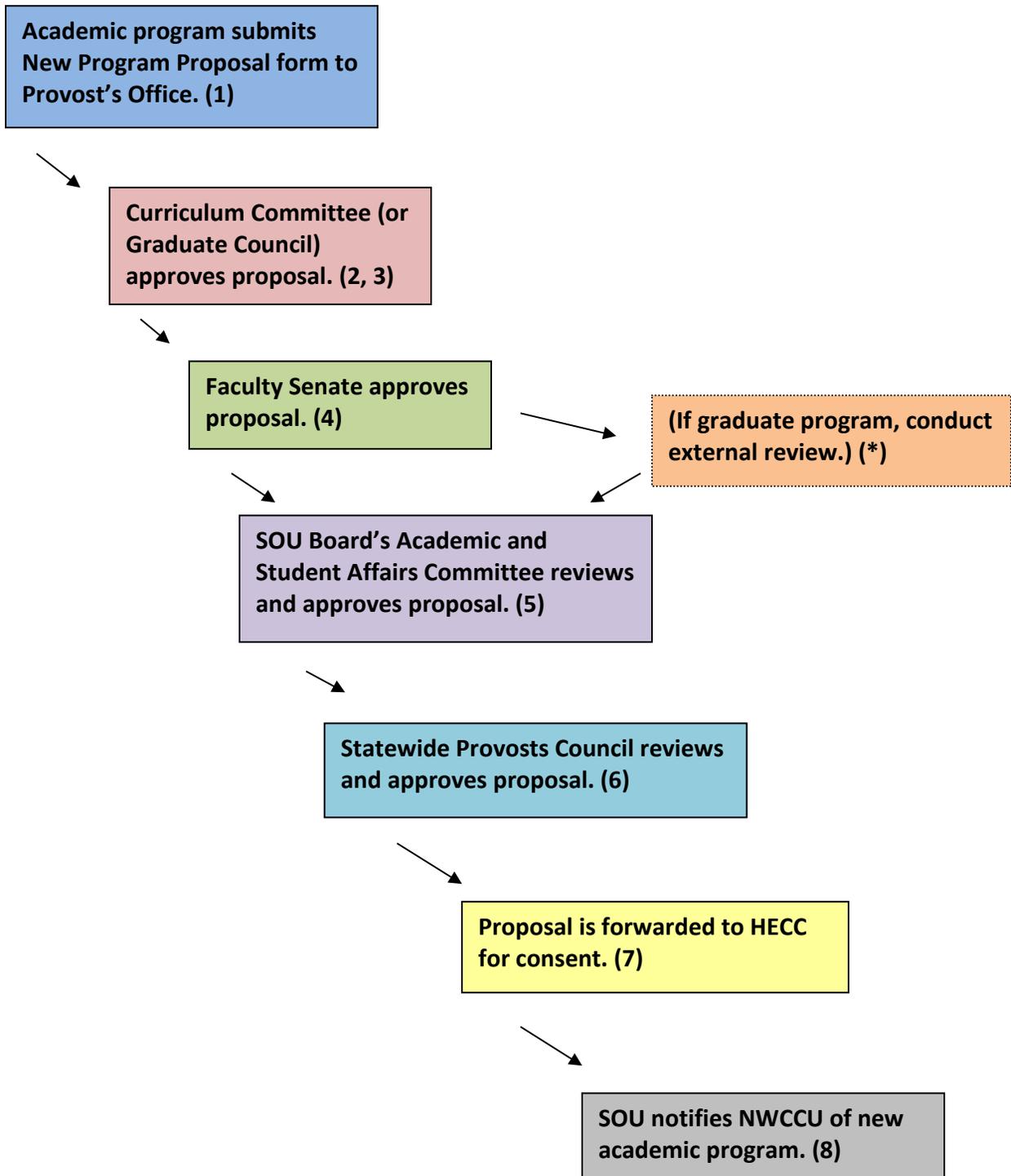
Data as of: October 9, 2016



*Target established within original retrenchment planning

Curriculum Update

New Academic Program Approval Process



Accreditation Site Visit

Title IX

Presentation and Discussion

Title IX Summary from the Department of Education

The U.S. Department of Education's [Office for Civil Rights](#) (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Scope of Title IX

Title IX applies to institutions that receive federal financial assistance from ED, including state and local educational agencies. These agencies include approximately 16,500 local school districts, 7,000 postsecondary institutions, as well as charter schools, for-profit schools, libraries, and museums. Also included are vocational rehabilitation agencies and education agencies of 50 states, the District of Columbia, and territories and possessions of the United States.

Educational programs and activities that receive ED funds must operate in a nondiscriminatory manner. Some key issue areas in which recipients have Title IX obligations are: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment. Also, a recipient may not retaliate against any person for opposing an unlawful educational practice or policy, or made charges, testified or participated in any complaint action under Title IX. For a recipient to retaliate in any way is considered a violation of Title IX. The [ED Title IX regulations](#) (Volume 34, Code of Federal Regulations, Part 106) provide additional information about the forms of discrimination prohibited by Title IX.

OCR's Enforcement of Title IX

OCR vigorously enforces Title IX to ensure that institutions that receive federal financial assistance from ED comply with the law. OCR evaluates, investigates, and resolves [complaints](#) alleging sex discrimination. OCR also conducts proactive investigations, called compliance reviews, to examine potential systemic violations based on sources of information other than complaints.

In addition to its enforcement activities, OCR provides technical assistance and [information and guidance](#) to schools, universities and other agencies to assist them in voluntarily complying with the law. OCR's Title IX Resource Guide  [PDF](#) (501K) is a useful tool for schools and their Title IX coordinators to understand schools' obligations under Title IX.

Campus Choice Program at Southern Oregon University

Prior to coming to SOU, Angela Fleischer was engaged in the development of the You Have Options Program for Law Enforcement. You Have Options is a program designed to reduce barriers to reporting sexual assault and promote a trauma informed orientation to investigative work. After beginning to work at SOU Fleischer created an administrative partner to You Have Options called Campus Choice. Campus Choice is a program designed to reduce barriers to reporting on campus as well as handle Gender Equity complaints with an equitable and trauma informed orientation.

Currently, SOU is the only campus fully implementing Campus Choice although Fleischer continues to work with many campuses around the country around implementing the elements of Campus Choice. This work allowed Fleischer to testify before the Senate Judiciary in regard to the CASA bill as well as be informative to the original drafting of the bill.

Elements of Campus Choice

Campus Choice Element #1

- 1. A victim of sexual assault is offered three options for reporting: Anonymous, Confidential and Formal.**
 - a. An Anonymous Report can be submitted by a reporting party through an online report that is directed to a Confidential Advisor. An anonymous report can also be submitted in person to a Confidential Advisor. Reporting parties can give as much information as they feel comfortable without submitting any identifying information.
 - b. A Confidential Report can be submitted online or to a Confidential Advisor. This form of reporting can include a limited information report or a full report. At this time the Confidential Advisor should offer to take a formal report from the reporting party.
 - c. A Formal Report can be submitted to a Confidential Advisor at any time. A Formal report is when the reporting party is choosing to participate in an administrative investigation and would like to participate in that process.
 - d. At any time an Anonymous or Confidential Report can move their concern into a Formal Report.
 - e. Victims of sexual assault are encouraged to report to a Confidential Advisor even if they do not intend to pursue an administrative process or a criminal justice process.
 - f. Data collected from Anonymous and Confidential Reports will be reflected in Clery reporting, but the information reflected in the Clery report will not identify the reporting party or victim.

Campus Choice Element #2

- 2. A victim or other reporting party may remain anonymous and still have the information they provide documented by a Confidential Advisor.**
 - a. Sexual assault information received from any of the reporting options shall be documented in written form and retained in a way that best preserves a victim's options and supports retrieval at a later date.
 - b. All information received on a reported sexual assault shall be documented regardless of the apparent credibility of the reporter or apparent veracity of

- the information being provided. Failure to document all available information inhibits the potential for increasing safety on campus.
- c. The Confidential Advisor or other official will keep the victim of sexual assault informed regarding the status of the investigation resulting from a formal report.
 - d. Reporting parties will be informed that all formal reports will require a complete investigative process. Reporting parties will be adequately informed about the limitations of the Anonymous and Confidential reports.

Campus Choice Element #3

- 3. A victim or other reporting party may have questions answered regarding options for reporting, including an explanation of an administrative investigation and/or a criminal investigation prior to providing any identifying or incident information.**
 - a. A Confidential Advisor will make inquiries to appropriate school personnel and outside agencies, including law enforcement, in order to answer questions of the reporting party regardless of whether they have provided identifying or incident information.

Campus Choice Element #4

- 4. When making a report there is no requirement to meet in person with a school official. For example, a victim or other reporting party may report using an online form.**

Campus Choice Element #5

- 5. Reasonable efforts will be made to allow the reporting party control over the location, time and date where the initial report is made.**
 - a. If accommodations are unable to be made as requested by a victim or reporting party, then a clear explanation as to why will be given.
 - b. The college or university will create space for law enforcement to conduct an interview on campus if the victim requests it.

Campus Choice Element #6

- 6. Reasonable efforts will be made to meet the needs of the reporting party and address any barriers the reporting party faces in providing a report.**
 - a. The Confidential Advisor will discuss any concerns the reporting party has about moving forward with an administrative or law enforcement investigation and work to address those barriers so that the reporting party may feel comfortable with proceeding.
 - b. Campus officials will conduct interviews in a trauma informed manner.

Campus Choice Element #7

- 7. The Confidential Advisor or any university official interviewing the reporting party shall be trained in Trauma Informed Interviewing such as, Forensic Experiential Trauma Interview training, and will employ this method of interviewing when working with the reporting party.**
 - a. Reasonable efforts shall be made to limit the number of times a victim is interviewed regarding the assault.
 - b. The victim's safety, cognitive impairment and mental health shall be taken into consideration prior to any interview.

Campus Choice Element # 8

- 8. All reporting parties will be given information regarding the university administrative process and criminal justice process.**
 - a. When a report is made to a Confidential Advisor, the reporting party will receive detailed, accurate information about both the criminal justice system and the administrative process.
 - b. The Confidential Advisor will have specific and accurate knowledge of student conduct violations and criminal laws and statutes. The Confidential Advisor cannot, however, provide legal advice to the reporter or others.
 - c. The Confidential Advisor must discuss any appropriate campus interim measures that may be taken by the school, the timeline for the process, and the various steps for the administrative process. This must include a safety check to assess the reporting party's immediate safety, the safety of

others, and the ability the victim to continue engaging in their role in the campus community.

- d. Confidential Advisor will provide clear and accurate information about the law enforcement reporting process. This will include a verbal explanation of the process and not be limited to a website or handout.
- e. If the reporting party would like accompaniment to law enforcement, the Confidential Advisor will accompany or arrange for a community based advocate to accompany the reporting party.

Campus Choice Element #9

9. Reasonable efforts will be made to meet the needs of the victim and address any barriers the victim faces when participating in sexual assault investigations with campus and law enforcement.

- a. Understanding that each victim's individual situation is unique, the Confidential Advisor shall attempt to view the investigative process from the victim's perspective and not assume what barriers a victim faces when participating in an investigation.
- b. As barriers arise during an administrative or criminal justice investigation, reasonable efforts will be made by the school to address those barriers such as: housing, classes, or employment accommodations.
- c. The Confidential Advisor will, at the victim's request, collaborate with law enforcement to address any barriers to the criminal investigation.

Campus Choice Element # 10

10. After making a report, a victim or reporting party will not be pressured to participate or not participate in an administrative or criminal investigation.

- a. When a report is made to a Confidential Advisor, the reporting party will receive information and support regardless of whether they choose to pursue further action.

Campus Choice Element #11

11. After a formal report is given, no involved party shall be required to attend the administrative hearing.

- a. The report taken by the Confidential Advisor will serve as the representation of the reporting party's account of what occurred: the report taken by the Title IX investigator will serve as representation for the accused if they choose not to attend.
- b. Once the report is written, the Confidential Advisor will verify with the reporting party that the account has been reflected accurately. The Title IX investigator will verify with the accused that the account has been reflected accurately.
- c. The school will not require any involved party to participate in a hearing. If any party would like to participate in the hearing, they may, but it will not be mandatory.
- d. The Confidential Advisor will gather any supplemental information needed from the reporting party at the request of the Title IX investigator. Unless the reporting party would like to interface directly with the Title IX team.
- e. The Title IX investigator will gather any supplemental information needed from the accused at the request of the Title IX investigation team. Unless the reporting party would like to interface directly with the Title IX team.

Campus Choice Element # 12

12. When reporting to a Confidential Advisor, a victim's right to confidentiality shall be respected.

- a. When legally permissible, no person shall be notified that the victim has reported without the victim's consent. This includes the interviewing of identified witnesses or perpetrators.

Campus Choice Element #13

13. College or university officials will collaborate with victims during the investigative process. As the law allows, investigations will be conducted at a pace set by the victim, not the college or university.

- a. The Confidential Advisor or other official will keep the victim of sexual assault informed regarding the status of the investigation.

- b. Reporting parties will be informed that no case can proceed without a complete investigative process. They will be adequately informed about the limitations of the information only report.

Campus Choice Element # 14

14. Campuses will have monthly collaborative meetings; including, but not limited to, Title IX Officials, Confidential Advisors, Campus Law Enforcement, Municipal Law Enforcement and Community Based Advocacy.

- a. The intention of these meetings is information sharing relating to sexual assault perpetration on campus while still respecting the requested level of confidentiality of victims.
- b. Information from these meetings can be used to formulate specific educational and prevention activities to increase the safety of the entire campus community.
- c. Information from these meetings can be used to take steps to eliminate a hostile environment and prevent further occurrences of sexual violence.
- d. These meetings will provide a venue for continuous evaluation to ensure that the school is providing adequate, reliable, and impartial investigation for complaints.

Notable International Print/Television Coverage of Campus Choice

- [New York Magazine article featuring Campus Choice Program](#)
- [Angela Fleischer testifying before Crime and Terrorism Sub-Committee of the Senate Judiciary Committee](#)
- [ABC News Feature on Campus Choice](#)
- [Deseret News Feature on Campus Choice](#)
- [Medford Mail Tribune Feature on Campus Choice](#)
- [Dartmouth Feature on Hanover, NH's implementation of You Have Options Program](#)
- [National Public Radio Feature on Campus Choice](#)

Local and National Trainings and Consultations of Note Regarding Campus Choice

- [Senate Bill 590 - Campus Accountability and Safety Act consultation – Significant language around Confidential Advising crafted with Angela Fleischer's guidance](#)
- Testified before the Crime and Terrorism Sub-Committee of the Senate Judiciary Committee
- Oregon Attorney General's Sexual Assault Training Institute – Trauma-informed Investigative Training for Title IX Coordinators, Deputy Coordinators, and Investigators.
- Training on behalf of the Attorney General's Sexual Assault Task Force to multiple schools in Washington, Oregon and Idaho
- Highlighted as a Promising Practice in the Education Advisory Board's Sexual Misconduct Reporting Guide for 2016.
- Curriculum Development for the National Center for Campus Public Safety, the White House Commissioned Investigation Model
- TV spot for ARTE, with the U.S. Correspondent
- Louisiana State Board of Regents- Consultation
- Governor's Office for the State of Louisiana- Consultation on Legislation

Local and National Trainings and Consultations of Note Regarding Campus Choice (Continued)

- The Department of Higher Education for the State of Ohio- Training
- Baylor – Consultation
- Elizabeth Brown Education Advisory Board - consultation
- Domestic Violence Prosecutor for the Oregon Attorney General’s Office
- University of Illinois –Urbana –Champaign- Consultation
- Attorney General’s Office Civil Rights Bureau Illinois- Consultation
- Hanover PD as related to Dartmouth- Consultation
- Virginia Commonwealth University – Consultation
- Governor’s Office of Oregon –Consultation on Legislation
- University of California Berkeley- Consultation
- Pacific University – Consultation
- Boise State University- Consultation
- NASPA Associate VP for Equity, Inclusion and Violence Prevention- Consultation
- Day One (Rhode Island)- Consultation
- Eugene Police Department as related to U of O- Consultation
- Crisis Call Center, Nevada- Consultation
- University of Puget Sound- Consultation
- Washington State University Police Department- Consultation
- Title IX Coordinator for Department of Education, Oregon- Consultation
- Many presentations about Campus Choice for the You Have Options Program
- OIT – Consultation
- Klamath Community College- Consultation

- Presentation of Campus Choice where these institutions were represented: University of California, San Francisco, University of Michigan, Margolis Healy, The Parnell Institute of Oakland, University of Vermont, Tom Tremblay, University of Rhode Island, University of Kansas, Western State Colorado University, University of Washington, University of North Carolina, Kenyon College, University of Missouri, University of Montana Bozeman, Puget Sound, Johnson & Wales University, Rhode Island, Carlow University in PA, University of Central Missouri, University of Louisiana Monroe, State Coalition for West Virginia, University at Albany
- Consultation with the Ashland, Medford, Talent, Central Point police departments, the Sheriff's department, The Ashland Independent Film Festival, The Superintendent's Office for Ashland School District, the AAUW of Southern Oregon, The Lotus Rising Project, the Jackson County Sexual Assault Response Team, and You Have Options Program.

Future Meetings

Adjourn