



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

June 13, 2019

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 vice president's report offering updates on enrollment and completions. There will be discussion and action on new curriculum proposals for undergraduate and graduate certificates in Teaching English to Speakers of Other Languages (TESOL); an undergraduate certificate in Sustainable Tourism; and updates on other programs. Information and discussion items will include an overview of Native American outreach, education and support programs; an overview of veterans' programs; and an update on assessment and accreditation.

The meeting will occur as follows:

Thursday, June 20, 2019

12:00 p.m. to 3:30 p.m. (or until business concludes)

(Lunch to be provided for the board and selected staff members.)

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

Visit governance.sou.edu for meeting materials.

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
June 20, 2019

Call to Order / Roll / Declaration of a Quorum



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

**Thursday, June 20, 2019
12:00 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/Roll/Declaration of a Quorum | Chair Daniel Santos |
| | 1.1 Welcome and Opening Remarks | |
| | 1.2 Roll and Declaration of a Quorum | Sabrina Prud'homme, SOU,
Board Secretary |
| | 1.3 Agenda Review | Chair Santos |
| | 2 Public Comment | |
| 5 min. | 3 Consent Agenda | |
| | 3.1 Approval of March 21, 2019 Meeting Minutes | Chair Santos |
| 10 min | 4 Vice President's Report | Dr. Neil Woolf, SOU, Vice
President for Enrollment
Management and Student
Affairs |
| | 4.1 Enrollment Dashboard and Completions Report | |
| | 4.2 Other General Updates | |
| | 5 Action, Information and Discussion Items | |
| 30 min. | 5.1 Curriculum Approvals and Update (Action) | Dr. Jody Waters, SOU,
Associate Provost |
| | 5.1.1 Undergraduate Certificate: Teaching
English to Speakers of Other Languages
(TESOL) | |
| | 5.1.2 Graduate Certificate: Teaching English to
Speakers of Other Languages (TESOL) | |
| | 5.1.3 Undergraduate Certificate: Sustainable
Tourism | |

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

**Thursday, June 20, 2019
12:00 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA (Continued)

5.1.4 Online Programs Update: Innovation &
Leadership and Master of Science in
Education

45 min.	5.2	Overview of Native American Outreach, Education, and Support Programs	President Schott
20 min.	5.3	Overview of Veterans' Programs	Dr. Neil Woolf; Kevin Stevens, Veterans Resource Center Coordinator
10 min.	5.4	Assessment and Accreditation Update	Dr. Jody Waters
5 min.	5.5	Future Meetings	Chair Santos
	6	Adjournment	Chair Santos

Public Comment

Consent Agenda

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

**Thursday, March 21, 2019
12:00 p.m. – 3:30 p.m. (or until business concludes)**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Committee Members:

Daniel Santos	Present	Barry Thalden	Present
Jonathon Bullock	Present	Steve Vincent	Present
Paul Nicholson	Absent	janelle wilson	Present
Deborah Rosenberg	Present		

Chair Daniel Santos called the meeting to order at 12:05 p.m. in the DeBoer Room of the Hannon Library. The secretary recorded the roll and a quorum was verified. Chair Santos said agenda items would be taken out of order to accommodate a presenter.

Other trustees in attendance: Lyn Hennion and Shanztyn Nihipali.

In addition to some members of President Linda Schott's Cabinet and individuals on the agenda, other attendees included: Ryan Schnobrich, Internal Auditor; Dr. Matt Stillman, Enrollment Services; Joe Mosley, Marketing and Communications; John Stevenson, Information Technology; and Kathy Park, Office of the Board Secretary.

Action, Information, and Discussion Items

Update on Implementation of Education Advisory Board's "Navigate"

Dr. Matt Stillman reviewed Navigate's four modules and highlighted features of each: Guide, a mobile application and for desktop use; Strategic Care for workflow; Intelligence for predictive analytics; and academic planning. He also reviewed the implementation team and areas of responsibility: sponsors, owners, technical leads, application administrators, faculty champions and engagement team leads.

Discussing the implementation timeline, Dr. Stillman and Dr. Karen Stone said SOU was on track. Responding to President Schott's inquiry, Dr. Stone said there will be a big training session on July 9 for individuals who will themselves become trainers.

Responding to Trustee Vincent's inquiry, Drs. Stillman and Stone said the program is designed for current and not prospective students. However, SOU is thinking of expanding the use to an earlier point of adoption for students.

President Schott mentioned this program is an investment that supports various strategic initiatives.

Public Comment

There was no public comment.

Consent Agenda

Trustee Rosenberg moved to approve the consent agenda, as presented. Trustee wilson

seconded the motion and it passed unanimously.

Provost's Report

Provosts' Council Update

Dr. Susan Walsh said the Provosts' Council unanimously approved SOU's digital cinema program and it will go on the consent agenda for the next HECC meeting. SOU is ready to start promoting the program as soon as the HECC vote is taken.

The university presidents tasked the provosts with creating a better program approval process that would provide early notice to other institutions of new programs being developed, rather than when the programs are almost ready to be presented to the Provosts' Council for approval.

Tuition Advisory Council Update

Dr. Walsh said the Tuition Advisory Council (TAC) has been meeting weekly. During quiet week, no students attended the meeting, so there was no quorum. She mentioned items posted on the TAC website, in particular, two documents that will assist in tracking compliance with House Bill 4141 and HECC tuition increase criteria. Greg Perkinson informed trustees of the open forums that have been held on campus.

New Programs Update

Dr. Walsh said a gerontology concentration is being added to the healthcare administration major. A completely online masters of science degree in education will be offered through Academic Partnerships beginning in fall 2019.

Other General Updates

Dr. Walsh mentioned that a new Director of the Honors College, Dr. Cherstin Lyon, and the new Director for the Center for Instructional Support, Clayton Austin, recently were hired.

Dr. Neil Woolf said SOU held a retention summit on March 14. Chris Stanek provided data on retention and graduation rates and small groups worked together to develop actions to improve in certain areas (i.e., first year experience, new student transition/onboarding, graduation initiatives, overall student experience, affordability, gateway courses, Navigate, academic progression and co-curricular experience). He will work with the Student Success and Retention Committee to prioritize ideas, calculate costs and return on investments, and pick ideas to implement. President Schott added that it is important to get people thinking about the topic. Prompted by Trustee Thalden's comment, discussion ensued on identifying reasons students drop out.

Dr. Walsh mentioned the Mail Tribune's article on RCC and some local high schools partnering to provide career and technical education. SOU is now involved in those conversations, as is Southern Oregon Public Television.

Vice President's Report

Enrollment Dashboard

Dr. Neil Woolf reviewed the dashboard included in the meeting materials. Although the number of applications is slightly lower than this time last year, the number of

completed applications and confirmed students is higher. He mentioned enrollment initiatives being implemented including Bright Edge which will improve Google search engine optimization; moving financial aid information to the admissions page; eliminating the requirement to reapply for summer financial aid; five-minute financial aid wellness checks; moving up fall registration by one week; Transfer Tuesdays and Thursdays at RCC and KCC; and presentation of the RCC and KCC dual admissions program to SOHEC. He also discussed the Enrollment Council and the work of its three committees: Recruitment and Marketing, Student Success and Retention, and Finance and Financial Aid.

On the student affairs side, Dr. Woolf discussed medical and mental health usage at the Student Health and Wellness Center (SHWC). Responding to Chair Santos' inquiry, Dr. Woolf said it takes about three weeks to see a mental health counselor at the SHWC, which is typical at other universities.

Dr. Woolf said Student Life runs an effective student mentoring program. Also, in coordination with local school districts, the Multicultural Resource Center hosted a successful Black Youth Leadership Summit. Discussion ensued on SOU's peer-to-peer mentoring program.

Update on Financial Aid Leveraging Project

Financial aid leveraging allows SOU to better utilize aid dollars to get the right amount of money to the right students based on need and merit. What students are willing *and* able to pay has not been part of previous aid strategies. Thus, the SOU aid offer may increase or decrease based on student need and characteristics. An RFP will be issued to find a partner to assist the Financial Aid Office in administering an improved program.

Retention Summit

This agenda item was covered earlier in the meeting.

Action, Information, and Discussion Items (Continued)

Academic Affairs and Student Affairs Organizational Updates

Drs. Walsh and Woolf reviewed their respective organizational charts for the committee.

Overview of SOU Social Justice and Service Programs

Trustee Wilson provided highlights of social justice and service programming at SOU. Student Life works toward creating equity while also creating a sense of belonging. She discussed the five resource centers and noted numerous programs and activities they have developed. Responding to inquiries, Trustee Wilson provided information on SOU's food pantry and resources available to students in need.

Kevin Stevens, the new coordinator for the Veterans Resource Center, introduced himself and talked about new initiatives in the resource center.

Responding to Chair Santos' inquiry, Trustee Wilson said there has been no recent pushback from students or the broader community on equity issues. She and the resource centers spend a good deal of time trying to have intentional dialogic spaces to

get people to understand that equity raises everyone and it does not need to be seen as a threat.

Update on Southern Oregon Higher Education Consortium Partnership

President Schott said a snow storm occurred the day of the consortium's planned summit. Since everyone was not able to attend, a follow up meeting is anticipated. She and the presidents from OIT, RCC and KCC have contacted various newspaper editorial boards in an effort to garner support for increased state funding for higher education. The Ashland and Medford Chambers of Commerce have offered their support. President Schott mentioned the bill that Representative Pam Marsh introduced seeking funding for the consortium and discussions with legislators about the bill. Shenethia Manuel is reaching out to her SOHEC counterparts to coordinate training on the cultural competency bill. Dr. Walsh added that the provosts from the four partner institutions have been talking about agribusiness, rural healthcare and sustainability to find ways to collaborate and possibly share faculty and program support. President Schott added that she and Dr. Woolf are looking for ways to do things with the consortium rather than doing them alone.

Update on Affordable Instructional Materials

Dr. Jeff Gayton discussed SOU's compliance with House Bill 2871, including how signage in the bookstore and the online class schedule indicates courses with low (\$50) or no cost materials. SOU has 317 courses with no material costs, 82 with low cost materials, 190 with costs that exceed \$50, and 185 that have not yet identified their materials.

Dr. Gayton reviewed the open educational resource (OER) cost savings spreadsheet included in the meeting materials. The spreadsheet is a non-exhaustive list of courses he has identified as using OERs and demonstrates savings for students. Dr. Gayton said grants have assisted with the transition to OERs and some faculty have transitioned on their own initiative.

Future Meetings

President Schott mentioned the visits she and Dr. Chad Hamill had with representatives from the Cow Creek, Siletz and Grande Ronde Native American tribes. She said the visits were very successful, focusing on how SOU can better serve learners from these communities. Visits to other tribes are planned.

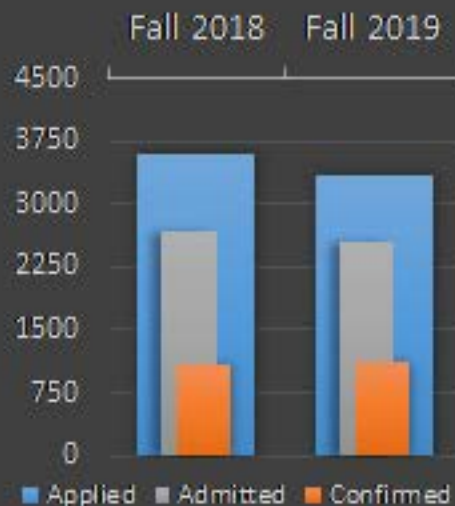
Adjournment

Chair Santos adjourned the meeting at 2:59 p.m.

Vice President's Report

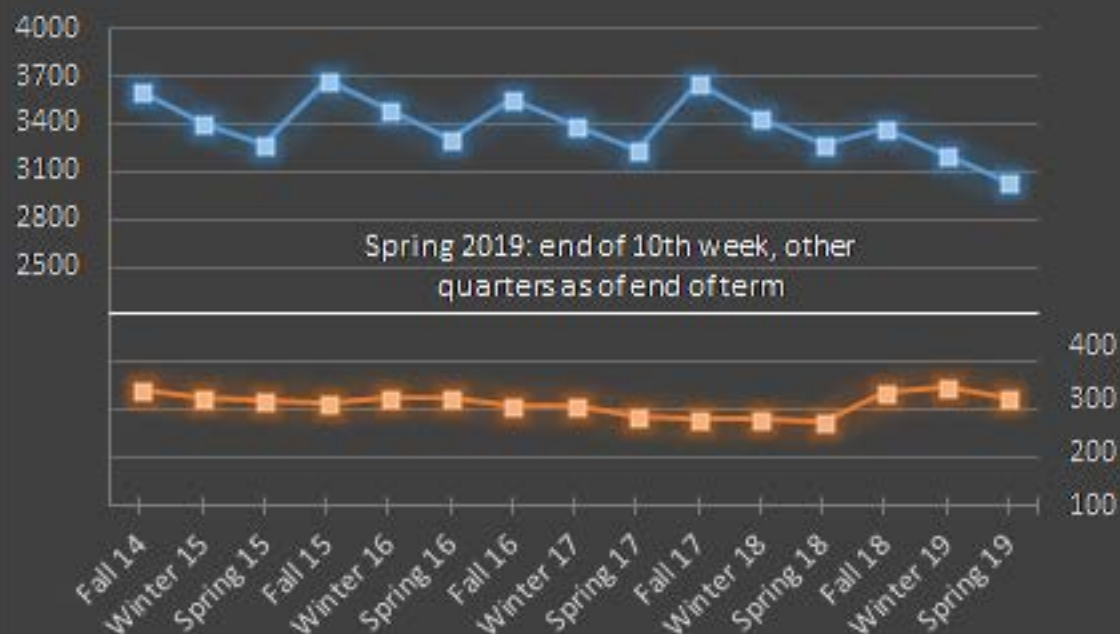
Admissions Data

15 weeks before start of term

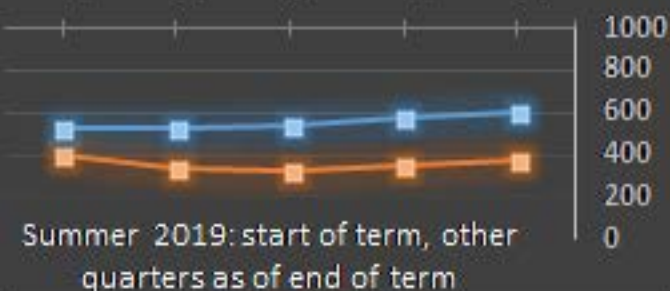


FTE Enrollment Trends

Admitted UG Admitted GR

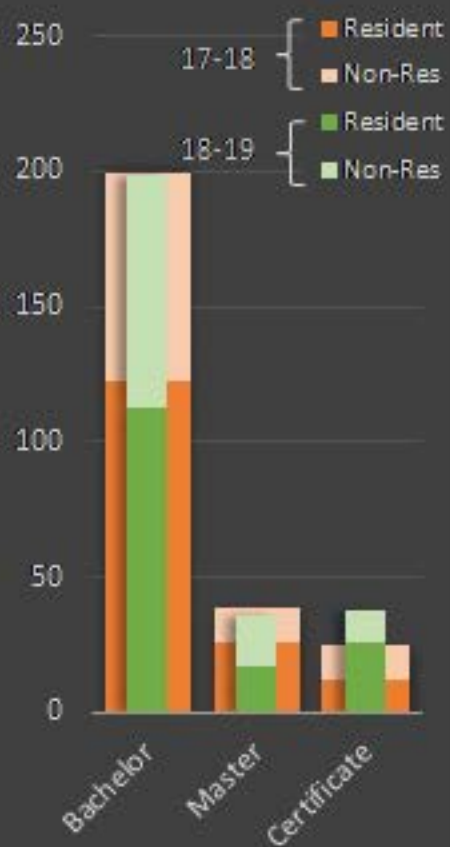


Summer 15 Summer 16 Summer 17 Summer 18 Summer 19



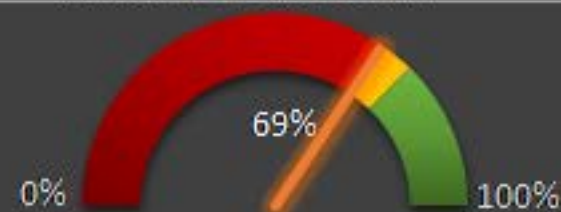
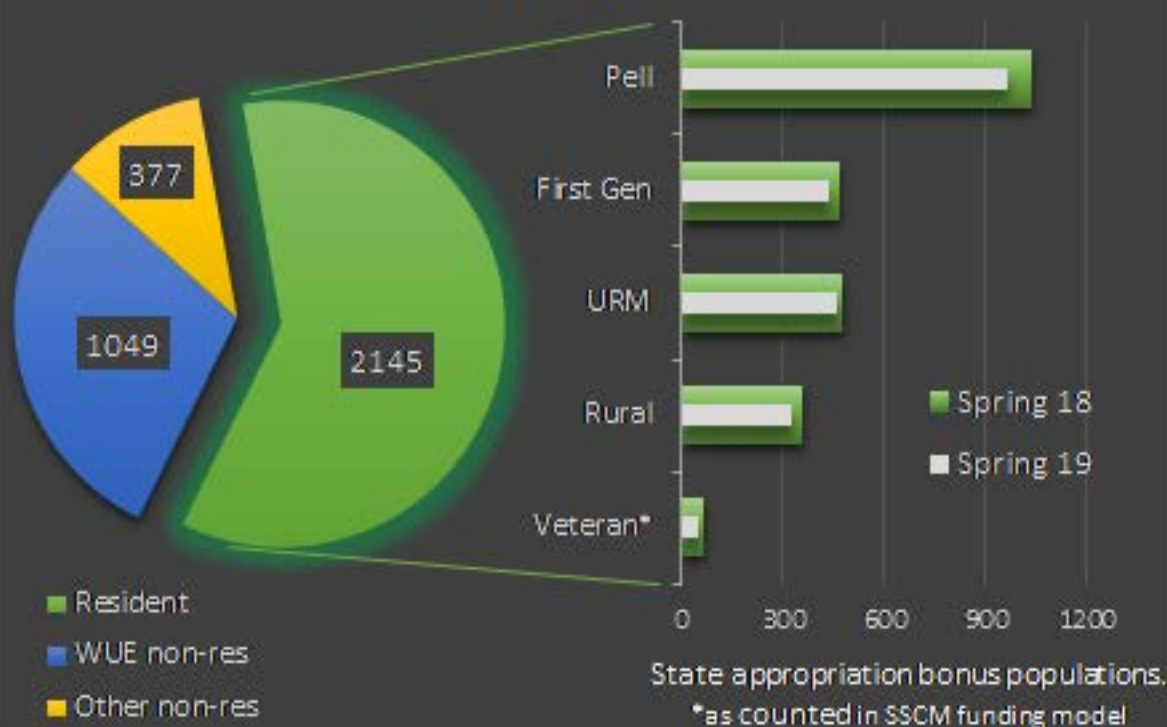
Degrees Awarded

Total through May

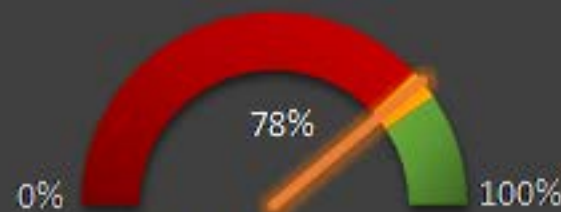


Spring 2019 Admitted UG Students

end of 10th week



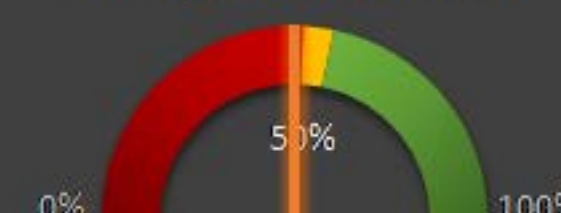
First-year Retention



All UG Retention



First-year Grad Rate

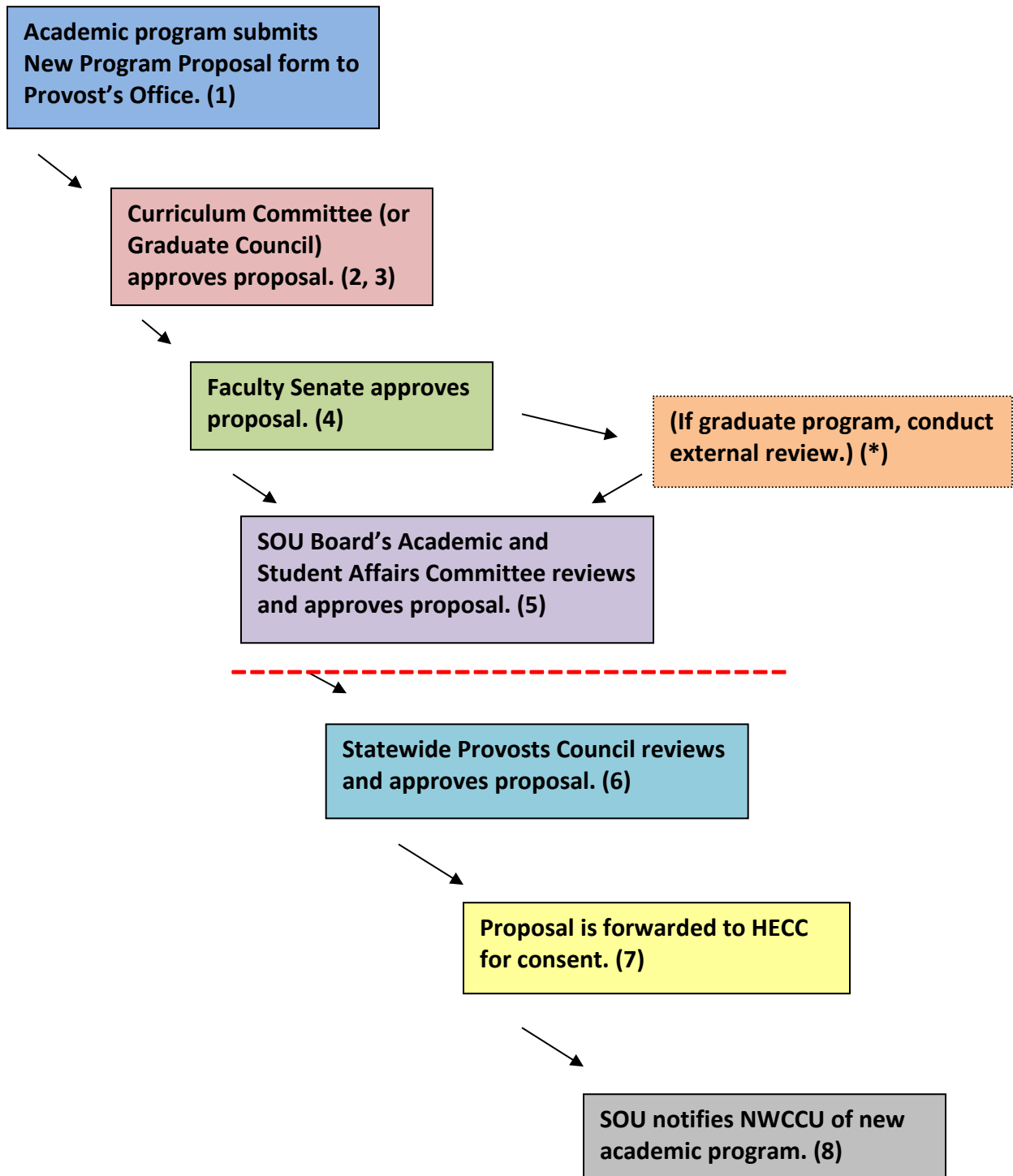


Transfer Grad Rate

Updated: 6/17/2019

Curriculum Approvals and Update

New Academic Program Approval Process





Proposal for a New Academic Program

Institution: Southern Oregon University

College/School: Division of Health, Education & Leadership and Division of Humanities and Culture

Department/Program Name: Education, English

Degree and Program Title: Teaching English to Speakers of Other Languages (TESOL) certificate

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.
- 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.

The Education and English departments propose a certificate in TESOL (Teaching English to Speakers of Other Languages) with the goals of preparing students to:

- meet the needs of diverse English language learners in the classroom, both in the US and abroad
- teach in multicultural settings
- engage in volunteer opportunities in the US and abroad
- teach in local literacy programs

A TESOL certificate will help train and prepare students for a career in teaching non-native speakers of English. This certificate is open to undergraduate, graduate, and post-baccalaureate students admitted to SOU who are interested in teaching English to speakers of other languages. The demand for teachers of English to speakers of other languages has dramatically increased over the past thirty years and continues to grow as industry and nations require English speakers to develop in an interdependent global economy and community.

The proposed program addresses teaching methods, issues of language and culture, language acquisition and strategies, instructional materials and material development, curriculum development, field experience, and teaching in a linguistically and culturally diverse world.

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

ENG 395 or ENG 492 or 592	Principles of English Grammar or Structure of the English Language	4
ENG 487 or 587	TESOL: Teaching English to Speakers of Other Languages	4
ED 444 or 544A	English Language Development: Curriculum and Pedagogy	4
ED 445 or 545A	1st and 2nd Language Acquisition and the Impacts of Culture	4
ED 450 or 550	Teaching and Working in Global Contexts	4
ED 409 or 509	Practicum/Field Experience	1
	Electives	7-8
TOTAL		28-29

Undergraduate-level electives (7-8 credits) from:

Designated courses in English, Education, Communication, International Studies, Political Science, Sociology and Anthropology, History or Spanish (see list in Appendix).

Graduate-level electives (7 – 8 credits) from:

ENG 572- Introductory Methods for Teaching Writing, ENG 590 - The English Language, ENG 591 - History of the English Language, ED 515 Critical Issues in Education, ED 560 Diversity, ED 522 Curriculum Design and Educational Change, ED 595 Models of Professional Ethics and Leadership, ED 528B Special Methods: Foreign Languages.

- 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 existing courses are currently taught on the Ashland campus of SOU, in face-to-face format. However, all the proposed certificate courses have the flexibility to be taught as face-to-face, online, or hybrid formats. Opportunities for the practicum will be available on the SOU campus as well as off-site and overseas.

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

The faculty identified here have extensive experience teaching ESOL students and teaching English abroad; faculty CVs are provided as Appendix 1. Faculty from the School of Education include Dr. Aprille Phillips, Dr. Gerald McCain, Dr. Megan Farnsworth, and Dr. Younghee Kim. English faculty include Dr. Margaret Perrow and Dr. Edwin Battistella. Ann O'Driscoll directs and teaches in SOU's Intensive English Program for international students, and in Undergraduate Studies.

- f. All participating departments have expressed support for the proposed program and the ability to accommodate the needed courses within their regular course offerings.

All of the named participants involved in this certificate program are full-time, permanent members of the SOU faculty.

- g. Other staff.

Support for completing this certificate will come from SOU's Student Success Coordinators in the two divisions involved, as well as the support staff of Education and English and International Program Office.

- h. Adequacy of facilities, library, and other resources.

See report from Dale Vidmar, attached.

- i. Anticipated start date.

Academic Year 2018-19

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.

The TESOL program promotes global engagement, awareness and cultural competency through exploring the world, teaching in global contexts, and interacting with people from culturally and linguistically diverse populations. This program fulfills SOU's mission of responsible global citizenship by developing students' abilities to engage internationally.

Southern Oregon University is committed to creating opportunities for student success, intellectual growth and responsible global citizenship. This program will enhance SOU's contribution to quality educational experiences that allow students to be prepared to participate in a broader globalized community after graduation. Encouraging students to be part of the international community allows our campus to uphold the ideals of inclusivity by interacting with the world. SOU can make a contribution back to the world by sending students who are compassionate, curious and eager to be positive ambassadors of change. To interact globally is to have an impact locally.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

This TESOL certificate allows resident and non-resident students to engage internationally; it gives students an opportunity to teach globally and gain cultural competence. Students from Southern Oregon and Northern California would benefit from international teaching experiences as these types of cross-cultural exchanges enrich students' lives, their communities, and their places of employment upon their return to the US. Many of these individuals will return to Oregon, pursue graduate degrees, and become licensed teachers in our public schools. Courses ED 444/544, ED 445/545 and ED 409/509 will count towards an ESOL endorsement at SOU as well as the M.Ed. degree. Having successful international experiences, and bringing those experiences home, builds a global awareness that enhances our community.

This proposal supports the Oregon Department of Education's current emphasis on increasing access and equity in public schools for culturally and linguistically diverse students. See [2016 Oregon Educator Equity Report](#).

- c. 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.

The TESOL certificate program allows students to seek employment regionally in community organizations and throughout the world in schools that require teachers to obtain a TESOL certificate.

3. Accreditation

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

There is currently no accrediting body for TESOL certificate programs. However, TESOL International Association provides suggestion guidelines, with which this proposed certificate is aligned. See 3b below.

- 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.

The TESOL certificate will follow the guidelines suggested by TESOL International (*Standards for Short-Term TEFL/TESL Certificate Programs*, TESOL Press, 2015). See appendix.

- 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.

The School of Education and the English Program are fully accredited.

- 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.

N/A

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.
 - 2019-2020: 5-10 Students
 - 2020-2021: 10-15 Students
 - 2021-2022: 10-20 Students

2022-2023: 10-20 Students

2023-2024: 10-20 Students

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

45-85 certificates

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

Currently, there is a high demand for English speakers with a TESOL certificate. The TESOL Certificate has the potential to attract interest from residents/non-residents, international, traditional and non-traditional students.

Please also refer to the documents:

[2016 Oregon Educator Equity Report](#)

[Why Chinese Education Companies are Chasing U.S. Teachers](#)

[The High ESL Market Demand](#)

[TESOL Job Center](#)

[Dave's Cafe International Job Board](#)

- d. 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).

There are no similar certificate programs within SOU's geographic vicinity.

- e. 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?
- Teaching English internationally at schools (including private or government language schools), non-profits, companies and colleges.
 - Students who complete this certificate and the MAT or ESOL endorsement programs will be more attractive candidates to K-12 schools and districts in Oregon.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Students will be able to:

- identify the needs of culturally and linguistically diverse learners
- create lesson plans with clear, developmentally appropriate goals
- use a variety of teaching methods to achieve learning objectives
- select and develop appropriate teaching materials
- teach the skills of reading, writing, listening, and speaking
- explain, apply, and teach the conventions of formal standard English
- create formative and summative assessments to evaluate students' learning and guide instruction

- adhere to professional standards
- demonstrate cultural competence and understanding

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

The learning outcomes will be assessed by a combination of formal and informal assessments including but not limited to written tests, oral presentations, and application of learning outcomes in the field, written reflections, and evaluation of teaching practices.

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

N/A

6. Program Integration and Collaboration

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

This certificate program has been developed through a close collaboration between SOU's School of Education, the Office of International Programs, and the English Program. .

- 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.

There are no TESOL certificates currently offered in Southern Oregon. Currently, Portland State University, University of Oregon and Western Oregon offer certification in TESOL or TEFL (Certificate in Teaching English as a Foreign Language). This proposal provides training for students and professionals in areas where there is a high demand for TESOL instructors. Additionally, this certificate is a pathway to teaching and rewarding international experience for non-education majors and community members.

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

N/A, see "b" above.

- Potential impacts on other programs.

This certificate will complement the academic programs of students majoring in Foreign Language, English, Education, International Studies, Communications, Political Science, and other fields that entail global interactions. This certificate could easily lead to MOUs with international programs, which would serve as an excellent strategy for recruiting international students interested in studying at SOU. Students who go on to enter the MAT program to seek a teaching license at any level or in any subject area or go on for their M.Ed. degree and ESOL endorsement will benefit from the skills and knowledge they gain from this certificate, as the student population of students in US schools becomes increasingly diverse, culturally and linguistically.

7. 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.

Appendix: Designated undergraduate electives (7-8 credits required)

ENG 295 Grammar in Context,
ENG 312 Writing Workshop for Teachers
ENG 472 Introductory Methods for Teaching Writing
ENG 490 The English Language
ENG 491 History of the English Language
GSWS 301: Global Gender Movements
ED 438 Children Around the World (3 cr.)
ENG/ED398 - Teaching global perspectives through literature
ED209/309 Practicum in ESOL setting (1 cr.)
ED251 Introduction to Teaching (3 cr.)
ED252 Introduction to Social Foundations (3 cr.)
ED 459 Philosophical Foundations in Education (3 cr.)
ED 460 Multicultural Education (3 cr.)
COMM 200 Communication Across Cultures
COMM 441 International Communication
COMM 442 Global Communication and Social Change
IS 250 Introduction to International Studies
IS 380 Regional and Country Studies
IS 370 Topics in International Political Economy
PS 110 Globalization
SOAN 213 Cultural Anthropology: Perspectives on Humanity
SOAN 107 Introduction to Human Geography
SOAN 319 Cultures of the World
HST 341 Modern Europe
HST 352 Modern Latin America
HST 361 History of Africa
NAS 201 Introduction to NAS
SPAN 481: Topics in Applied and Theoretical Linguistics
SPAN 482: Topics in Translation
SPAN 315: Spanish Grammar Review
SPAN 331: Spanish Phonetics/Phonology



Proposal for a New Academic Program

Institution: Southern Oregon University

College/School: Division of Business, Communication and the Environment

Department/Program Name: School of Business

Degree and Program Title: Certificate in Sustainable Tourism

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number. 03.0207
- 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.

The Sustainable Tourism Certificate is an undergraduate interdisciplinary program created to meet the need for sustainability professionals in the hospitality and tourism industry. Tourism is one of the largest industries in the world, accounting for 10% of the world GDP and 10% of the world's workforce. The sector is growing rapidly with over 1.3 billion people traveling around the world each year. With the growing number of people traveling, it is important to address the challenges stemming from the growth. UNWTO Secretary-General Zurab Pololikashvili recently stated that tourism plays a vital role in many, if not all, of the United Nations Sustainable Development Goals. The sustainable tourism sector is the fastest growing sector in the travel industry. Thus, the Sustainable Tourism certificate is designed to prepare individuals for leadership roles in tourism organizations looking to commit to sustainable practices. The program will provide learners with an understanding of managing a sustainable tourism business while addressing global issues such as poverty, climate change, globalization/localization, and environmental degradation (and working towards the United Nations' 2030 Agenda for Sustainable Development).

The program includes courses from Business, Environmental Science and Policy, and Outdoor Adventure and Leadership.

The objectives of the program are to prepare learners to be leaders in sustainable tourism through:

1. Understanding the role of sustainability in tourism business today, as it relates to corporate strategy, business operations, financial objectives, and social responsibility.
2. Learning how to analyze relevant economic, social, and environmental data as applied to a wide range of corporate sustainability case studies from the travel industry.
3. Examining strategies, policies and principles for sustainability in various tourism businesses (hotels, resorts, restaurants, travel agencies, events, natural areas, parks, etc.).
4. Identifying and applying intervention strategies to mediate tourism development impacts.

5. Analyzing plans, policies, and approaches being currently used to guide sustainable tourism development within multiple contexts.
 6. Identifying challenges, weaknesses, and strengths of the tourism industry within different geo-cultural contexts.
 7. Recognizing socio-cultural, environmental and economic impacts of travel and tourism at the individual, community, and greater society levels.
 8. Learning and applying principles of sustainable development in case study contexts.
- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The curriculum is in parallel with other certificates in the Business program at SOU with two base prerequisites, one of which serving as a general education requirement, and a suite of core courses and electives totaling 30 to 31 credits.

To be awarded the Sustainable Tourism Certificate, students must complete the course requirements listed below and the SOU requirements for a BA or BS degree or the transfer equivalent. Majority of the credits must be taken at SOU. All courses taken for the certificate must be completed with a grade of C- or better. Students must maintain a minimum GPA of 2.5 or higher in all certificate courses. This certificate program is open to undergraduates, graduates, and post-baccalaureate students.

Prerequisites (8 credits – 2 courses)

BA 208 Introduction to Tourism and Hospitality (4 credits)
ES 200 Introduction to Environmental Science (4 credits)

Core Courses (23 credits - 6 courses)

BA 411 Sustainable Tourism (4 credits)
BA 483 Sustainability Leadership (4 credits)
BA 490 Case Studies in Corporate Sustainability (4 credits)
ES 439 Land Use Planning (prerequisite ES 200) (4 credits)
OAL 362 Sustainability in Outdoor Programming (3 credits)
ES 408 or OAL Field course (4/3 credits)

Electives (7-8 credits – 2 courses)

Select one from the following:

BA 310 Lodging Operations
BA 311 Food and Beverage Management
BA 410 Events Management

and/or

Select one from the following:

ES 420 Environmental Sociology
ES 421 Ecological Economics and Sustainable Development
ES 423 Sustainability and Natural Resources
ES 437 Conservation in the US

and/or

OAL 452 Minimal Impact Adventure (3 credits)
SOAN 311 Community Studies (prerequisite SOAN 204)
SOAN 452 Global Environmental Movements (prerequisite SOAN 204)

BA 409 Internship (must be approved by certificate coordinator)

BA 407 (must be approved by certificate advisor)

*Other courses as approved by certificate coordinator (must be in related area and approved in advance by certificate advisor)

- 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 program would be offered on the Ashland campus utilizing existing courses.

The existing courses are already scheduled on a one year rotation and we do not anticipate any changes at this time.

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

No new faculty are needed. All courses will be taught by existing faculty.

- f. Adequacy of faculty resources – full-time, part-time, adjunct.

All courses in the proposed certificate are offered at least once per year. All courses still have capacity and we do not expect any issues.

- g. Other staff.

A full-time faculty member will coordinate the program. We propose that it is led by the coordinator for the Hospitality and Tourism program since it closely relates to the Sustainable Tourism Certificate.

- h. Adequacy of facilities, library, and other resources.

Considering that all courses in the certificate are existing courses, the certificate will not substantially impact general facilities at SOU.

The courses in the certificate will not generate much, if any, additional resources need.

Hannon Library's collections contain over 900 print and ebooks on tourism alone, including 40 specifically on the subjects of sustainability and tourism published since 2010. Sustainability defined more broadly is well-represented in the library collection, with over 1500 ebook and print book titles published after 2010.

Please see Hanon library resources assessment letter for more details (attached).

- i. Anticipated start date.

The program will begin Fall 2019.

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.

The mission of SOU is to be *inclusive, sustainable university for the future that guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose.* The proposed certificate aligns well with the University's mission - preparing learners as leaders in sustainable travel industry, addressing issues for sustainable development. Moreover, the Sustainable Tourism certificate's coursework will enhance learners' knowledge related to SOU's values of equity, diversity, and inclusion, economic

vitality and environmental sustainability. Additionally, the program is in line with SOU's strategic direction one for actively modeling an environmentally sustainable campus to promote ecologically-resilient bioregion. Learners in the Sustainable Tourism certificate will become experts in integrating sustainable planning, practices and policies in the growing tourism industry of Southern Oregon and beyond. Lastly, the program includes a few courses which will explore frameworks and principles for improving local community, region, and the world through travel and tourism.

United Nations World Tourism Organization (UNWTO) (2018) states that international tourist arrivals grew 6% in the first four months of 2018, compared to the same period last year, not only continuing the strong 2017 trend, but exceeding UNWTO's forecast for 2018. Similarly, Travel Oregon (2018) reports that tourism in Oregon is an \$11.8 billion industry which generates more than 112,000 jobs in Oregon. This represents a 2.2 percent increase over 2016, the seventh consecutive year of employment growth.

Yet, with the tremendous growth of the industry comes a responsibility for sustainability in terms of economy, equity and environment. To address this important issue, the United Nations declared 2017 as the International Year of Sustainable Tourism for Development. The purpose of the project was to raise awareness of the unique opportunity to advance the contribution of the tourism sector to the three pillars of sustainability – economic, social and environmental. Similarly, the Secretary-General of the World Tourism Organization (UNWTO), Zurab Pololikashvili, called for the tourism sector to take more action to combat climate change and biodiversity loss during a recent summit in June, 2018.

Moreover, considering the tremendous role tourism plays in addressing the sustainable development goals (SDGs), the United Nations World Tourism Organization recently launched a new platform to achieve the SDGs through tourism (<http://tourism4sdgs.org>).

Hence, the Sustainable Tourism certificate supports the institution's mission and strategies for sustainability, economic vitality, equity, inclusion and diversity, while preparing learners as leaders working on addressing those challenges on a global scale.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The Sustainable Tourism Certificate answers a need from one the state's fastest growing sectors.

Oregon tourism industry has seen growth in tourist numbers and tourism spending for eight consecutive years (Travel Oregon, 2018). With this growth comes the need for a trained workforce in the sector, with knowledge on how the tourism industry as a whole, as well as all its business parts (i.e. lodging operators, restaurants, travel outfitters) can continue growing in a sustainable manner - ensuring residents participation and satisfaction, region's economic vitality and environmental preservation.

The proposed Sustainable Tourism Certificate will provide statewide and regional support for learners and community members interested in shifting their business operations to a more sustainable model. Given that Oregon's rural and outdoor recreation sectors are on the rise, the certificate will serve a diverse learner mix that will include first generation college students. In addition, the Sustainable Tourism Certificate will offer learners various

opportunities for working with local agencies and businesses, providing applied research, and helping further existing business strategies for sustainability.

- c. 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.

The tourism industry in Southern Oregon is growing rapidly and is an important part of the local economy. As such, workforce development for the region's tourism industry is an important area of collaboration that institutions of higher education need to address. In Southern Oregon, tourism is a \$1 billion industry, providing over 11 000 jobs (Travel Southern Oregon, 2018). Oregon has had a long history of being sustainability pioneer - from the passing of one of the nation's first comprehensive bottle bills and recycling programs, to progressive land use laws, to developing one of the most diverse transportation systems in the United States – Oregon has been at the forefront of protecting and preserving natural and human capital. The certificate will provide professionals in sustainable tourism with substantive knowledge about ways of addressing social, economic and environmental challenges and opportunities. Learners will work on case studies and projects addressing issues on poverty, globalization, environmental degradation and preservation, social equity, and more, all through the power of sustainable tourism. Key topics addressed will include tourism planning and policy, social and environmental carrying capacity, land use planning, eco and agritourism, pro-poor tourism, corporate sustainability and leadership in hospitality and tourism businesses.

3. Accreditation

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

The program will be housed in the School of Business and will fall under the program's ACBSP accreditation.

- 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.

NA

- 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.

NA

- 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.
NA

4. Need

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

Students majoring in Business at SOU are required to earn a minor or a certificate outside of Business. With about 125 students graduating in Business and about 30 students graduating from Environmental Science and Policy every year at SOU, and five other certificate programs, it is anticipated the enrollment would be similar to other certificate programs that graduate about 10-15 students each year. As the region's tourism industry grows, we anticipate more demand for the certificate and will adapt or respond as needed. Eventually, residents from the community wishing to work in the tourism industry may also be attracted to the program.

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

Over the next five years, it is anticipated there will be approximately 60-75 Sustainable Tourism certificates awarded based on the average of 10-15 per year.

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

The majority of the students in the program are likely to be traditional full-time students. To meet their needs, the majority of the classes will be offered in the day time on the Ashland campus. The program will be assessed and monitored to determine if a different format is needed to meet the needs of students and the community.

- d. Evidence of market demand.

The growth of the tourism industry globally, and in Oregon specifically, in the last several years has been tremendous. Discussions with industry leaders in Southern Oregon reveal the need for more travel and tourism professionals with knowledge in sustainability (see Appendix with support letters).

Similarly, Travel Oregon is increasingly working on addressing sustainability issues through various programs and initiatives. Some exiting programs and organizations which might be potential employers for graduates of the certificate, include organizations providing business assistance for sustainability (e.g. Energy Trust of Oregon, Business Energy Solutions, Green Lodging Partners, Go Green Tool Guide, The City of Portland's BEST Business Center, Metro Recycle at Work, 3E Strategies, Sustainable Business Oregon, Sustainable Industries, GreenBiz.com, Oregon Business).

- 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).

There are no similar certificates at other Oregon four-year public universities.

- 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?

Students graduating from SOU with this certificate will be prepared for:

- **Resort/Hotel sustainability manager/coordinator**
- **Sustainable Travel Program Coordinator**
- **Destination Manager – Sustainability**
- **Sustainability specialist/consultant**
- **Urban and regional planner**
- **Tour guide – eco tours**
- **Travel agent – sustainability**
- **Ecolodge operator**
- **Sustainability research associate**

Besides the potential employers locally (as indicated in part 4 d.), other regional and global potential employers include those providing sustainable business certifications recognized in the Oregon Sustainable Business Challenge (Audubon Cooperative Sanctuary Program – serving golf courses; Audubon Green Leaf Eco - Rating Program – serving lodging facilities; Earth Advantage Commercial – targeting commercial properties under 50,000 square feet; Food Alliance – Serving farms and ranches; Green Coach Certification – Serving motor coach operators; Green Restaurant Association – serving eating establishments; Green Seal – serving lodging operations of all sizes; Leadership in Energy & Environmental Design (LEED); U.S. Green Building Council; Low Input Viticulture & Enology, Inc. (LIVE) – serving vineyards, wineries and wines; Oregon Bed & Breakfast Guild's Green Inspection Program – serving B&B Guild members; Oregon Certified Sustainable Wine – serving companies producing wine in Oregon; Oregon Tilth – serving farms, ranches restaurants and retailers; Portland Climate Champions (City of Portland); Bonneville Environmental Foundation; The Climate Trust; EcoSecurities; Sustainable Travel International; Global Sustainable Tourism Council; Leave No Trace).

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

The Sustainable Tourism certificate is designed to prepare individuals for leadership roles in tourism organizations committed to sustainable practices. The program will provide learners with an understanding of managing a sustainable tourism business while addressing global issues such as poverty, climate change, globalization/localization, and environmental degradation (and working towards the United Nations' 2030 Agenda for Sustainable Development).

Upon successful completion of this certificate program, the learner will be able to:

- **Assess the role of tourism business in sustainability, as it relates to corporate strategy, business operations, financial objectives, and social responsibility.**

- Analyze relevant economic, social, and environmental data as applied to a wide range of corporate sustainability case studies from the travel industry.
 - Evaluate strategies, policies and principles for sustainability in various tourism businesses (hotels, resorts, restaurants, travel agencies, events, natural areas, parks, etc.).
 - Identify and apply intervention strategies to mediate tourism development impacts.
 - Analyze plans, policies, and approaches being currently used to guide sustainable tourism development within multiple contexts.
 - Identify challenges, weaknesses, and strengths of the tourism industry within different geo-cultural contexts.
 - Recognize socio-cultural, environmental and economic impacts of travel and tourism at the individual, community, and greater society levels.
 - Applying principles of sustainable development in case study contexts.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

In conjunction with other forms of assessment in the School of Business, including a comprehensive outcomes rubric, learners will work on research project in collaboration with SOU faculty and local organization where they can apply the concepts they learned to the working environment.

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

Existing faculty will be teaching all courses in the program; therefore, there is no change in the overall expected nature or level of research. However, all faculty teaching courses in the certificate, will be required to become better acquainted with aspects of the global to regional tourism industry as it pertains to their specific courses. This will be done through program topical seminars, study groups, and a collection of sustainable tourism specific books shared throughout the program. The interdisciplinary nature of the program will allow for collaboration between departments, faculty and learners, which will facilitate the certificate success.

6. Program Integration and Collaboration

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

At SOU – the most closely related program is the Hospitality and Tourism Management (HTM) option in the Business Administration degree. We feel that the majority of the Sustainable Tourism students will be Business students, as well as Environmental Science and Policy (ESP) and Outdoor Adventure and Leadership (OAL), as the program will be housed in BCE and courses in the certificate align with ESP and OAL.

There are no similar certificates at other Oregon four-year public universities.

- 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.

The closest related program at SOU is the Hospitality and Tourism Management option in the Business Administration degree and the Environmental Science and Policy program. We view these programs as complementary and believe that many students in the option will choose the Sustainable Tourism Certificate as their required certificate. We will work towards establishing relationships with community colleges in Oregon with Hospitality programs. Some possible collaborations include the new Hospitality program of Southwestern Oregon Community College and the Hospitality Management program at Oregon State University. Other local colleges with Hospitality programs include Mount Hood Community College, Chemeketa Community College, and Lane Community college.

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

NA

- d. Potential impacts on other programs.

The only potential impact is that there could be fewer students taking some of the other certificate programs in Business since there will be this additional choice. We will actively monitor this over time to better address potential impacts.

7. 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.

Revised May 2016

SOU MASTER OF SCIENCE IN EDUCATION (MSEd): ONLINE CONCENTRATIONS

Leadership in Early Childhood Education, 20 credits

- Audience: intended for aspiring administrators, managers or advocates in the field of early childhood education.
- Statewide context: legislation passed in 2013 established regional Early Learning Hubs to improve early childhood outcomes by aligning systems to promote school readiness and family stability. In 2015, HB 3380 allocated \$27 million to increase the number of quality preschool programs throughout the state. Coupled with the passage of the Preschool Promise and Kindergarten Partnership and Innovation grants in 2016, the demand and support for early learning program administrators is both substantial and growing.
- Regional context: the Southern Oregon Early Learning Hub (SOELS) provides direct access to a statewide childcare resource network which facilitates program marketing to early childcare providers seeking advanced professional preparation.
- Institutional context: SOU's undergraduate Early Childhood Development (ECD) has been nationally ranked four years running by Best Education Degrees.com among the best online degrees in Early Childhood Education. We also have a four year history of providing 9-12 grant funded professional development workshops each year in various locations throughout the state, building a direct marketing network of over 400 discrete potential graduate students.
- Courses:
 - ECE 510 ECE Administration, Ethics and Leadership
 - ECE 520 Holistic Early Childhood Education
 - ECE 530 Multicultural Family and Community Engagement
 - ECE 540 Pedagogical Leadership
 - ECE 550 Trauma and Restorative Justice

Curriculum and Instruction in STEM Education, 20 credits

- Audience: intended for teachers or curriculum specialists working in either the PK-20 or informal education systems. It provides support for regional, statewide and national efforts to enhance learners' access to high quality STEM, Environmental, Outdoor, and Place-based Education both in and outside the classroom.
- Statewide context: the statewide STEM Hub system provides funding, backbone support, and regional networks dedicated to building a seamless pathway STEM, CTE and career related learning. Passed in 2016, Measure 98 provides an influx of funding to significantly expand and sustain these efforts and contributes to an increased demand for teachers in STEM related fields. The Oregon legislature has also earmarked funding to support teacher training related to environmental literacy associated with the No Child Left Inside Act.

- Regional context: superintendents and human resource directors from the 13 school districts in Southern Oregon rated STEM as the 4th highest priority for current and upcoming hiring needs.
- Institutional context: enrollments in SOU's Summer STEM Professional Development Institute for Teachers have averaged 72 students over the past three years. SOU also offers the first in the nation dual Master's program in Environmental Education with teacher licensure, and includes STEM methods courses in both our graduate and undergraduate teacher preparation programs. We are currently in the process of hiring two new faculty in STEM and Environmental Education who will be positioned to teach, market, and further develop this concentration.
- Courses:
 - ED 574 Current Issues and Methods in STEM Education
 - ED 575 Trends and Issues in Environmental Education
 - ED 576 Introduction to Career and Technical Education
 - ED 577 Project-Based Learning
 - ED 537 Science and the Young Child

Adult Education, 16 credits

- Audience: intended for individuals responsible for creating, supporting, or leading learning experiences for adult learners. This includes professional development providers, trainers, facilitators, and instructional coaches, consultants and designers working in higher education, community education, corporate and non-profit settings.
- Statewide Context: Oregon Senate Bill 182 established the Educator Advancement Council (EAC) in 2017 to ensure all Oregon public school teachers, administrators and early learning professionals have access to high-quality professional learning and support. The enacted law establishes a system of local educator networks that prioritize and enhance educators' access to professional learning and support services, combining state investment and other leveraged resources driven by educator need. Beginning in July 2019, EAC will distribute funds to educator networks across the state who will then facilitate content, process, and infrastructure support.
- Courses:
 - ED 590 Principles and Theories of Adult Learning and Development
 - ED 591 Applied Strategies for Engaging Adult Learners
 - ED 597 Creativity in the Workplace and Higher Education
 - ED 598 Learning in Organizations

All MSED candidates complete a core sequence consisting of:

- ED 515 Critical Issues in Education
- ED 512 Introduction to Educational Research
- ED 522 Curriculum Design and Educational Change
- ED 560 Diversity in the Workplace
- ED 595 Models of Professional Ethics and Leadership
- ED 531 Study Proposal and Design
- ED 503 Project

Overview of Native American Outreach, Education, and Support Programs

Strengthening Engagement with Tribal Communities and Native American Students at Southern Oregon University



American Council on Education Fellow Report Chad S. Hamill, PhD

Submitted to President Linda Schott and the
SOU Board of Trustees
June 2019



This report will begin by outlining national trends and statistics for Native American students and communities, followed by a brief history of Oregon tribes and state initiatives to improve educational outcomes. After providing an overview of key programs and initiatives at SOU, the report will offer a series of recommendations—tied to SOU’s Strategic Directions—that are sensitive to the vagaries of the current budget climate.

NATIONAL TRENDS IN INDIAN COUNTRY

Across the United States, the achievement gap for American Indian/ Alaska Native (AI/AN)¹ students is wider than it is for any other group, amounting to an unparalleled educational crisis that disproportionately affects tribal communities.

The gap starts early. Nationally, 31% of AI/AN students in the 4th grade are below basic proficiency in math (compared to 10% of their white peers) and 48% are below basic proficiency in reading (compared to 21%). In grade 12, 54% of AI/AN students are below basic proficiency in math (compared to 27% of their white peers) and 35% below basic proficiency in reading (compared to 21%).² Not surprisingly, AI/AN students have the lowest on-time high school graduation rate of any racial group at 70% (2013-2014) as well as the lowest college enrollment rate among high school graduates (18.8% in 2016).³ Only 41% of AI/AN students enrolled in four-year post-secondary institutions in 2008 graduated in 6 years.⁴

Despite the fact that the under-18, AI/AN population in the US is higher than average (32% compared to 20% overall)⁵ socioeconomic and health-related factors severely limit their prospects for educational equity and attainment. AI/AN communities have the highest unemployment rate in the US (7.8%)⁶ and a life-expectancy that is 5.5 years less than that of all races.⁷ While various diseases lead to higher mortality rates for AI/AN peoples than the general population (diabetes, 189%; alcoholism, 510%; tuberculosis, 600%), AI/AN students of high school and college age (15-24) are committing suicide at nearly twice the national rate. As a vehicle for equity, social justice, and economic mobility for AI/AN communities, post-secondary education is not only desirable, it is indispensable for the most underserved and neglected population in the United States. Although the U.S. Government has largely failed to uphold its treaty and trust responsibilities to the Native nations within its borders,⁸ states have an opportunity to fill the gap. As the first state in the nation to establish formal government-to-

¹ The “AI/AN” designation and the terms “Native American,” “Indigenous,” “First Peoples,” and “Indian Country” will be used interchangeably throughout this document and refer to Indigenous peoples who have occupied present-day Alaska and the lower 48 States for millennia. For the purposes of this report, Indigenous Hawaiians (“Kanaka Maoli,” “Native Hawaiians”) will not be included.

² National Center for Educational Statistics.

³ Race and Ethnicity in Higher Education: A Status Report, American Council on Education, 2019.

⁴ National Center for Educational Statistics.

⁵ National Congress of American Indians: <http://www.ncai.org/about-tribes/demographics#R1>

⁶ Bureau of Labor Statistic Reports: Race and Ethnicity, 2018.

⁷ U.S. Department of Health and Human Services, Indian Health Service, 2018:

<https://www.ihs.gov/newsroom/factsheets/disparities/>

⁸ There are currently 573 federally-recognized tribes in the U.S., as well as hundreds of tribes that lost, or were never granted, that status.

government relationships with Tribes, Oregon is well-positioned to push the educational envelope for tribes within the state.

OREGON TRIBES

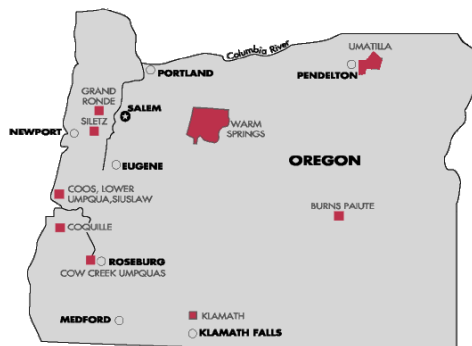
At the time of European contact in the early 19th century, tribal communities in what would become Oregon State were ubiquitous and varied. Through a process of forced removal in the mid-19th century, however, the federal government dislocated countless tribal communities, creating a number of hastily-conceived reservations designed to function as homogeneous holding tanks for autonomous tribal nations. Treaties and executive orders sanctioned theft and removal, stripping the First Peoples of Oregon of roughly 6 million acres to make way for Euro-American settlement. The following “nine Tribes of Oregon” are in reality, many more, representing dozens of distinct tribal identities, languages and cultures that have been in present-day Oregon for millennia:⁹

- Burns Paiute: <https://www.burnspaiute-nsn.gov/>
- Confederated Tribes of Coos, Lower Umpqua, and Siuslaw: <https://ctclusi.org/>
- Confederated Tribes of Grand Ronde: <https://www.grandronde.org/>
- Confederated Tribes of Siletz: <http://ctsi.nsn.us/>
- Confederated Tribes of Warm Springs: <https://warmsprings-nsn.gov/>
- Confederated Tribes of the Umatilla Indian Reservation: <https://warmsprings-nsn.gov/>
- Coquille Indian Tribe: <https://www.coquilletribe.org/>
- Cow Creek Band of Umpqua Tribe of Indians: <https://www.cowcreek.com/>
- Klamath Tribes: <http://klamathtribes.org/mission/>

Oregon Tribes (1840-1850)



Oregon Tribes Today



In 1954, 63 tribes in Oregon were “terminated” by the federal government (more than in any other state), which effectively canceled treaties and federal services promised in exchange for vast swaths of Native ancestral lands. Lands that *were* held in trust evaporated, leaving the First Peoples of Oregon homeless in the land of their ancestors. In the 1970s and 80s, three reservations were restored (Confederated Tribes of the Siletz Reservation; Confederated Tribes of the Grand Ronde Community of Oregon; and the Klamath Tribe) and three new reservations were recognized (Cow Creek Band of Umpqua Indians; the Confederated Tribes of Coos, Lower

⁹ Today, the AI/AN population in Oregon is approximately 60,000, 27,000 of whom are enrolled in one of Oregon’s nine federally-recognized tribal nations.

Umpqua, and Suislaw; and the Coquille Indian Tribe). Paiute descendants of the Malheur Reservation were restored as the Burns Paiute Indian Reservation.¹⁰ Much of what was lost to Oregon Tribes from termination to “restoration” would not be regained, and the trauma of that period remains an open wound that is far from being healed. For Oregon tribes, the legacy of violence and dislocation has continued, unabated, for nearly two-hundred years.

OPPORTUNITIES FOR EDUCATIONAL EQUITY AND ATTAINMENT IN OREGON

A number of initiatives at the state level have the potential to bring increased educational equity to tribal communities in Oregon.

The Oregon Department of Education

With the passage of Senate Bill 13 in 2017, the state of Oregon took an important step toward accurately representing the pre and post-contact histories of the tribes in Oregon. The bill mandates that the Oregon Department of Education (ODE) develop a statewide K12 curriculum inclusive of “tribal histories, sovereignty issues, culture, treaty rights, government, socioeconomic experiences and current events.” To date, ODE has contracted with Education Northwest to create and disseminate the curriculum through the Essential Understandings of Oregon’s American Indians, a collaborative effort between Oregon schools and the nine tribes. Aligning with state standards in the content areas of English, Arts, Science, Math, Social Science and Physical Education/Health, the goal is to have the curriculum implemented for the 2019-2020 school year.¹¹

In 2018, ODE established the Office of Indian Education (OIE) to “support ODE’s efforts to build relationships, effectively communicate, and coordinate consultation with the federally-recognized tribal governments in Oregon.” OIE consists of two positions: Indian Education Advisor (April Campbell) and Indian Education Specialist (Ramona Halcomb), who facilitate meetings between tribal and non-tribal educational stakeholders throughout the state. In 2018, meetings centered on SB 13 (open forums, Essential Understandings Advisory Committee meetings,¹² and consultant screenings); Tribal Attendance Pilot Project (TAPP);¹³ Native 101 trainings for teachers and superintendents; the development of a statewide tribal consultation policy; and Education Cluster meetings, part of the state’s government to government (G2G) activities. In addition, the OIE provides oversight and implementation of ODE’s 2015 American Indian/ Alaska Native State Plan,¹⁴ which includes the following objectives:

- Increase high school graduation rates for AI/AN students to meet or exceed statewide average of all students.

¹⁰ The remaining two nations in Oregon, the Confederated Tribes of Warm Springs and the Confederated Tribes of the Umatilla Reservation, were spared termination. The above information on termination of Oregon Tribes was largely drawn from Lewis, David G. *NDNHistory Research: Indigenous Public and Critical Essays*.

¹¹ While implementation is underway, full implementation of the curriculum by next fall is unlikely.

¹² Includes representatives from the nine tribes in Oregon.

¹³ TAPP is a collaborative effort between Oregon tribes and the State Legislature to reduce chronic absenteeism. TAPP appears to be yielding results: <https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Tribal-Attendance-Pilot-Projects.aspx>

¹⁴ An updated plan is scheduled to be released July, 2019.

- Increase college or career readiness of AI/AN students to meet or exceed statewide average.
- Increase AI/AN attendance to meet or exceed statewide average.
- Recruiting, hiring, and retaining a minimum of 5% AI/AN educators (equally distributed among administrators, teachers, and support staff).
- Ensuring that 100% of educators (administrators, teachers, support staff, and school boards) receive AI/AN culturally responsive training at least once per academic year.
- 100% of pre-service students completing Oregon Native American Teacher Preparation Programs (UO and PSU) will be recruited by an Oregon school or tribe.
- Every school district in Oregon implements (K12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials that are developed in collaboration with local tribes and are aligned with the Common Core State Standards and state standards.
- Chief Education Office,¹⁵ ODE, ELD, YDC, HECC, and TSPC strategically investing and collaborating with Oregon’s federally recognized tribes, Native/Indian organizations, Title VII Programs, and AI/AN community programs to implement, support, and maintain culturally relevant family/parent engagement so that every AI/AN child will begin their educational journey ready to succeed.
- Creating accurate identification criteria for who is counted as an AI/AN student and require districts to collect data.
- Establishing a framework for accountability of implementation of the AI/AN state plan.
- Continuing to build internal ODE capacity by strengthening the organizational infrastructure and increasing staffing to increase support to schools, Title VII, Oregon federally-recognized tribes, and AI/AN communities.

As of December 2018, OIE had implemented:

- Nine pilot TAPP programs.
- Partnerships with the University of Oregon and Portland State University teacher preparation programs.
- Essential Understandings Advisory Committee with representatives from the nine tribes.

In November of 2017, the Oregon Department of Education produced “American Indian/ Alaska Native Students in Oregon: A Review of Key Indicators,” a report designed for wide distribution to Oregon State and federal legislators, tribal governments, public schools, school districts, education service districts, and members of the public.¹⁶ Although 60,595 Oregon students self-identified as AI/AN in 2015-2016, data for the report is limited to the 8,176 students who

¹⁵ With a particular focus on achieving Oregon’s 40-40-20 goal, the Chief Education Office was instrumental in producing the 2018 Educator Equity Report: https://www.oregon.gov/cedo/Documents/CEdO_Educator-Equity-Report_2018-Final.pdf. The Chief Education Office will be dissolved in June, 2019.

¹⁶ Report is available here: <http://www.oregon.gov/ode/reports-and-data/Pages/default.aspx>

identified strictly as AI/AN. Despite this limitation, the report illuminates a number of factors with broader implications for issues of educational equity and attainment among the AI/AN population:¹⁷

AI/AN Teachers:

- Less than 1% of teachers and administrators in Oregon identify as AI/AN (a number that has steadily declined since 2011).

Demographics

- AI/AN students considered economically disadvantaged has risen from 69% in 2011 to 75% in 2016 (compared to 55% in 2016 for non-Native students).
- 19% of AI/AN students in 2016-2017 received special education services (compared to 13% for general population).

Assessment

- There is a 20-point gap between AI/AN and non-Native students in the English Language Arts Assessment, across all grades in 2016-2017 (in 8th grade, it was 33% vs. 55%).
- In math, the gap is 16 to 18-points across all grades.

Outcomes

- 58% of AI/AN high school freshman were “on track” in 2014-2015 (compared to 76% of non-Native students).¹⁸
 - That gap narrowed to 70% vs. 81% in 2015-2016.
- 30% of AI/AN students were chronically absent in 2015-2016 (compared to 19% of non-Native students).
- 16% of 8th grade AI/AN students were suspended or expelled one or more times in 2015-2016 (compared to 7% of all students).
 - Rate of exclusionary discipline is higher for AI/AN students in all grades.
- 57% of AI/AN students graduated from high school in 5 years (2015-2016) (compared to 78% of non-Native students).
 - 32% of AI/AN students did not complete in 5 years (compared to 17%).

Postsecondary Enrollment

- 48% of AI/AN students in graduation cohort (2015) enrolled in postsecondary institutions within 16 months (compared to 58% of non-Native students).
 - 10-point gap has been consistent every year from 2011-2015.
- Over 83% of AI/AN students enrolled in CTE programs graduated in 4 years (2016) (compared to 87% for non-Native students)
 - Over the course of three years (2013-14, 2014-15, 2015-16) AI/AN students who were CTE concentrators reached technical skill attainment at the same level or slightly higher than non-Native CTE concentrators.

¹⁷ The report cites the difficulty in parsing students because of new federal requirements and the mixed ancestry of students. Of 60,595 students who identified as AI/AN in Oregon, 41,122 were counted as Hispanic Latino and 11,297 as Multi-Racial, leaving 8,176 who identified strictly as AI/AN.

¹⁸ Freshman who are considered “on-track” have earned 25% of credits needed to graduate.

Higher Education Coordinating Commission

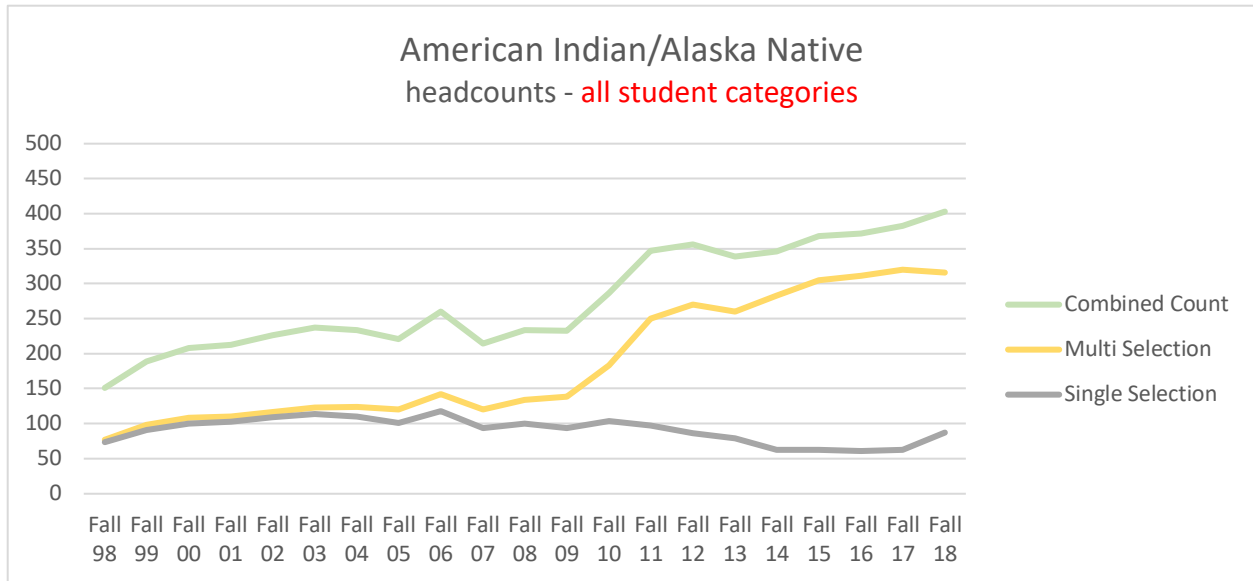
The HECC's engagement with Oregon tribes, as listed in the their Government to Government Annual Report for 2018, included the following activities:

- Attendance of HECC Director and/or Executive Director at Government to Government Education Cluster meetings.
- Attendance "in coordination with tribal partners" various events, including Tribal Governments Legislative Day; Indigenous People's Day (Capitol); Oregon Coastal Caucus Economic Summit; and the Tribal-State Government to Government Summit.
- Development of a HECC tribal consultation policy (in process).
- Summer youth employment program at Grand Ronde in partnership with Oregon Youth Conservation Corps.
- Extending FAFSA Plus program to tribal organizations (an invitation for districts, high schools, TRIO programs, tribal ed agencies and community orgs to complete FAFSA).
- Entered into data sharing agreements with the Native American Youth and Family Center (NAYA): <https://nayapdx.org/>, the Southern Oregon Indian Education Program (SOIEP): <http://www.soesd.k12.or.us/Page.asp?NavID=1574> and the Klamath Tribes.

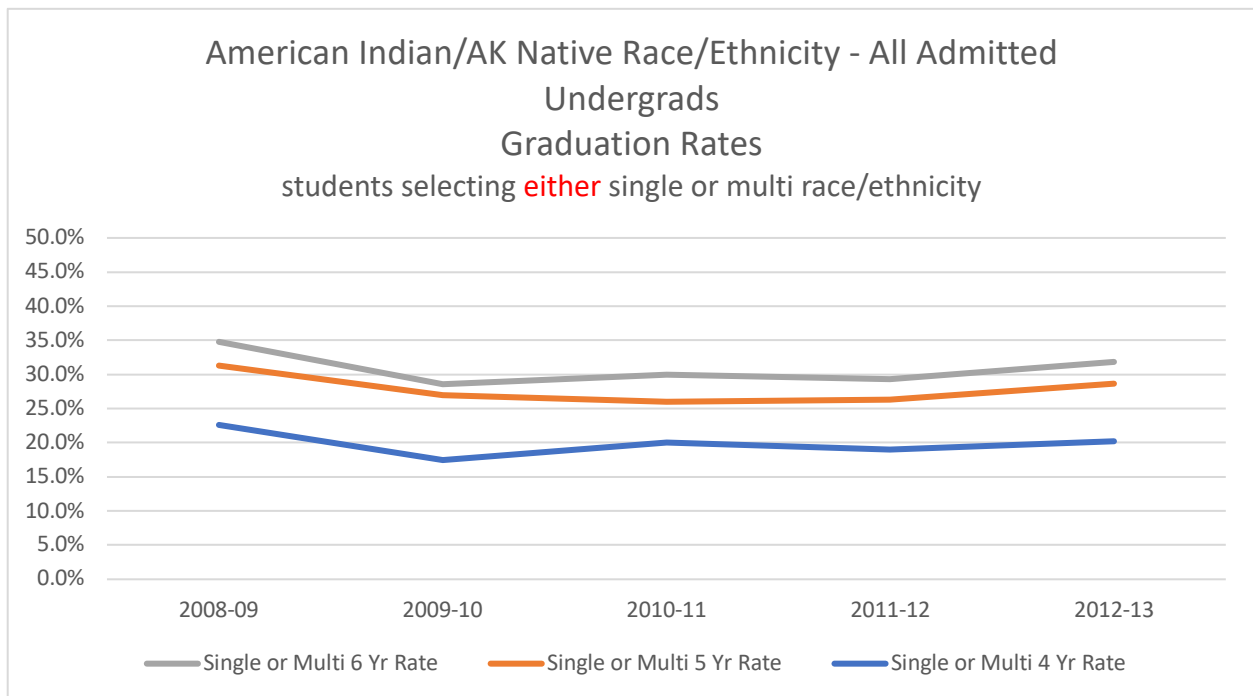
In terms of supporting Native American educational initiatives at the state level, SOU can play a role in amplifying the efforts of the Oregon Department of Education and Office of Indian Education, in particular in the area of K12 teacher training and certification under SB 13. There is also room to proactively engage with the HECC, utilizing internal resources and expertise to assist them with their initiatives in Oregon Indian Country while helping them to shape their approach to tribal engagement, which currently appears to be lacking.

EDUCATIONAL OPPORTUNITIES AT SOU

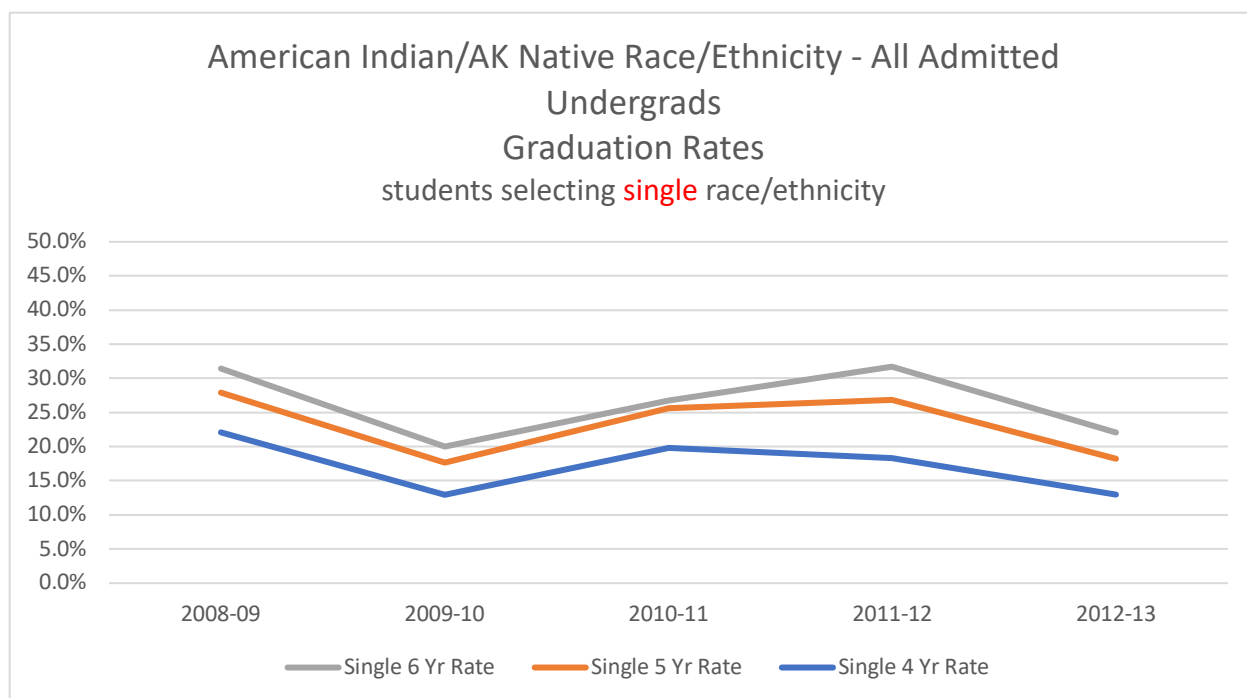
Enrollment of Native American students at SOU has steadily increased over the past 20 years, from 151 in 1998 to over 400 in the fall of 2018. The graph below shows enrollment in three, distinct categories: students who identified within the "single" definition of American Indian/Alaska Native (grey); those who identified as AI/AN and "multi race/ethnicity" (orange); and the two categories combined (green). The combined category provides a total headcount of students who identify as Native American:



While increasing enrollment of AI/AN students is encouraging, the following data indicates that a majority of them will not graduate. The first graph below provides 4, 5, and 6 year graduation rates for cohorts beginning in 2008-2009 through 2012-2013, using the combined (single and multi/ethnicity) count:



For students who identified strictly as Native American, the picture is even more troubling:



The above graphs indicate that SOU, with Native American graduation rates below 35% (and bottoming out at 20% for the “single” 6-year rate) fall behind the national average, which is already unacceptably low.

Native American Studies

With a particular focus on the nine tribes in Oregon, Native American Studies (NAS) takes an interdisciplinary approach to examining issues and experiences that reflect the contemporary challenges and aspirations of Indigenous peoples in the US and around the world. Students in NAS minor and certificate programs “analyze federal Indian laws and policies; examine the historical formation and contemporary experiences of the nine tribes of Oregon; learn about key concepts including sovereignty (inherent, tribal, cultural, visual, and intellectual), self-determination, revitalization and humor; and engage in decolonizing, critical, and reflexive thinking and creative work while learning to speak and write clearly, concisely and meaningfully about Native peoples’ experiences.” Courses in NAS include Introduction to Native American Studies; Introduction to the Nine Tribes of Oregon; Tribal Critical Race Theory; Queer Indigenous Studies; Native American Cinema(s); Indigenous Solidarity; Native American Studies in Action; Language Revitalization; and Intertribal Dance Traditions.¹⁹

Like similar programs at universities throughout the U.S., Native American Studies at SOU is essential to properly educating students about historical and cultural facets of sovereign Native nations. Although SB 13 represents an important step forward in addressing the absence and omission of Native American content in K12 education, college departments and programs are critical to rounding out a student’s knowledge. For Native American students, who often make

¹⁹ Other courses that have not been taught in the last two years (such as Native American Intellectual Activism) have been left off of the above list.

up a majority of those enrolled, such programs have the power to strengthen their sense of identity and purpose, preparing them to make significant contributions to their (and/or another) Native American community. For non-Native students, these programs allow for the cultivation of an expanded worldview that includes an understanding of the unique political status and perspectives shared by the over 600 tribes that make up Indian Country.²⁰

For colleges and universities that offer a minor, certificate, or degree in Native American and/or Indigenous Studies, such programs are often mission-driven. With Native American students comprising less than 5% of enrollment at most post-secondary institutions (and 1% of total enrollment nationally) courses in Native American studies programs and departments are generally “low” enrolled (and in the case of departments, have fewer majors). For NAS courses at SOU, however, enrollment is generally healthy, especially for courses that fulfill General Education requirements in various disciplinary strands (Introduction to Native American Studies; Tribal Critical Race Theory; and Queer Indigenous Studies). Other NAS courses offered since fall of 2016 have had strong enrollments as well (including Intertribal Dance Traditions; Language Revitalization; The Nine Tribes of Oregon; and Indigenous Solidarity).

Since the departure of Dr. Wesley Leonard in summer of 2016, Dr. Colley has taught most of the courses for the NAS minor and certificate programs (in addition to serving as program Chair). With the recent hire of Dr. Chance White Eyes, NAS will have the additional faculty capacity to offer the above courses more consistently and develop a few more key courses to round out the minor and certificate. With Dr. White Eyes joining the faculty, there is also potential for a major in Native American Studies. With enrollment of Native American students on the rise, there is reason to believe that Native American students, given the option, would pursue a major in this area, especially if course content continues to reflect the histories and (pre, post-contact, and present) cultures of the region. A major would also be of interest to some non-Native students, in particular those who may have considered working with or for a Native nation. Southern Oregon University can distinguish itself from the “Bigs” and TRUs in this regard, making its relationships with Oregon tribes and culturally-specific academic offerings for Native American students an institutional priority.²¹

Konaway Nika Tillicum

Konaway Nika Tillicum (“All My Relations” in Chinook Trade Jargon) is an eight-day summer academic residential program for Native American youth, grades 7 through 12. The program immerses Native American students in a university setting, exposing them to the learning and career possibilities of college. Utilizing an intergenerational family model, Konaway is culturally-responsive and empowers Native youth to access higher education and navigate educational systems, encourages self-determination, and strengthens critical thinking by connecting them to a community that understands and values their life experience and aspirations. In operation for more than 20 years, the program includes classes, field trips, culturally-centered learning and recreational activities.

²⁰ In addition to the 573 federally-recognized tribes, there are many that persist without federal recognition.

²¹ Currently, the University of Oregon has a Native American studies minor and OSU has no distinct NAS program. PSU has been struggling to implement a major in Indigenous Nations Studies for some time. Among the TRUs, only Eastern Oregon has a NAS program (minor).

Over the past 4 years, enrollment in Konaway has steadily grown, from 30 students in 2015 to 45 in 2018. This summer, enrollment is expected to reach 60 students and the goal for 2020 is 75. Although there is no data available related to the post-Konaway trajectories of past students, SOU Youth Programs, under the direction of Rachel Jones, will begin tracking outcomes for participants beginning this summer. Anecdotally, it is common knowledge among Native American faculty and staff that Konaway students have enrolled at SOU after the program. Tracking outcomes moving forward will assist SOU in taking full advantage of the opportunity to recruit Konaway students, many of whom will have had their first college experience at SOU.

Funding for Konaway has been a consistent challenge for many years.²² Recent private support has provided an uptick in funding, however, allowing for increased enrollment, but it is not clear if this funding will be sustainable in the long term. There are also concerns around the quality of experience for Konaway students, in particular in accommodations, where they are housed in the “worst campus dorms.” Lower funding also translates to fewer activities during the program compared to other SOU youth programs that enjoy more financial support. In addition, staff capacity has been cited as an issue, making it difficult to pursue grants and establish ongoing mentorship for students after they leave the program, critical to moving students from Konaway to a post-secondary institution. By all accounts, Brent Florendo, the current Director of Konaway, performs exceptionally well during the program in keeping students proactively engaged while providing culturally-competent teaching and guidance. He does not appear to have the time or wherewithal, however, to provide continuity of contact with students after the program.

Seventh Generation Cohort Program

With a particular focus on providing comprehensive support to Native American students throughout their educational life, a group of SOU stakeholders in Education and Native American Studies have been developing an innovative program with the potential to vastly improve retention and graduation rates. The Seventh Generation program is designed as a wrap-around cohort model to achieve educational equity for Native American students. The cohort would consist of seven students each year, who in addition to receiving financial and academic support, would benefit from culturally-responsive mentoring.²³

The following have been discussed as essential components to the proposed 7-Gen Program:

- Cohort based: 7 students per year. Students will be required to live in the cohort community for at least two years, participate in a first-year bridge program, attend a pre-orientation week, participate in a club, sport, or maintain a part-time campus job. In addition, they will participate in mandatory cohort activities such as leadership classes, community service or tribal outreach. They will do quarterly academic progress reviews with their advisors and yearly academic plan reviews.

²² Currently, \$45K a year comes from SOU and \$20K-\$25K from the Southern Oregon Educational Services District.

²³ Through the efforts of Brook Colley and SOU Development, a private funder is currently funding Native American initiatives. It seems likely that this individual would support the 7-Gen program.

- Recruitment: Active recruitment in Native communities, including interviews and expectations for completion in 4 years. Students who are recruited will be personally motivated to attend college, have a strong desire to complete in four years, have strong inclinations towards a degree or career, have a desire to connect or give back to their tribal communities, be academically prepared or demonstrate a willingness to be successful and take necessary steps to address educational gaps. Students will be admitted to the program using the following criteria (in order of preference): 1) Members of Oregon's nine tribes 2) tribal members who are residents of Oregon 3) "Aboriginal Rights" tribal members (with connection to Oregon tribes) who live out-of-state and 3) tribal members from tribes outside of Oregon.
- Pre-Orientation: Students accepted into the program will be required to attend a pre-orientation week that will include details about program expectations, cohort bonding, support faculty, staff, and community introductions, for both the students and their families. This orientation will outline a four-year success plan, giving students an opportunity to think ahead and dream big.
- Academic Support: First year participants will be required to participate in a year-long class (Learning commons LC199) that builds their skills as a student, addresses any deficits, includes components of community service and activities, and provides resources for navigating college life.
- Mentoring: In addition to cohort support, students will have access to campus and community mentors. They will have quarterly check-ins and be encouraged to participate in extracurricular programs and clubs. Each student will be assigned a faculty-staff mentor who is Native American or part of Native American Studies. The mentors check-in on the student periodically, help with reminders for important academic deadlines, and make referrals as necessary. The overall goal is for the mentor to model career success. An effort will be made to pair students with a mentor that is in their area of interest or is familiar with or connected to the student's field of interest. As 7-Gen students progress through the program they will become peer mentors for incoming 7-Gen students.
- Housing: By creating a space that models tribal familial relationships and extended family, the cohort can build a living community that is both supportive and culturally connected. Ideally, each cohort will occupy a dedicated floor (or rooms in close proximity). An appointed resident student leader will facilitate group activities and discussions, organize a weekly "family" meal, and assist students with resources and problem solving. Mentors will be invited to

participate in programing and students will be encouraged to lead some of the programing and discussion. They will also be encouraged to connect with the broader campus community of Native students through NASU.

- Financial Support: The four year funding plan will consist of a combination of scholarships, grants, tribal aid, housing support and meal plans to reduce the need for loans and the overall cost-of-attendance. Participants will be required to demonstrate they have applied for all tribal funding (scholarships, TANIF, housing grants). Students will receive ongoing financial guidance throughout their time at SOU.

While the disparity between the percentage of Native American teachers and students in Oregon schools continues to be a significant factor in perpetuating educational inequities, pathway programs have proven to be effective.²⁴ Pirates to Raiders has made considerable gains in boosting high school graduation and college participation rates for Latino students. Konaway can serve in a similar capacity, building relationships with students and their families that will continue after the program ends through targeted outreach and periodic gatherings and events for participants. Konaway could then serve as a feeder for the Seventh Generation Cohort Program, providing continuity of support for Native American students from grade 7 through college.

RECOMMENDATIONS

The above programs and initiatives distinguish Southern Oregon University from other institutions in the state, providing a foundation to make SOU the university of opportunity and choice for Native American students. Based on sustained engagement with numerous SOU stakeholders over the past four months, I believe the following recommendations will enable SOU to significantly strengthen its Native American initiatives, becoming an institutional change-agent for tribal communities in Oregon and beyond.

Recommendation #1

Establish a Major in Native American Studies. With recent growth Native American Studies, Southern Oregon University is poised to launch a mission-driven major that will serve Native students, their communities, and the broader student population through courses that delve into

²⁴ Studies clearly indicate that students of color achieve better educational outcomes when they have access to teachers of color. The 2018 Oregon Educator Equity Report, sponsored by the Chief Education Office, the HECC, the Oregon Department of Education, and the Oregon Teacher Standards and Practices Commission, in addition to providing data on current disparities, documents progress in closing the gap, including scholarships awarded (\$5000) for up to two years to support culturally and linguistically diverse teacher candidates enrolled in Oregon educator preparation programs. The Satellite Partnership Program– a partnership between SOU, Klamath Community College, and Southwestern Oregon Community– serves place-based, diverse, non-traditional students residing in rural and remote communities, providing a model with the potential to further reduce that gap, in particular for Native American teachers and students. 2018 Oregon Educator Equity Report here: https://www.oregon.gov/cedo/Documents/CEdO_Educator-Equity-Report_2018-Final.pdf

the rich cultures of Indigenous communities, in particular those in Southern Oregon. A major in Native American Studies would also distinguish SOU from the other public universities in the state, none of which currently offer a degree program in NAS.

- Strategic Plan Alignment:
 - Strategic Direction 1, Goal One: SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.
 - Strategic Direction 1, Goal Four: SOU will engage in ongoing assessment of academic and academic support programs in order to further a process of continuous improvement.
 - Strategic Direction IV, Goal One: SOU will replace structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse “new majority.”
 - Strategic Direction IV, Goal Two: SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.
 - Strategic Direction IV, Goal Three: SOU will prepare all learners regardless of background, identity and position, to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world.

Recommendation #2

Create a Native American Student Success Coordinator Position. In addition to serving a primary role in providing culturally-competent support to Native American students enrolled at SOU, the NASS Coordinator would bring much needed capacity to the Konoway program, both in the summer and throughout the year as the program cultivates connections with students and their families. The NASS Coordinator can also take an active role in developing and facilitating the Seventh Generation Cohort Program, ensuring that students in the program have the consistent guidance they need to persist and graduate.²⁵

- Strategic Plan Alignment:
 - Strategic Direction IV, Goal One: SOU will replace structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse “new majority.”
 - Strategic Direction IV, Goal Two: SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.
 - Strategic Direction IV, Goal Three: SOU will prepare all learners regardless of background, identity and position, to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world.

²⁵ Based on my experience with the Office of Indigenous Student Success at Northern Arizona University, I believe a Native American Student Success Coordinator position will yield an immediate return on investment. With fulltime Oregon in-state undergraduate students contributing an average of \$8K in tuition dollars per year to SOU, a modest 3% increase in the retention of Native American students in the “combined” category will more than make up for a salary in the range of \$45K-55K.

Recommendation #3

Increase Engagement with Oregon Tribes. Near the end of the winter term, President Schott visited four tribes (Siletz, Grand Ronde, Cow Creek, and Klamath), engaging directly with tribal leadership, including council members, managers, and education directors. The meetings were very productive, and in the case of the Klamath Tribes has led to the development of an MOU between the Tribe and SOU. Outreach of this kind is essential to the relationship-building process, demonstrating SOU's commitment— in action rather than just words— to serving Native students and their communities. President Schott plans to visit the remaining five tribes in Oregon next fall. One-time visits are not sufficient to building sustainable relationships, however, and engagement should occur on an annual basis. Understanding the ongoing scheduling challenges President Schott faces, SOU might employ a combination of community visits for her with invitations to tribal leadership to come to SOU for university events, or even a “tribal summit” for executive leaders. In addition, President Schott and Native American programs would be well-served by the formation of an external **Native American Advisory Board** consisting of political and educational stakeholders from Native American communities throughout Oregon. In the short term, Chance White Eyes can help build upon the community centered work of Brook Colley (and to some extent, Brent Florendo) creating a consistent presence in tribal communities. If enacted, the above initiatives will further distinguish SOU from the other public universities in Oregon, solidifying SOU's position as the university of opportunity and choice for Native American students.

- Strategic Plan Alignment:
 - Strategic Direction 1, Goal One: SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.
 - Strategic Direction IV, Goal One: SOU will replace structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse “new majority.”
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 - Strategic Direction IV, Goal Three: SOU will prepare all learners regardless of background, identity and position, to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world.

Overview of Veterans' Programs

VRC Mission Statement

The Veterans Resource Center at Southern Oregon University is committed to serving students based on a framework of integrity, serving others, and excellence in student support. We do this by creating regular programming, educating the university community through outreach initiatives, and partnering with campus and community agencies in support of the Military affiliated population at SOU.

The VRC provides assistance to Veterans and Military Families as they work to achieve their educational and personal goals at the university. We welcome our Military, Veterans, and their families to the VRC and we are thankful for your service.





Veterans Resource Center
Southern Oregon University
Kevin J. Stevens, Coordinator
<https://inside.sou.edu/veterans>



We have a... Veterans Coordinator at SOU?

Kevin J. Stevens

“First” Coordinator level position dedicated position solely responsible for the VRC, started January 15th, 2019

Branch: US Air Force, Air National Guard: 2002-2010

MOS/AFSC: Security Forces, Chaplains Assistant

Current status: Advocate/LGBTQ Veteran/Service Connected VA Disability Rating

Degrees: Community College of the Air Force, A.A.S.
Bowling Green State University, B.A.
Eastern Michigan University, M.A.
University of Massachusetts-Boston, G
Purdue University, P.h.D. (Fall 2019/C

Professional Accolades: Past Board Member for NAVPA; presented nationally on Veterans Centers; featured in articles and books regarding sexual orientation as well as serving Veterans; presented nationally on topics relating to LGBTQ Veterans; currently serving as the NASPA Region V - Veterans Representative



Basic/General Veterans Center
VS.
SOU Veterans Resource Center



Basic Veterans Center

- Works on community building
- Provides some sort of transitional support, often at a very basic or limited level
- Space designated
- Often have staff with additional roles outside the VRC as well



SOU Veterans Resource Center

- Dedicated space in Student Union w/ computer lab, printing, coffee, fridge
- Coordinator that is solely responsible for the Veterans Resource Center
- Coordinates and Chairs the SOU Committee for Veterans and Military Families
- Staff of 6-10 Veterans Transitions Assistants (VA Work Study)
- Monthly programming/outreach
- Orientation for Veterans and Military Families



Social Justice & Service Team



Student Population?

- SOU - Current VRC Numbers:
 - 275 Total for the year
 - 208 for the Spring 2019 term
- DOD Report - Post-9/11
 - GI Bill Beneficiaries: 276 GI Bill Tuition/Fees Paid (FY'16): \$870,033
- State Tuition Assistance
 - 10 Fall 2018 14 Winter 2019 Paid to School: \$12,405

	FY 18	FY 17	FY 16
Federal Tuition Assistance (TA):	11	5	11
Total Federal TA: \$21,793.36	\$13,020	\$25,082	

*Data may not include Chapter 30, 31, 35, and 1606



Student Population

Enrollment for next year

- ◆ This fall the State of Oregon is projected to have one of the largest deployments in the state's history
- ◆ We are working with local agencies to provide support, and working with current students that are able to take online classes overseas
- ◆ We will also see a larger number of student now eligible for VA benefits in the area



Top Service Needs for SOU Veterans

- A place to connect with other Veterans and Military affiliated students
- A transparent and clear process when navigating benefits, admissions, applications, and other components of the university
- Resources (VA and Non-VA) that are available and vetted to provide support
- Connecting with on campus resources in regards to accommodations, classroom selection, major/minor and instructor selection
- Navigating the VA, working through claims, and understanding new laws (i.e. Choice Act, Mission Act, GI Bill)



Community Advocacy

Goal: To build a stronger reputation in the Veterans and Military affiliated community

- Participated in Yellow Ribbon program for Soldiers deploying this Fall
- Member of SOVAR
 - Southern Oregon Veterans Affairs Roundtable
- Rogue Valley VETNET
 - Council that supports National Guard and Reserves in the region
- SOU Committee for Veterans and Military Families
- Regular Meetings w/ ROTC, Major Timmons
- NASPA Veterans Knowledge Community
 - Region V - Representative (Alaska, Alberta, British Columbia, Idaho, Montana, Nevada, Oregon, Utah, Washington)



-
- New Logos & Marketing
 - Recruitment: Why SOU?



Recent Programs

- New Garden
- Reflexology
- Jackson County VSO
- VA VocRehab Visits
- Community Potluck
- Volunteer Trip to Jackson County Fuel Committee
- Memorial Day - Reflection and Remembrance Ceremony



Current Projects

- Ongoing: All Veterans and Military Service Members and families are a part of the VRC
- Ongoing: The general public will often call/stop by needing support
- Faculty and staff training “Green Zone”
- Veterans Day (month) programming
- Opportunities to expand our connecting with Outdoor programming
- Reviewing the transfer process, credit evaluation, and overall support network on campus
- Updating admissions application questions for our population, and connecting with our entire campus to better track our students that may not using benefits
- Orientation for Veterans
- Review of all policies/begin the process to create new policies in support of Military families
- Building a Student Veterans Organization



SOU Committee for Veterans and Military Families

Team Members: Kevin Stevens (Chair), Mike Beagle, Taylor Burke, Kitty Cable, Jeremy Carlton, Angie Kerr, Major Timmons, Luke Williams, Marvin Woodard, Debbie O'Dea, Dennis Slattery

- Reconvened during the Spring 2019 term
- Began forming direction and vision for future projects
- Helped to support Memorial Day programming
- Drafted and discussed syllabi statements recognizing the need for Veterans and those currently servicing and the need for support
- Future conversations will look at Veterans Day (month) and other policies impacting the Veterans and Military families



Thank you for the invitation to be with you today - Questions?



To discuss any of these areas further please do not hesitate to contact me at stevensk3@sou.edu.



Assessment and Accreditation Update

Future Meetings

Adjournment