



## OFFICE OF THE BOARD OF TRUSTEES

### Public Meeting Notice

April 14, 2022

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

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

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

Topics of the meeting will include a provost's report including updates on the Provost's Council, the Transfer Council, and other general updates. There will be a vice president's report including the enrollment management dashboard, an Enrollment Council Update, First Gen Forward, Cabinet-to-Cabinet Mentoring, and other general updates. Action items on the agenda include a proposed SOU Educator Equity Plan; a curriculum update including action on a proposed certificate program in environmental communication; and a consent agenda consisting of past meeting minutes.

The committee will discuss tuition and fees affordability to include the Tuition Advisory Council's process and recommendation; the total cost of attendance for the 2022-2023 academic year; open educational resources; and remissions and relief funding to students. Additional information and discussion items will include the addition of new athletic sports, enrollment marketing dashboards, and re-imagining SOU-community college partnerships.

The meeting will occur as follows:

Thursday, April 21, 2022

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

Meese Room, 3<sup>rd</sup> Floor, Hannon Library, SOU Campus

Members of the public may view the proceedings, at <https://sou.zoom.us/j/89924364376> at the time of the meeting.

Materials for the meeting are available at [governance.sou.edu](https://governance.sou.edu).

### Public Comment

Members of the public who wish to provide public comments for the meeting are invited to sign up to speak or submit their comments in writing at least 24 hours in advance of the meeting to the Board of Trustees email address: [trustees@sou.edu](mailto:trustees@sou.edu). Public

comments also may be delivered by hand or mailed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Ashland, OR 97520.

**If special accommodations are required, please contact at (541) 552-6060 at least 48 hours in advance.**



**Board of Trustees**  
**Academic and Student Affairs Committee Meeting**  
**April 21, 2022**

# Call to Order / Roll / Declaration of a Quorum



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

**Thursday, April 21, 2022  
12:00 p.m. – 3:30 p.m. (or until business concludes)  
Meese Room, Hannon Library, SOU Campus  
<https://sou.zoom.us/j/89924364376>**

**AGENDA**

Persons wishing to provide public comment shall sign up in advance or do so in writing via [trustees@sou.edu](mailto:trustees@sou.edu).  
Please note: timings are approximate and items may be taken out of order.

***Theme: Increasing Access***

- |         |          |   |  |
|---------|----------|---|--|
|         | <b>1</b> | <b>Call to Order/Roll/Declaration of a Quorum</b> | Chair Jonathon Bullock   |
|         | 1.1      | Welcome and Opening Remarks                       |  |
|         | 1.2      | Roll and Declaration of a Quorum                  | Sabrina Prud'homme,<br>SOU, Board Secretary  |
|         | 1.3      | Agenda Review                                     | Chair Bullock  |
|         | <b>2</b> | <b>Public Comment</b>                             |  |
| 5 min.  | <b>3</b> | <b>Consent Agenda</b>                             |  |
|         | 3.1      | January 20, 2022 Minutes                          | Chair Bullock  |
| 15 min. | <b>4</b> | <b>Provost's Report</b>                           | Dr. Susan Walsh, SOU,<br>Provost and Vice President<br>for Academic Affairs                |
|         | 4.1      | Provost's Council Update                          |  |
|         | 4.2      | Transfer Council Update                           |  |
|         | 4.3      | Other General Updates                             |  |
| 15 min. | <b>5</b> | <b>Vice President's Report</b>                    | Dr. Neil Woolf, SOU, Vice<br>President for Enrollment<br>Management and Student<br>Affairs |
|         | 5.1      | Enrollment Management Dashboard                   |  |
|         | 5.2      | Enrollment Council Update                         |  |

**Board of Trustees  
Academic and Student Affairs Committee Meeting  
Thursday, April 21, 2022  
12:00 p.m. – 3:30 p.m. (or until business concludes)**

**AGENDA (Continued)**

5.3 First Gen Forward

5.4 Cabinet-to-Cabinet Mentoring

5.5 Other General Updates

**6 Action, Information and Discussion Items**

20 min.	6.1 Curriculum Update	Dr. Susan Walsh
	6.1.1 New Program Proposal: Certificate in Environmental Communication (Action)	Dr. Erik Palmer, SOU, Associate Professor and Department Chair of Communication
45 min.	6.2 Tuition and Fees Affordability	Dr. Susan Walsh; Dr. Neil Woolf; Greg Perkinson, SOU Vice President for Finance and Administration; Holly Gabriel, SOU, Open Access and Government Information Librarian
	6.2.1 Tuition Advisory Council: Process and Recommendation	
	6.2.2 Cost of Attendance for Academic Year 2022-2023	
	6.2.3 Reducing Costs: Open Educational Resources	
	6.2.4 Remissions and Relief Funding to Students	
20 min.	6.3 SOU Educator Equity Plan (Action)	Dr. John King, SOU, Division Director, Education, Health and Leadership
25 min.	6.4 Addition of New Athletic Sports	Matt Sayre, SOU, Director of Athletics; Dr. Neil Woolf
20 min.	6.5 Enrollment Marketing Dashboards	Nicolle Aleman, SOU, Director of Marketing; Dr. Neil Woolf

**Board of Trustees  
Academic and Student Affairs Committee Meeting  
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**AGENDA (Continued)**

15 min.	6.6 Re-Imagining SOU-Community College Partnerships	Dr. Neil Woolf, President Rick Bailey
5 min.	6.7 Future Meetings	Chair Bullock
	<b>7 Adjournment</b>	Chair Bullock

# Public Comment



# Consent Agenda

**Board of Trustees  
Academic and Student Affairs Committee Meeting  
Thursday, January 20, 2022**

**MINUTES**

***Theme: Ensuring Student Engagement to Enhance the Student Experience***

**Call to Order/Roll/Declaration of a Quorum**

**Committee Members:**

Jonathon Bullock	Present	Barry Thalden	Present
Debra Lee	Present	Steve Vincent	Present
Deborah Rosenberg	Present	janelle wilson	Present
Daniel Santos	Present		

Chair Jonathon Bullock called the meeting to order at 12:07 p.m. The secretary recorded the roll and a quorum was verified.

Other trustees in attendance: Lyn Hennion and President Rick Bailey.

Other attendees and Zoom webinar panelists included: Greg Perkinson, Vice President for Finance and Administration; Toya Cooper, Vice President for Equity, Diversity, and Inclusion; Dr. Susan Walsh, Provost; Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Janet Fratella, Vice President for University Advancement; Jason Catz, General Counsel; Dr. Pavlina McGrady, Assistant Professor; Dr. Vince Smith, Division Director/Associate Professor; Dr. Carrie Vath, Dean of Students; Dr. Matt Stillman, Assistant Vice President for Enrollment Management and University Registrar; Hugues Lecomte, Director of Campus Recreation and The Student Recreation Center; Sabrina Prud'homme, Board Secretary; Josh Lovern, Director of Budget and Planning; Lexi Sylvester, Assistant Director for Equity and Access; Pamela Tomac, Office of the Board Secretary; and various members of the community.

Happy New Year and thanks for joining this meeting. Welcome to President Bailey for his first meeting of the Academic and Student Affairs Committee.

**Public Comment**

No members of the public provided comments.

**Consent Agenda (Action)**

Trustee wilson suggested a correction to the minutes: she said the position Jody Waters accepted was at Claremont Graduate University. Trustee Rosenberg moved to approve the consent agenda with this edit. Board Chair Santos seconded the motion, and it passed unanimously.

**Provost's Report**

**Update on HECC Biennial Evaluation**

Provost Walsh discussed the process of the HECC bi-annual evaluation, with the final report of 40 pages containing quantitative and qualitative information on 8 primary categories of accreditation, student access and service, affordability, academic quality and research, collaboration, shared administrative services, financial health and assessment, and the board. It is an iterative process that began in November, which results in a full report that ultimately will be presented to the legislature.

Dr. Walsh also pointed out key differences between the HECC evaluation and university accreditation with the Northwest Commission on Colleges and University (NWCCU). About accreditation, she explained the criteria and procedures, process, requirements, receiving the accreditation designation, and the seven-year cycle. Accreditation is critically important because it creates a set of quality standards for all educational institutions or programs; it provides access to federal and state funding; it makes transferring credits easier; it ensures accountability of schools and degree programs which boosts public trust and confidence; and accredited institutions are able to attract a higher caliber of faculty than unaccredited institutions

#### Tuition Advisory Council Update

The Tuition Advisory Council (TAC) advises the president on all matters pertaining to the cost of attendance at the university and helps promote communication and engagement in the campus community. The recommendation comes around the early part of April after a long review process. Dr. Walsh described the requirements of the HB 4141 checklist, the composition of the committee, and said the first meeting of the committee will be next week.

#### Provost's Council Update

Later in the meeting, it was discussed that the Provost's Council is a remnant from the Oregon University System (OUS) that decided the provosts were functioned better collaboratively, although each provost is independent. The seven provosts, along with HECC, some faculty and staff from different institutions, plus a member from Oregon Health and Science University (OHSU), meets monthly. It is a tight-knit group that reviews curricular work, academic policy work, state-level work groups, legislation, COVID items, and the like.

The Oregon Council of Presidents (OCOP) asked the council to work with the HECC and other entities to come up with ideas for higher education for the sessions. Ben Cannon meets with the council to hear insight on ideas such as the value of degrees, or male achievement rates in higher education.

#### **Vice President's Report**

##### Enrollment Management Dashboard

Dr. Woolf provided a review of the enrollment management dashboard noting SOU's loss of approximately 4.6 percent of headcount due to challenges with California non-resident students. Responding to Vice Chair Bullock, Dr. Woolf replied that the increase in freshman is attributable largely to the partnership with Ruffalo Noel Levitz that has expanded the amount of communication sent to potential students and the ability to bring events back to high schools.

##### Enrollment Council Update and Student Affinity Groups

Dr. Woolf was pleased to report that a transfer audit found SOU accepts 93% of the credits that students present and the 7% not taken are failed grades or classes that are not college level.

Dr. Woolf also gave a brief update on the five, new, student affinity groups being created, and said their joint purpose is to work within the communities of race and ethnicity to support students in non-curricular types of functions.

##### Student Information System Update

Dr. Woolf highlighted for trustees that the administration is reviewing, through Tom Battaglia, a new student information system and Banner replacement. A new system will give students a much easier experience in navigating some of the university computer systems.

### Other General Updates

Dr. Woolf explained the development of the faculty-share program that will have SOU faculty presenting specific academic areas of interest to Medford high school seniors. Additionally, with a \$50K grant from the State Higher Education Executive Officers Association (SHEEO) and HECC, SOU is partnering with Rogue Community College (RCC) to launch an advertising campaign geared towards adult learners. He also mentioned the Raider Mentor program

### **Action, Information and Discussion Items**

#### New Program Proposal: Bachelor of Arts/Bachelor of Science Degree in Sustainable Tourism Management (Action)

Dr. Pavlina McGrady provided an overview of the proposed program as outlined in the materials and described how it aligns with local, statewide and national needs and goals. She cited economic drivers—especially new jobs both locally and globally. She highlighted careers as well as opportunities for partnerships and collaborations with international universities. The proposed program requires 32-36 credits of lower division core courses, 52 credits of upper-division courses, and 12 credits are available for electives.

Responding to Trustee Rosenberg, Dr. McGrady replied that the correlation of sustainable travel with Oregon's diverse transportation and diverse learner mix represents the idea that the program is multidisciplinary and therefore offers job opportunities from various sectors attracting a diverse learner mix. Dr. Smith added that rural is often thought of as agribusiness, but there is great potential in census-defined rural areas that are tourism-focused, and this will bring students and a more diverse mix of people to this community.

Trustee Thalden mentioned that as a former casino and resort developer, there is a need and a market for sustainable tourism and he is glad to support programs that advance SOU students. He later added that 50 years ago, the Americans with Disabilities Act was passed in this country and everyone has had to build differently and retrofit to be responsive to the needs of disabled people. This is a tremendous opportunity for the same kind of sensitivities in the way that resources are utilized on the planet and SOU can be at the forefront of experts.

Responding to Trustee Vincent who asked if the program qualified students to go into an international, publicly-traded company, like Marriot, with the academic background and be part of a real estate development team and Dr. McGrady thought so. Additionally, Trustee Vincent noted that environmental, social, and governance (ESG) needs to be addressed, which Board Chair Santos later agreed with and Dr. Smith said that SOU intentionally has hired in that field and there is a good international mix of faculty. Dr. Smith later mentioned that the university is taking nine students to Guanajuato this summer to work on business planning and development for their tourism industry, and Guanajuato is reciprocating by sending nine students to SOU as part of a State Department-funded project.

Responding to Board Chair Santos' question of what this means for the hospitality program, Dr. Smith replied that the faculty will need to teach out some courses.

Trustee Thalden moved to approve the Bachelor of Arts/Bachelor of Science Degree in Sustainable Tourism. Trustee Wilson seconded the motion, and it passed unanimously.

### Student Withdrawal Survey

Dr. Woolf said the committee previously posed a question about having Banner stop someone from withdrawing from their final credit hours in order for administration to intercede. In

response, Dr. Stillman was able to create a survey that pops up before the student can continue a withdrawal process. This will be the first iteration of an entire cycle of registration from May through October. The hope is to learn and then think together of what can be done with this data.

Dr. Vath said that the majority of the students are withdrawing between May 28 and September 21, which is before the first day of classes when a 100 percent refund is available and students may be considering several institutions. There are two clear categories of students who that did not get a refund: early versus late. The numbers were highest for first and senior-year students; it is not uncommon to see first-year students drop out, the senior withdrawals are high because the senior category is a catch-all. Residents versus nonresidents and gender categories are trending similarly to other institutions, and there is no achievement gap seen on withdrawals. The numbers for some student populations are very low but there is no reason to infer much because no group (such as race or ethnicity) stands out as being over or under-disadvantaged in this early analysis.

The whys of dropping out are individual and different for each student; mental health is the top reason and next are family issues overall. The university cares about each student, and the whys help determine how to best reach out with help. Trustee Hennion said as this report is built out quarter by quarter, understanding the different “whys” will help identify trends over time.

President Bailey applauded the work and thanked Drs. Stillman and Vath, saying that coming from an institution where almost all the reasons for early and late withdrawals were financial, it seems to get more challenging with multiple explanatory factors involved. He then posed a question on stop-outs, which Dr. Woolf said the students usually explained as “it is me not you,” and many feel the investment in college is not worth it or question the value proposition. He added that it is challenging to get more information on why this occurs. President Bailey added there was a nationwide study last year about the perception by people if a higher education is worth it. The president said this question points to a misperception since the data is clear that the investment is worth it in terms of career earnings, life expectancy, and many other factors. He added that SOU will remind and communicate this to the public.

One takeaway for the team, Dr. Woolf said is convincing juniors and seniors that they are halfway through and to stick it out. Dr. Vath talked about early withdrawals with fit being the largest factor, and the second-largest factor showed unknown as students left this response blank. A positive response was work obligations that were often marked as students getting promotions or moving along in their career paths.

Responding to Trustee Vincent, Dr. Stillman replied that not enough information from the population mix to break down to differentiate the populations, but they will work on getting this information for the long term. Dr. Woolf said those closest to the students are doing great work in this, and the administration will continue to share this information throughout campus to get more insight and solutions.

Chair Bullock said this is further evidence of the work happening across campus to find ways to keep the students engaged, stay with SOU, graduate, and live lives of purpose.

#### Campus Recreation and Student Engagement

Hugues Lecomte said the Student Recreation Center (SRC) is anchored in the student affairs division, embraces a student-first philosophy, and has a strong network with related national organizations. Regarding the development of the center, he reviewed the timeline, its Leadership in Energy and Environmental Design gold rating that exceeds sustainability

standards and noted that it has biometric scanners as well as an esports hub.

The outdoor program is the longest-lived student recreation program with a revenue mix of 44 percent from alternative sales and events and 66 percent from the incidental fee. The SRC has \$550K of equipment in the rental fleet, collaborates on events such as the Banff festival, and hosts a ski swap and a cohort raider wilderness experience. Mr. Lecomte added that digital outreach is active with virtual wellness resources, over 1000 Instagram followers, and 1880 Facebook followers.

Regarding intramural and sports clubs, Mr. Lecomte showed 14 different modules of training that engaged students and staff by using over 22 software and platform operations. Learning outcomes range from time management skills, respect for others, academic performance, and sense of belonging and association, to multitasking abilities, friendship development, teamwork cooperation, communication skills, and problem-solving.

The overall budget is \$1.6M, with \$1M from the SRC fee and \$600K from the incidental fee. The expenses flow 48 percent to debt services and 40 percent to salaries, with 36 percent of that or \$245K going directly to student employment, and 12 percent to operating costs.

The SRC hosts successful programs to local youth in collaboration with Ashland and Medford School Districts, SOU Pre-College Youth Summer Camps and Academy, Ashland Parks and Recreation Camps, and Deaf Climbing Night.

Board Chair Santos commented that intramural participation seemed low compared to when he attended SOU. Mr. Lecomte said the figures were collected during the pandemic which relays low activity. That trend is sticking as there is difficulty with the outdoor fields due to the sustainability of watering, lighting, timing after 5 or 6 pm when the stadium is occupied by sports practices, and a shortage of field space.

Responding to Trustee Rosenberg, Mr. Lecomte said the wish list includes a wellness committee coming on board for the inclusive wellbeing of students and employees. Mr. Lecomte has seen data concerning mental health, so this is very much needed and would be for the campus, not just the SRC. Another wish is to have a dedicated space for a health promotion specialist and a demonstration kitchen so nutritional aspects can help set up healthy nutrition habits.

#### Social Justice and Equity Center Overview

Vice Chair Bullock introduced the topic and said the Social Justice and Equity Center (SJEC), is an area in the Stevenson Union that is both a physical space and functionally is filled with people and resources to provide supportive services to SOU students. The SJEC specifically focuses on helping to fulfill the needs of students of specific diverse backgrounds, as well as student veterans and military families.

Trustee janelle wilson, who also serves as the associate dean of students and director of engagement and support programs, summarized the SJEC organization structure. Lexi Sylvester, assistant director for equity and access, said the mission of the SJEC is to provide advocacy, education, community, and resources at SOU, centering the needs of Black students, Indigenous students, students of color, queer and trans students, women and femmes, as well as veterans and military families working towards a sustainable world. Areas of focus have included community building, education, and advocacy. The SJEC is excited to add direct resources and services as another focus area.

Ms. Sylvester described the programming and events of the SJEC, the role of equity coordinators who now work across equity spaces holistically and as a team, and some of the direct supportive services the SJEC provides for students. Dr. Woolf said his role is to listen to his team and then get out of the way.

Responding to Board Chair Santos, Ms. Sylvester replied that most, if not all, identity-based organizations are represented in a multi-cultural council and Marvin Woodard meets with them regularly.

Dr. Woolf added that Mr. Lecomte spoke earlier about campus recreation for engagement, and now SOU has identified social justice and equity services to build and engage in lives of purpose. The university is small but mighty and helps students with a pathway to identity creation, an important aspect of continued participation in college.

Trustee Wilson also commended Danielle Mancuso in the integral role of the development and space planning of the SJEC. Dr. Woolf added that trustees are invited to engage in the SJEC at a level that is most comfortable for them or stirs a particular interest.

### **Future Meetings**

The next meeting of the committee will be April 21, 2022. If any trustee has a specific item to suggest for the agenda, please send those to the board secretary or Vice Chair Bullock for inclusion in a future meeting.

### **Adjournment**

The meeting was adjourned at 3:06 p.m.

# Provost's Report

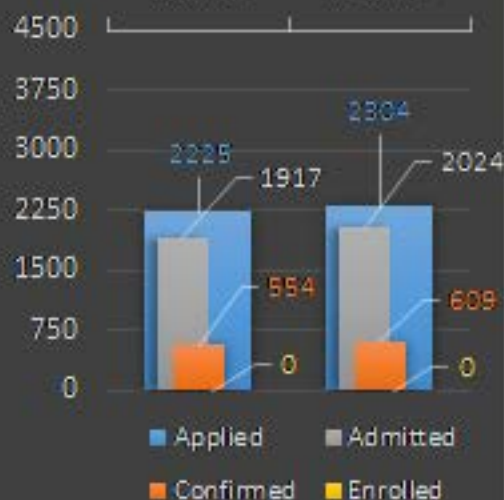


# Vice President's Report

## Admission Funnel

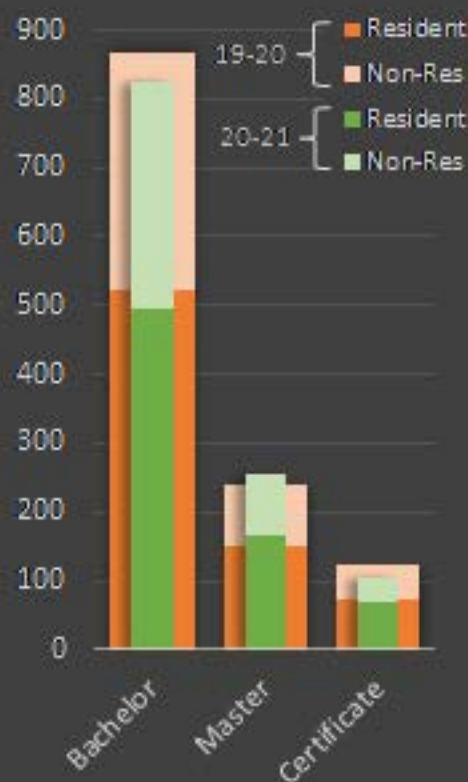
24 weeks before start of term

Fall 21 Fall 22



## Degrees Awarded

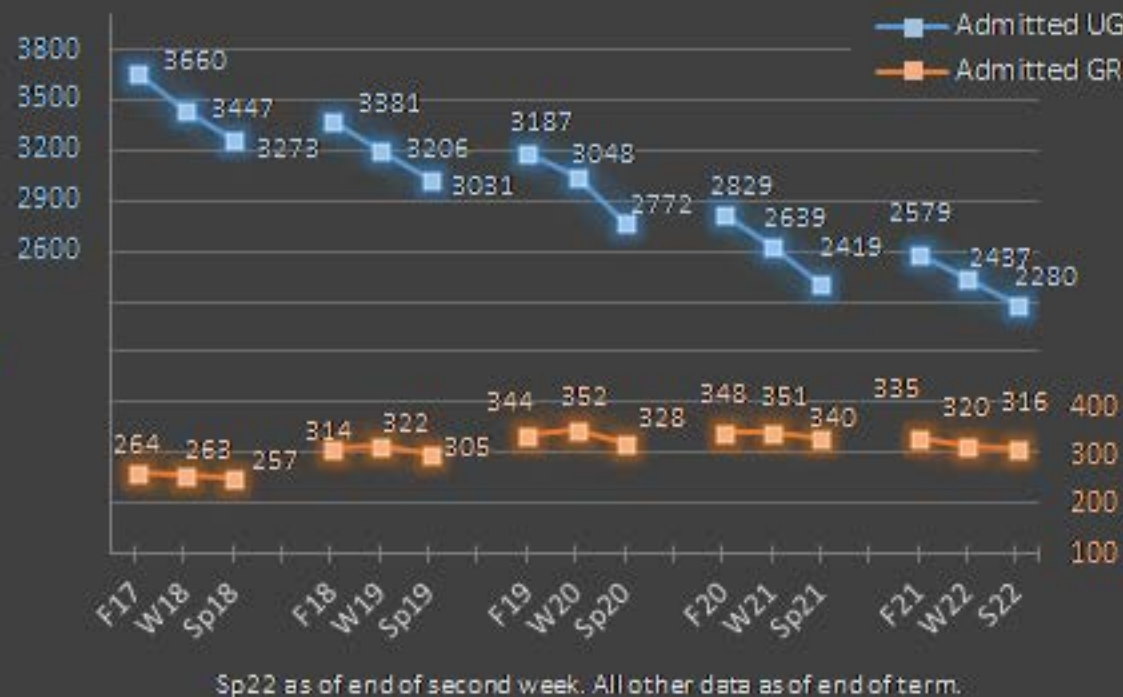
End of Dec - Final Report



All charts updated on 4/11/2022.

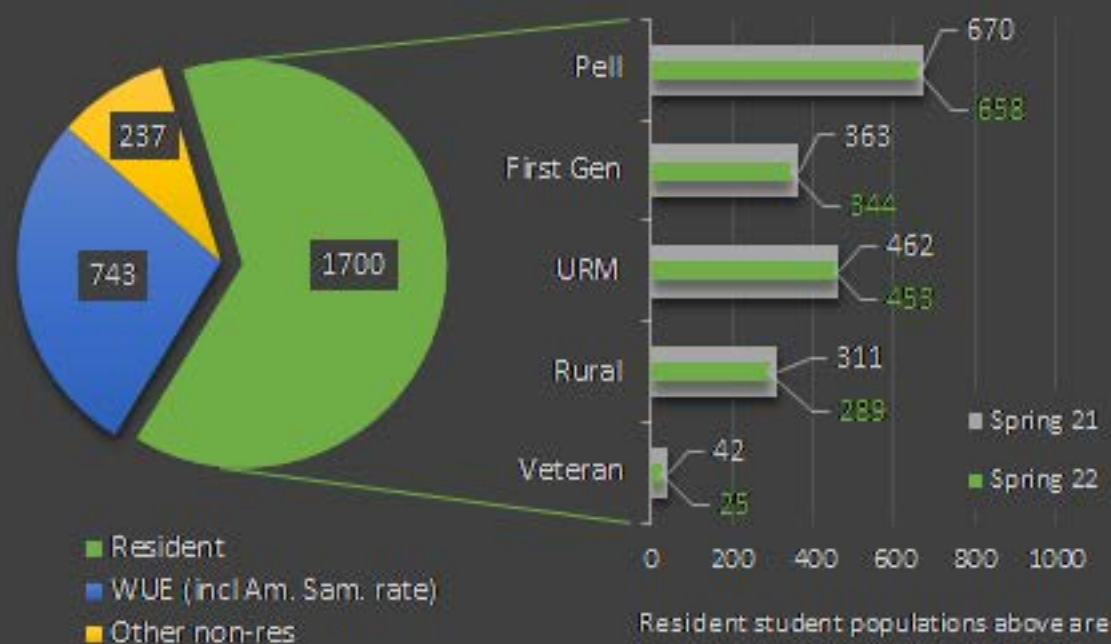
## Academic Year FTE

Admitted Students

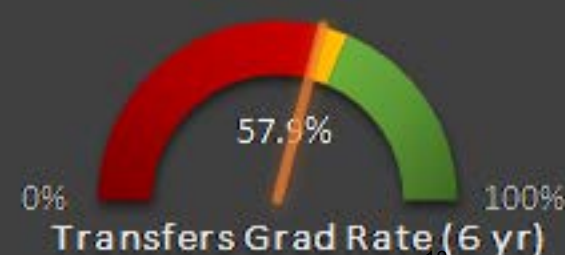
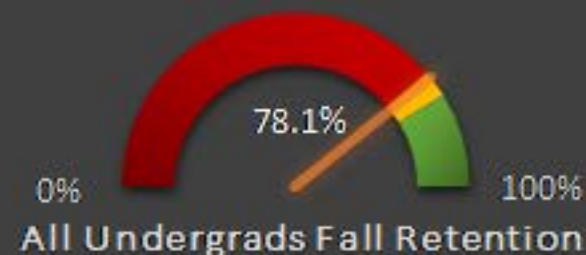
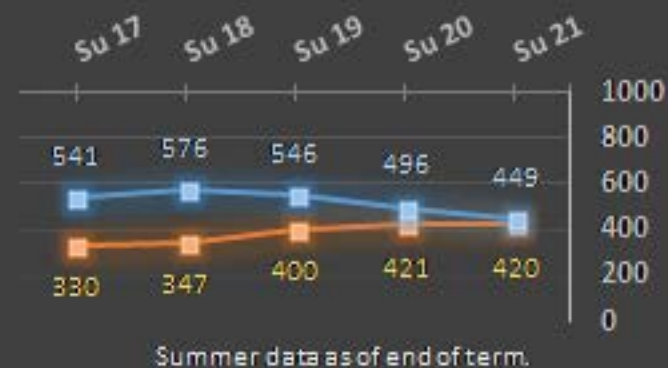


## Spring 22 Admitted UG Students

End of Second Week



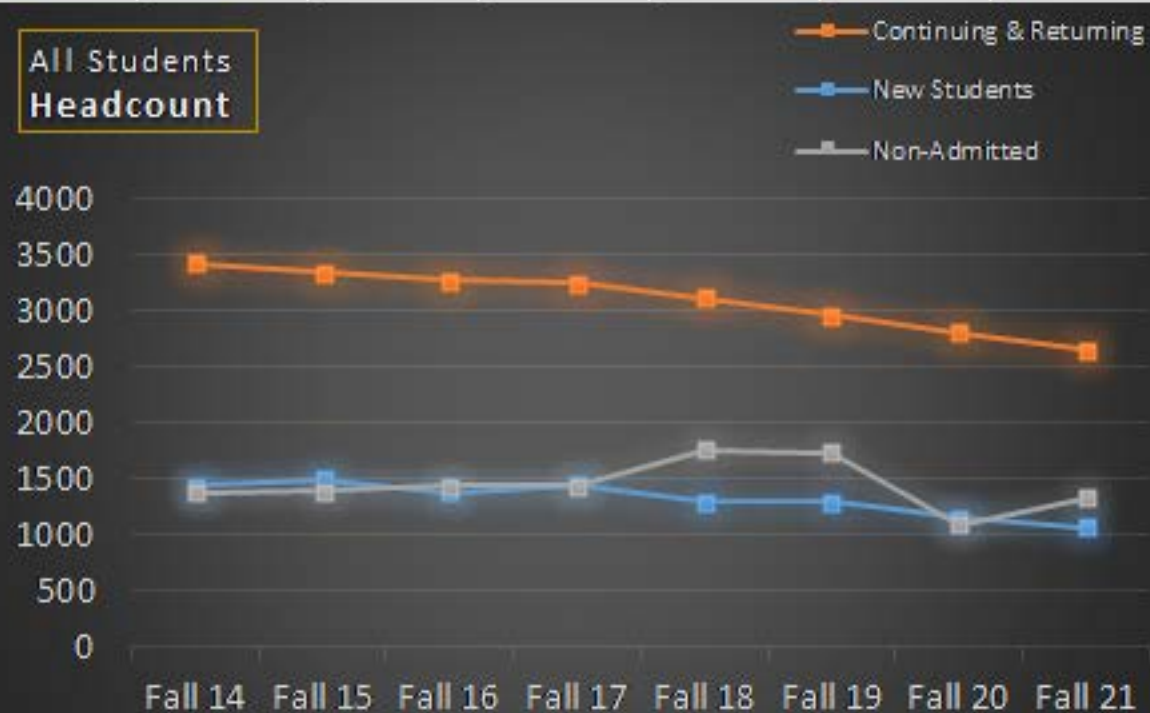
## Summer FTE



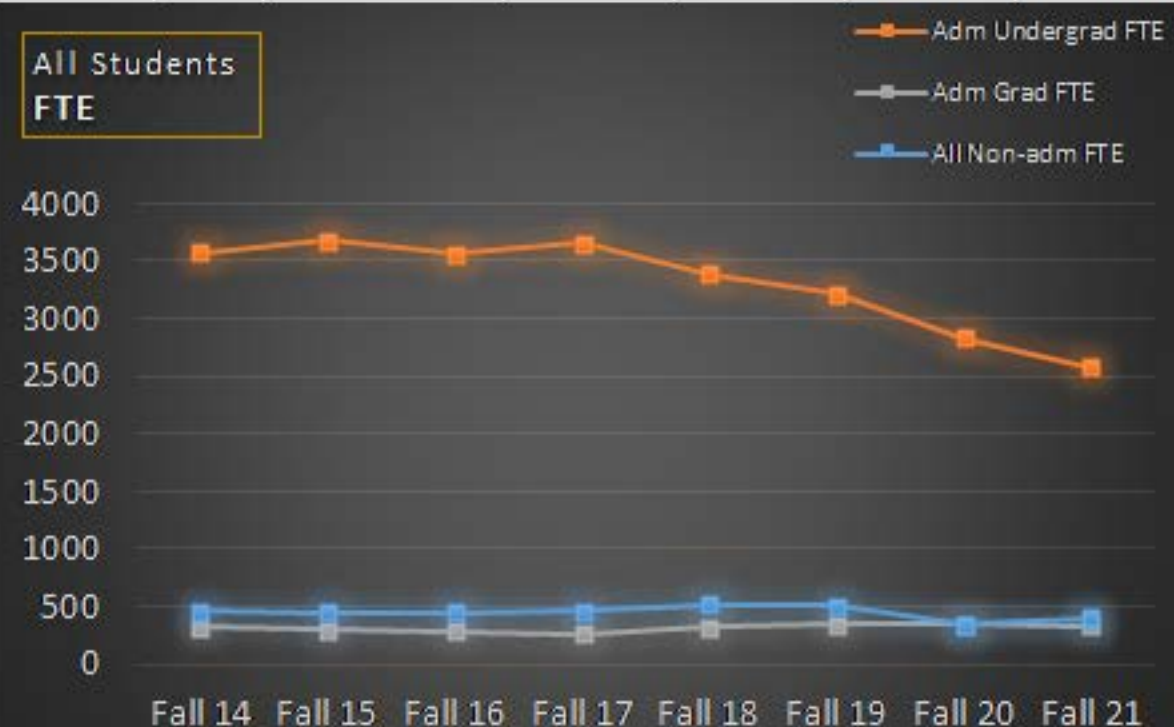
Yellow zones indicate prior year values.



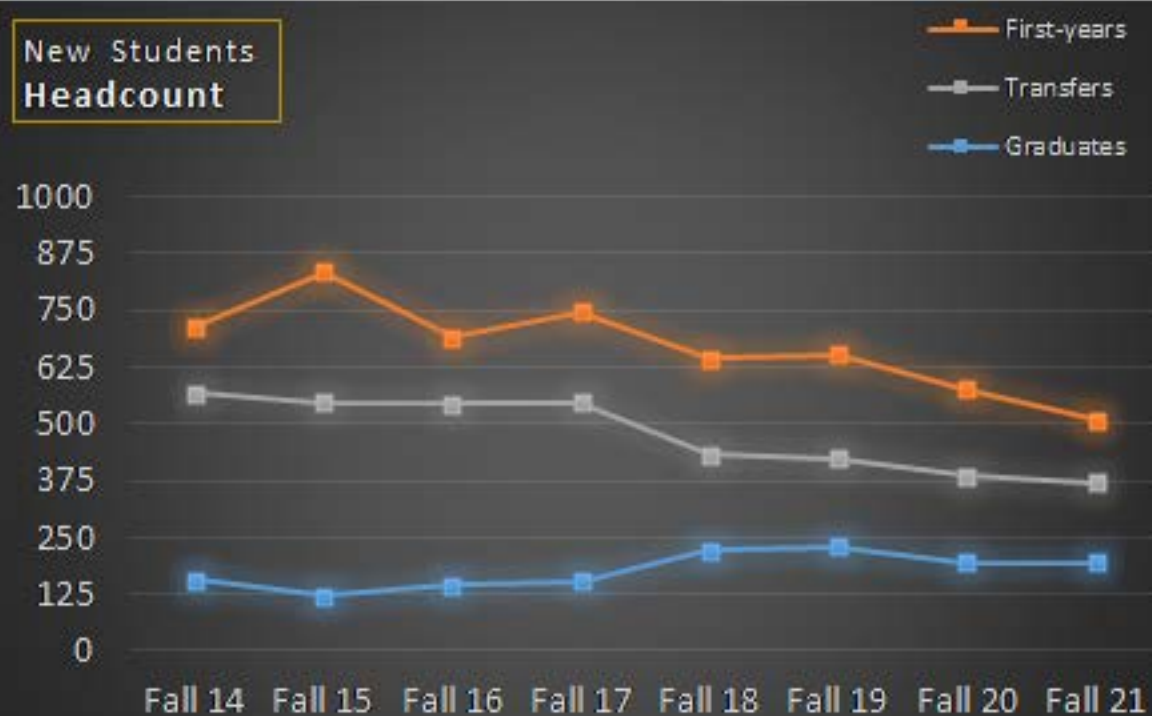
**All Students  
Headcount**



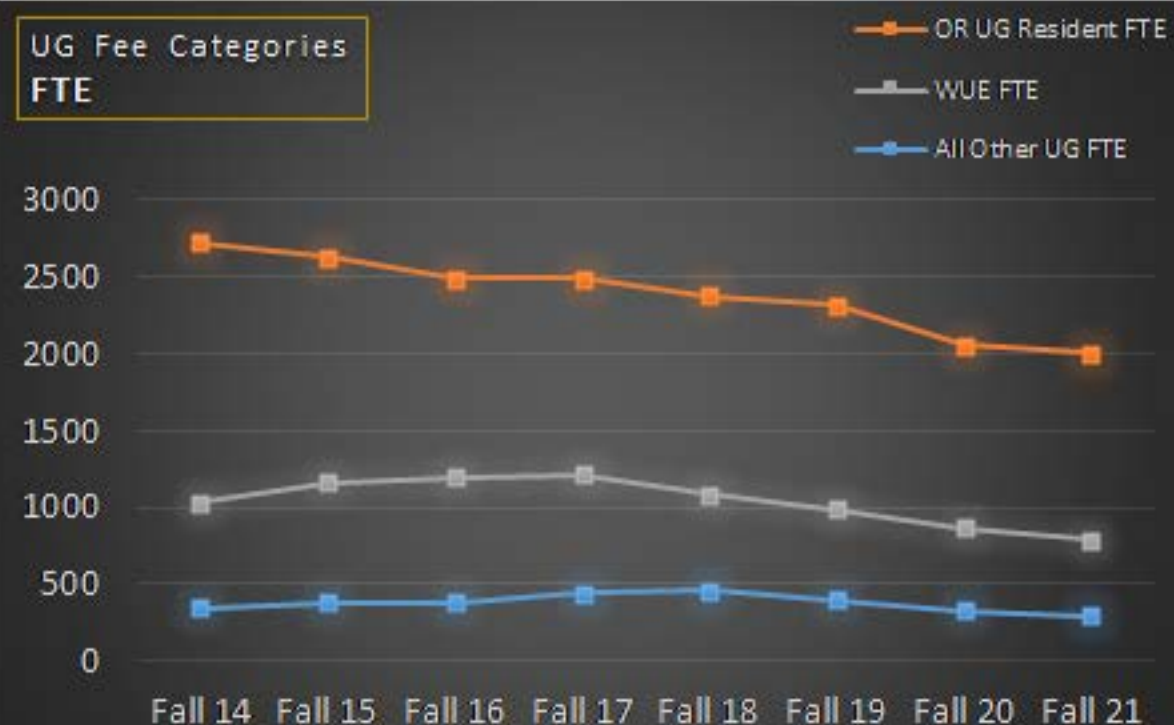
**All Students  
FTE**



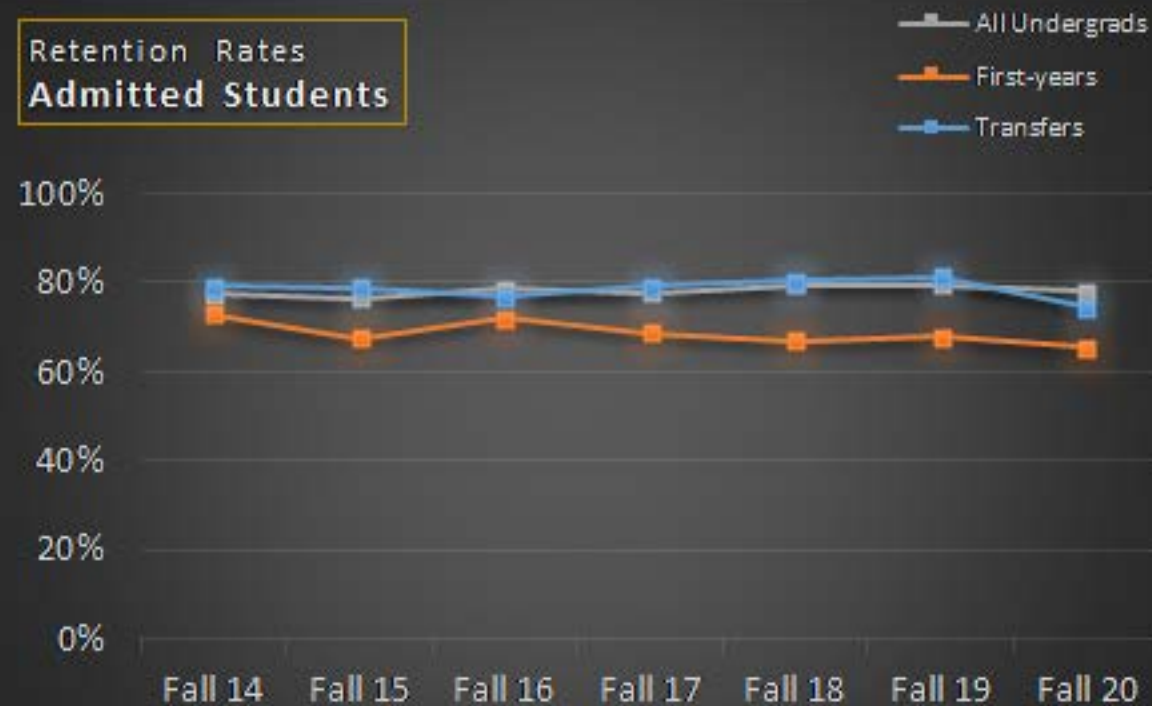
**New Students  
Headcount**



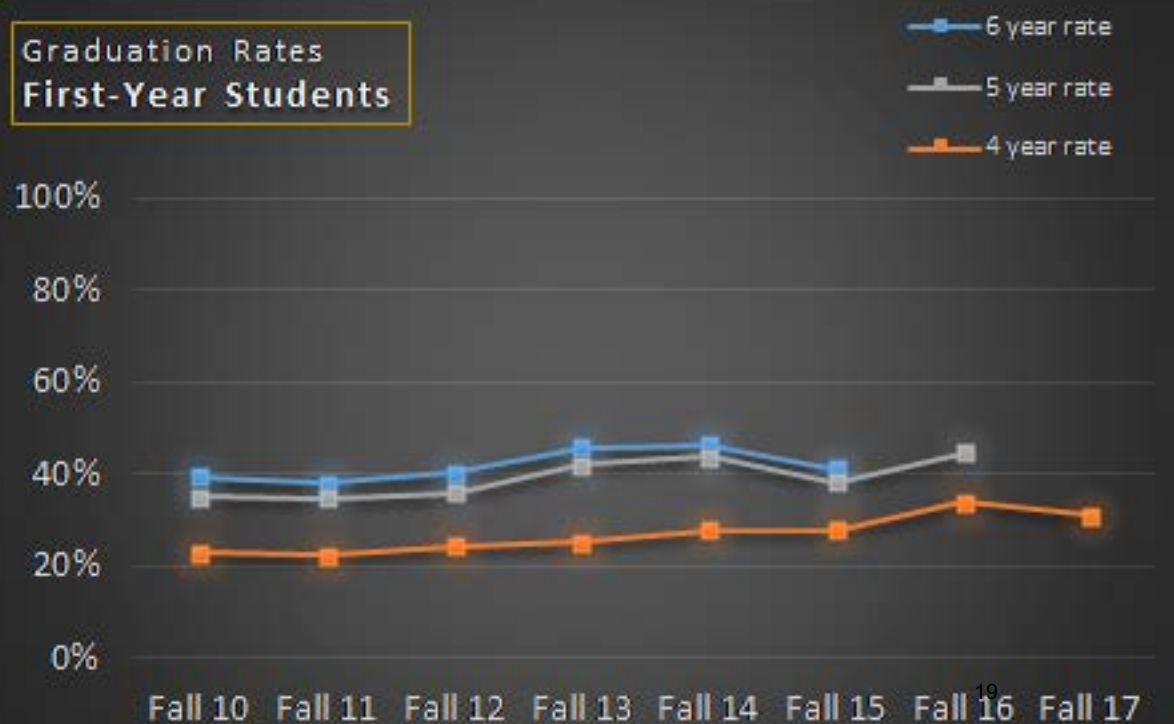
**UG Fee Categories  
FTE**



**Retention Rates  
Admitted Students**



**Graduation Rates  
First-Year Students**



# Curriculum Update

# **New Program Proposal: Certificate in Environmental Communication (Action)**

# New Program Proposal

*NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name:**           **Certificate in Environmental Communication**

**CIP Code:** (Classification of Instructional Program):

## **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?

This certificate is largely constructed from existing courses in the Communication and Environmental Science & Policy programs at SOU, with the general goal of motivating modest enrollment gains in existing courses in COMM, ES, and elective courses offered by affiliated programs.

2. Will any prerequisites or other course requirements affect other departments/programs?

Yes. This certificate has been designed in close consultation with ES, and features several required courses and electives in that program. The certificate also features several electives from other programs, including Business, Political Science, Economics, History, English, Native American Studies and Sociology & Anthropology.

3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

Since most courses in this certificate are already offered and staffed according to routine procedures at SOU, we expect little immediate impact on teaching capacity. However, we also anticipate a future professorial hire in the Communication Program in Science and Environmental communication, and we expect that new faculty member to contribute significantly to instructing new courses in this certificate, and developing this curriculum further.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

None.

c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)

d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

None.

4. Catalog copy for the new program, including requirements and electives.

The Environmental Communication certificate provides a useful credential for students who seek careers in community outreach, public information, journalism, strategic communication or public advocacy through the filter of environmental science and sustainability. Students who complete the certificate's requirements will enhance their skills in content, strategy and institutional communication relevant to current practice for environmentally grounded organizations and publishers, synthesized with social and scientific context via Environmental Science, Sustainability, and other SOU programs. This certificate is designed to be an attractive option for SOU students seeking B.A. or B.S. degrees in multiple disciplines, and also a viable standalone credential for enrollees seeking only the 36-credit certificate.

Introduction to Environmental Science (Choose 8 credits from the following)

ES 101/L - Introduction to Environmental Science: Earth Science

ES 102/L - Introduction to Environmental Science: Biological Science

ES 103 - Introduction to Environmental Science: Social Science

Fundamentals of Media Communication (Choose 16 credits from the following)

COMM 206 - Multimedia Writing

COMM 214 - Mobile Image Making

COMM 321 - Public Affairs Reporting

COMM 322 - Online Journalism

COMM 323 - Strategic Social Media

COMM 326 - Multimedia Storytelling

COMM 329 - Strategic Communication

COMM 342 - Persuasion

COMM 344 - Media Photography

COMM 347 - Science Communication

COMM 348 - Environmental Communication

COMM 349 - Political Communication  
COMM 446 - Risk & Crisis Communication  
COMM 485 - Advanced Social Media Campaigns  
COMM 448 - Mediation  
COMM 455 - Conflict Management

Environmental Visualization (Choose 4-5 Credits from the following)

ES 349 - Maps and Cartography  
ES 215 - Basics of GIS

Environmental Science & Policy: Social Perspectives (Choose 4 credits from the following)

ES 351 - Environmental Policy and Impact Analysis  
ES 421 - Ecological Economics and Sustainable Development  
ES 423 - Sustainability and Natural Resources  
ES 437 - Conservation in the United States  
ES 439 - Land Use Planning  
ES 440 - Planning Issues  
ES 442 - Valuation of Ecosystem Goods and Services  
ES 445 - Ecosystem Management and Conservation  
BA 411 - Sustainable Tourism  
BA 483 - Sustainability Leadership  
BA 490 - Case Studies in Corporate Sustainability  
PS 340 - Law, Science & The Environment  
PS 393 - Oil, Politics & The Environment  
EC 310 - The Environment and the Local Economy  
EC 315 - Environmental Economics  
HST 421 - Environmental History  
NAS 380 - Native American Ecological Knowledge  
SOAN 420 - Environmental Sociology (ES 420)  
SOAN 452 - Global Environmental Movements  
ENG 383A - Environmental Writing

Environmental Science & Policy: Scientific Perspectives (Choose 4-5 credits from the following)

ES 327 - Energy and Climate Change  
ES 433 - Soil Science  
ES 435 - Water Resources  
ES 451/L - Introduction to Geographic Information Systems  
ES 453/L - Introduction to Remote Sensing  
ES 475 - Environmental Modeling  
ES 480 - Fire Ecology



ES 481 - Geomorphology  
ES 482 - Climatology  
ES 483/L - Restoration Ecology  
BI 340 - Ecology  
ES 314 - Hydrology  
ES 354 - Marine Conservation  
ES 360 - Environmental Geology  
ES 379 - Biodiversity  
ES 483 - Restoration Ecology

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

4/29/16

*Vincent Smith* 11/10/211

This certificate was launched as a Division-wide initiative.  
Key faculty included Erik Palmer, Andrew Gay, Vincent Smith, Jamie Trammell

## MEMORANDUM

TO: Erik Palmer, Chair, Communication  
Patrick Stubbins, Executive Assistant to the Provost

FROM: Dale Vidmar, Interim University Librarian, Library Liaison to Communication.

DATE: 1/19/2022

SUBJECT: Resources to Support the Proposed Certificate in Environmental Communication

The review process for the proposed Certificate in Environmental Communication at Southern Oregon University examines adequacy of library resources needed to sustain a quality offering and to support the research needs of the students.

After reviewing the proposed curriculum as well as individual assignments and projects for some of the courses such as COMM 206, COMM 321, COMM 322, COMM 342, COMM 424, COMM 446, COMM 455, COMM 485, COMM 488, and the Environmental Science & Policy offerings, the Hannon Library is well positioned to support the Certificate in Environmental Communication as proposed.

The following databases will provide ample scholarly sources that address a range of subjects specific to the proposed certificate: the *Communication Source*, the interdisciplinary *ProQuest Central*, the *ProQuest Social Science Premium Collection*, the *Agricultural & Environmental Science Collection*, the *Environmental Studies and Policy Collection*. There are also many books available both in the Hannon Library and from other Summit libraries that provide relevant research and information in these subject areas as well as related subjects.

At this time, the Hannon Library's holdings of material related to the Certificate in Environmental Communication are adequate. The certificate is made up of courses currently offered, so the library currently funds the databases and books related to communication and to environment science and policy to provide needed materials to support student research and program needs. Funds from the current Communication department and the Environmental Science book budgets will be used to maintain continued vigilance in purchasing additional new print material in social media and related subject areas.

The library is recommending the following amounts in the Budget Outline Form:

**Library/Printed      \$0**

**Library/Electronic    \$0**

The Hannon Library endorses and supports the Certificate in Environmental Communication proposal.

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

Dale Vidmar

Interim University Librarian

Library Subject Liaison to Communication

# Tuition and Fees Affordability

# AY 2022-23 TAC Recommendation

	2021-22	2022-23					
Undergraduate Tuition Rate per SCH	Current	Proposed	% Change from Prior AY	Difference Per SCH	Difference Per Term @ 15 SCH	Difference Per AY @ 45 SCH	Annual Tuition Cost
01-WUE SCH	\$301.50	\$314	4.15%	\$12.50	\$187.50	\$562.50	\$13,567.50
02-UG Resident SCH (incl. EXRES)	\$201.00	\$209	3.98%	\$8.00	\$120.00	\$360.00	\$9,045.00
02.2-UG JackJo Pledge	\$150.00	\$156	4.00%	\$6.00	\$90.00	\$270.00	\$6,750.00
03-UG Non Resident SCH	\$597.00	\$617	3.35%	\$20.00	\$300.00	\$900.00	\$26,865.00
04.1-UG Online SCH RES	\$201.00	\$209	3.98%	\$8.00	\$120.00	\$360.00	\$9,045.00
04.2-UG Online SCH NON-RES	\$201.00	\$314	56.22%	\$113.00	\$1,695.00	\$5,085.00	\$9,045.00
04.3-UG Online SCH WUE	\$301.50	\$314	4.15%	\$12.50	\$187.50	\$562.50	\$13,567.50
<b>Graduate Tuition Rate per SCH</b>							
05-GR Resident SCH (incl. EXRES)	\$505.00	\$525	3.96%	\$14.00	\$168.00	\$504.00	\$22,725.00
06-GR Non Resident SCH	\$610.00	\$630	3.30%	\$17.00	\$204.00	\$612.00	\$27,450.00
07.0-GR AP MBA Online SCH	\$430.00	\$430	0.00%	\$0.00	\$0.00	\$0.00	\$19,350.00
07.1-GR Online SCH RES	\$505.00	\$525	3.96%	\$14.00	\$168.00	\$504.00	\$22,725.00
07.2-GR Online SCH NON-RES	\$505.00	\$525	3.96%	\$14.00	\$168.00	\$504.00	\$22,725.00
07.3-GR AP MS.Ed Online SCH	\$369.00	\$369	0.00%	\$0.00	\$0.00	\$0.00	\$16,605.00
08-GR - MEDU SCH	\$433.00	\$450	3.93%	\$12.00	\$144.00	\$432.00	\$19,485.00
<b>Other Categories Tuition Rate per SCH</b>							
09-Staff	\$60.00	\$62	3.33%	\$2.00	\$30.00	\$90.00	\$2,700.00
10-Waived Tuition SCH	\$0.00	\$0	0.00%	\$0.00	\$0.00	\$0.00	\$0.00
11-Course Based Tuition SCH	\$113.00	\$118	4.42%	\$3.00	\$45.00	\$135.00	\$5,085.00
12-Adv Southern Credit SCH	\$50.00	\$52	4.00%	\$1.00	\$15.00	\$45.00	\$2,250.00
13-Early Entry Credit SCH	\$186.00	\$193	3.76%	\$5.00	\$75.00	\$225.00	\$8,370.00

# AY 2022-23 Tuition Coding Update

	2021-22	2022-23					
Undergraduate Tuition Rate per SCH	<u>Current</u>	<u>Proposed</u>	% Change from Prior AY	Difference Per SCH	Difference Per Term @ 15 SCH	Difference Per AY @ 45 SCH	Annual Tuition Cost
04.2-UG Online SCH NON-RES	\$201.00	\$314	56.22%	\$113.00	\$1,695.00	\$5,085.00	\$9,045.00
04.3-UG Online SCH WUE	\$301.50	\$314	4.15%	\$12.50	\$187.50	\$562.50	\$13,567.50
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07.1-GR Online SCH RES	\$505.00	\$525	3.96%	\$14.00	\$168.00	\$504.00	\$22,725.00
07.2-GR Online SCH NON-RES	\$505.00	\$525	3.96%	\$14.00	\$168.00	\$504.00	\$22,725.00

- The percent change to Item 04.2 UG Online SCH NON-RES will **only** apply to new incoming students.
  - Students who started at the university prior to Fall 2022 will continue to be charged the prevailing rate they started in their online programs
- Item 07.2 GR Online SCH NON-RES is locked to 07.1 GR Online SCH RES and will not change in tandem with percent changes to 06 GR Non Resident SCH

# **Tuition Advisory Council: Process and Recommendation**

# Tuition Rate Setting Process

- HB 4141 became ORS 352.103
- Each public university listed in [ORS 352.002 \(Public universities\)](#) shall have an advisory body to advise the president of the university on the president's recommendations to the governing board regarding resident tuition and mandatory enrollment fees for the upcoming academic year.

# ORS 352.103 Checklist

## \*Formerly HB 4141 Checklist

1. The University must create a shared governance body that advises the President concerning resident tuition and fees recommendations to be brought before the University's Board of Trustees;
  - A. **SOU chartered the Tuition Advisory Council.**
2. That body must provide a written document describing the role of the advisory council and be composed of at least:
  - ☒ a) Two Administrators
  - ☒ b) Two Faculty
  - ☒ c) Two Students representing Student Government
  - ☒ d) Two Students representing historically underserved students
3. The University must provide training on:
  - ☒ a) The budget of the university
  - ☒ b) The legislative appropriation processes
  - ☒ c) Data showing the relationship between tuition and fees to state appropriations
4. The University must provide the council with:
  - ☒ a) A plan for managing costs
  - ☒ b) A plan for how tuition and fees *could be decreased* if the university receives extra appropriations
5. If the council feels a recommendation greater than 5% annually is necessary, the council must document its consideration of:
  - ☒ a) The impact of that increase on students, especially historically underserved students
  - ☒ b) The impact of that increase on the mission of the University
  - ☒ c) Alternative scenarios involving smaller increases
6. The council must also:
  - ☒ a) Provide opportunities for students to actively participate in the process and deliberations
  - ☒ b) Provide a written report to the President with recommendations, deliberations and observations about tuition and fees for the upcoming academic year including any sub-reports requested by members of the council or other documentation produced or received by the council
7. The University must ensure that the process is described on the University's website and include downloadable materials such as:
  - ☒ a) The council's role and relationship to the Board
  - ☒ b) Any documentation, agendas and data considered during deliberations



# President's Recommendation to Board

	2021-22	2022-23					
Undergraduate Tuition Rate per SCH	Current	Proposed	% Change from Prior AY	Difference Per SCH	Difference Per Term @ 15 SCH	Difference Per AY @ 45 SCH	Annual Tuition Cost
01-WUE SCH	\$301.50	\$314	4.15%	\$12.50	\$187.50	\$562.50	\$13,567.50
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13-Early Entry Credit SCH	\$186.00	\$193	3.76%	\$5.00	\$75.00	\$225.00	\$8,370.00

# Enrollment Fee Setting Process

- Each public university listed in [ORS 352.002 \(Public universities\)](#) shall have an advisory body to advise the president of the university on the president's recommendations to the governing board regarding resident tuition and mandatory enrollment fees for the upcoming academic year.

# Mandatory Enrollment Fees

- **Established by ORS 352.102**
  - [oregonlaws.org/ors/352.102](http://oregonlaws.org/ors/352.102)
- **NEW! Building Debt-Service & Technology Infrastructure Fee**
  - Recommended by Administration to the President
  - Recommended by the President to the Governing Board
  - Adopted by the Governing Board – included in HECC review/approval
- **Health Center Fee**
  - Recommended by the Director, Student Health and Wellness Center to the President
  - Recommended by the President to the Governing Board
  - Adopted by the Governing Board – included in HECC review/approval
- **Proposed fee schedules as recommended by TAC on April 1<sup>st</sup>, 2022**

Mandatory Enrollment Fees	Current	Per AY	Proposed	Per AY	\$ ▲ Per Term	\$ ▲ per AY	% ▲
Student Health Services	\$150.00	\$450.00	\$175.00	\$525.00	\$25.00	\$75.00	16.67%
Building Debt-Service Fee	\$45.00	\$135.00	\$50.00	\$150.00	\$5.00	\$15.00	11.11%
Technology Infrastructure Fee	\$15.00	\$45.00	\$25.00	\$75.00	\$10.00	\$30.00	66.67%
Composite <b>Enrollment</b> Fees:	\$210.00	\$630.00	\$250.00	\$750.00	\$40.00	\$120.00	19.05%

# Enrollment Fees - Building

- Principally for debt service on bonds of non-instructional buildings that don't have dedicated revenue outside of incidental fee; i.e. Student Union
  - Excluding those that have separate revenue for debt-services
    - Housing, Dining, SRC, others
- Additional \$15 component added in 2019 to address necessary IT infrastructure upgrades in buildings
- Debt service piece will not be able to satisfy required payments by 2030;
  - Enrollment decline means fewer dollars supporting the reserves.

# Enrollment Fees - Transparency

## [HB 2542: Display of Mandatory Fees](#)

**Summary:** Requires each public university and community college to prominently display mandatory fees charged. Each institution shall report to the HECC no later than September 1 of each year a description of efforts to display mandatory fees, description of use of mandatory fee, and financial overview. First applies to 2021-2022 academic year.

**Effective Date:** January 1, 2022

Recommendation to split into 2 Distinct Fees:

- Building Debt-Service Fee: \$50/term
- Technology Infrastructure Fee: \$25/term
- Total Increase from current 'Building' fee: \$15/term

# Enrollment Fees - Health

- Pandemic created extra utilization of Health Areas
- Testing and contact tracing increased workload and the SHWC often had to call in additional help
  - On-call nurse, overtime work for providers, etc.
- Exceptional level of service during the pandemic, but unrealistic to continue at that enhanced rate

## Recommendations:

Current Service Level Expectation: \$150 → \$220

Reduced Service Level Post Pandemic: \$150 → \$175

# AY 2022-23 Student Fee Committee and Tuition Advisory Committee Mandatory Fee Recommendations

<b>Mandatory Enrollment &amp; Incidental Fees</b>	<b>Current</b>	<b>Per AY</b>	<b>Proposed</b>	<b>Per AY</b>	<b>\$ ▲ Per Term</b>	<b>\$ ▲ per AY</b>	<b>% ▲</b>
Student Incidental Fee	\$380.00	\$1,140.00	\$395.00	\$1,185.00	\$15.00	\$45.00	3.95%
Green Tag Fee	\$13.00	\$39.00	\$14.00	\$42.00	\$1.00	\$3.00	7.69%
Student Rec Center Fee	\$104.00	\$312.00	\$104.00	\$312.00	\$0.00	\$0.00	0.00%
Student Health Services Fee	\$150.00	\$450.00	\$175.00	\$525.00	\$25.00	\$75.00	16.67%
Building Debt-Service Fee	\$45.00	\$135.00	\$50.00	\$150.00	\$5.00	\$15.00	11.11%
Technology Infrastructure Fee	\$15.00	\$45.00	\$25.00	\$75.00	\$10.00	\$30.00	66.67%
Composite Mandatory Fees:	\$707.00	\$2,121.00	\$763.00	\$2,289.00	\$56.00	\$168.00	7.92%

\*All figures rounded to nearest whole dollar

# AY 2022-23 Tuition and Fees Impact to Resident Undergraduate Students

Tuition	Current per Term	Current Per AY	Proposed per Term	Proposed Per AY	\$ ▲ Per Term	\$ ▲ per AY	% ▲
Resident Undergrad	\$3,015	\$9,045	<b>\$3,135.00</b>	\$9,405.00	\$8.00	\$360.00	3.98%
<b>Mandatory Enrollment &amp; Incidental Fees</b>							
Student Incidental & Green Tag	\$393	\$1,179	<b>\$409.00</b>	\$1,227.00	\$16.00	\$48.00	4.07%
Student Rec Center	\$104	\$312	<b>\$104.00</b>	\$312.00	\$0.00	\$0.00	0.00%
Student Health Services	\$150	\$450	<b>\$175.00</b>	\$525.00	\$25.00	\$75.00	16.67%
Building Debt-Service Fee	\$45	\$135	<b>\$50.00</b>	\$150.00	\$5.00	\$15.00	11.11%
Technology Infrastructure Free	\$15	\$45	<b>\$25.00</b>	\$75.00	\$10.00	\$30.00	66.67%
Composite Fees:	\$707	\$2,121	<b>\$763.00</b>	\$2,289.00	\$56.00	\$168.00	7.92%
Composite Tuition and Fees:	\$3,722	\$11,166	<b>\$3,898.00</b>	\$11,694.00	\$64.00	\$528.00	<b>4.73%</b>
HECC - Tuition & Mandatory Enrollment Fees:	\$3,225	\$9,675	<b>\$3,385</b>	\$10,155	\$48	\$480	<b>4.96%</b>



# One-time Fee: Matriculation

- Assessed only **once** to new undergrads
  - Often deferred until fully enrolled/taking courses
- Designed to reduce (not eliminate) other student administrative fees that used to exist:
  - Orientation, Scheduling, transcripts, degree applications, re-enrollment, etc.
  - Also supports 1<sup>st</sup> year interest groups and learning
- Fee has not changed since ????

## Recommendation:

Raise Matriculation Fee to support cost growth in areas supported by the fee from \$300 to \$350.

Mandatory One-Time Fees	Current	Per AY	Proposed	Per AY	\$ ▲ Per Term	\$ ▲ per AY	% ▲
Matriculation Fee	\$300.00	\$900.00	\$350.00	\$1,050.00	\$50.00	\$150.00	16.67%

# **Cost of Attendance for Academic Year 2022-2023**

# AY 2022-23 Undergraduate Resident Cost of Attendance

Tuition	Current per Term	Current Per AY	Proposed per Term	Proposed Per AY	\$ ▲ Per Term	\$ ▲ per AY	% ▲
Resident Undergrad	\$3,015	\$9,045	<b>\$3,135.00</b>	\$9,405.00	\$8.00	\$360.00	3.98%
<b>Mandatory Enrollment &amp; Incidental Fees</b>							
Student Incidental & Green Tag	\$393	\$1,179	<b>\$409.00</b>	\$1,227.00	\$15.00	\$45.00	4.07%
Student Rec Center	\$104	\$312	<b>\$104.00</b>	\$312.00	\$0.00	\$0.00	0.00%
Student Health Services	\$150	\$450	<b>\$175.00</b>	\$525.00	\$25.00	\$75.00	16.67%
Building Debt-Service Fee	\$45	\$135	<b>\$50.00</b>	\$150.00	\$5.00	\$15.00	11.11%
Technology Infrastructure Fee	\$15	\$45	<b>\$25.00</b>	\$75.00	\$10.00	\$30.00	66.67%
Composite Fees:	\$707	\$2,121	<b>\$763.00</b>	\$2,289.00	\$56.00	\$168.00	7.92%
Composite Tuition and Fees:	\$3,722	\$11,166	<b>\$3,898.00</b>	\$11,694.00	\$64.00	\$528.00	<b>4.73%</b>
HECC - Tuition & Mandatory Enrollment Fees:	\$3,225	\$9,675	\$3,385	\$10,155	\$48	\$480	<b>4.96%</b>
<b>Housing/Meals</b>							
Shasta Double	\$3,096	\$9,287	<b>\$3,220</b>	\$9,659	\$124	\$371	4.00%
Red Plan	\$1,978	\$5,935	<b>\$2,050</b>	\$6,150	\$72	\$215	3.62%
Composite Housing/Meals Change:	\$5,074	\$15,222	<b>\$5,270</b>	\$15,809	\$195	\$586	3.85%
<b>Cost of Attendance*</b>							
Resident Undergrad	\$8,796	\$26,388	<b>\$9,168</b>	\$27,503	\$259	\$1,114	<b>4.22%</b>

Note: All figures rounded to nearest whole dollar

\*Excludes course fees, books, and other special fees or charges required for specific enrollment situations.

# **Reducing Costs: Open Educational Resources**

# Open Educational Resources (OER) Advisory Group

April 21, 2022

Academic & Student Affairs Committee

# SOU OER Advisory Group

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- Formed in June 2021 with support from Provost Walsh
- Members include a variety of campus stakeholders:
  - Holly Gabriel, Open Access & Government Information Librarian
  - Dale Vidmar, Interim University Librarian
  - Winter Woods, Academic Scheduling Coordinator
  - Adam Corman, Bookstore Director
  - Three faculty members representing different departments
  - Student Representative
- Our Vision: For SOU to be in compliance with Oregon laws and increase OER use, as well as save students money and improve retention.

# OER Advisory Group Accomplishments

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- Developed [SOU Textbook Affordability Plan](#) (included next)
- Compiled 2 FAQ documents for instructors
  - [Course Materials Designation FAQs](#)
  - [Bookstore Textbook Adoption Portal-AIP/ Adoption FAQs](#)
  - FAQ documents located on [Inside.SOU.edu](#) under “Faculty Resources”
- Created [Library OER Guide](#) with additional resources for faculty
- OER Outreach to Faculty, Division Directors, Administration, and Students

# Sample of SOU OER Champions

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- Larry Shrewsbury: MTH 111, 112, 243, 244
- CCJ Faculty (Shanell Sanchez, David Carter, Brian Fedorek, Tiffany Morey, Alison Burke, & Lore Rutz-Burri): CCJ 230
- Alena Ruggerio: COMM 125
- Jason Bennett: BI 101, 102, 103
- Kelly Szott: SOC 206



# Open Oregon Educational Resources

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- [Statewide Resource](#) promoting high quality, low-cost learning materials
- Lead by Amy Hofer, Statewide Open Education Program Director
- All 7 Oregon public universities have a campus point person
- SOU point person is Holly Gabriel
  - Biannual Statewide OER Steering Committee meetings
  - Monthly drop-in OER meetings for support & sharing ideas
- Offers professional development opportunities and stipends for faculty, librarians, and instructional designers
- Coordinates statewide data reporting to the HECC

# SOU Institutional Summary

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- Statewide grant funding awarded to SOU from 2015-2021, out of ~\$1.6M offered: **\$88,839.60, or 5.45% of available funding.**
- OER grants at SOU since 2015 have **saved 6,294 students an estimated \$1,278,642.90, representing \$14.39 per program dollar spent.**

# Looking Forward

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- Complete student and instructor surveys to gather data specific to SOU
- More outreach to instructors and students
- Our goal: By the end of Fall 2024, of the courses which require course materials, 25% of them will be using no-cost or low-cost educational resources.

# Additional Material

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## Supporting Material

- [SOU Textbook Affordability Plan](#)
- [Southern Oregon University OER Report Fall 2021](#)

# Questions & Answers

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Questions? Contact information:

Holly Gabriel, MLS, MPH

Open Access & Government Information Librarian

email: [gabrielh@sou.edu](mailto:gabrielh@sou.edu)

phone: 541-552-6595

Draft Southern Oregon University Textbook Affordability Plan  
Academic Years Fall 2021 - Fall 2024  
By the OER Advisory Group  
Document located at: <https://libguides.sou.edu/oer/advisory-group>

## Introduction

This Textbook Affordability Plan seeks to guide the work of promoting OER adoption at Southern Oregon University (SOU) to advance student success and equity in access to higher education. Included in the plan are initiatives for SOU staff and faculty to complete for reaching compliance with three Oregon laws related to textbook affordability and cost transparency.

As defined by [UNESCO](#), open educational resources are “teaching, learning, and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.” The costs of traditional textbooks continue to rise and the use of OER can help remove or decrease a financial barrier to higher education. OER allow faculty and others to retain, reuse, revise, remix, and redistribute materials to tailor those materials to the needs of the students in the course and the student learning outcomes. Many OER textbooks and other course materials are peer-reviewed, such as OpenStax textbooks and the Open Textbook Library collection.

According to a large-scale [2018 study by Colvard et al.](#), using OER saves students money, as well as improves grades and decreases drop, fail, and withdrawal (DFW) rates for all students. The authors of the study also found that OER improved course grades at higher rates for Pell recipient students, part-time students, and underserved populations. In addition, OER allow students to have access to their course materials by the first day of class, so students are more prepared to learn. OER are usually offered in digital format, but often students have an option to order a low-cost print copy, such as the OpenStax textbooks. Utilizing OER will improve affordability and access to educational opportunities. OER adoptions by faculty will also support student retention, as well as benefit underrepresented students on our campus.

## Oregon Laws Related to Textbook Affordability

[House Bill 2871](#), passed in 2015, requires every Oregon public university to prominently designate courses whose course materials exclusively consist of open or free textbooks

or either no-cost--\$0 for required texts or low-cost--under \$50 course materials at the time of registration. The course designation must appear in the published course descriptions that are on the Internet or are otherwise provided to students at the time of course registration, including on the campus bookstore course materials list that is provided for the course.

[House Bill 2213](#), passed in 2019, requires Oregon's public community colleges and universities to develop a textbook affordability plan for their campus, which:

- Includes measurable goals for increasing textbook affordability
- Establishes a target amount of student savings from adoption of the Plan
- Addresses how to mitigate economic impact to campus store
- Addresses how to advertise low/no-cost designation to students
- Contains an academic freedom statement
- Includes process for faculty to find out about low/no-cost course materials
- Includes a least one student representative in the development of the Plan

[House Bill 2919](#), passed in 2021, requires each public university and community college to prominently display, or establish link to website that displays, estimated costs of all required course materials and directly related course fees for no less than 75 percent of total for-credit courses offered by public university or community college (beginning Fall 2022).

### **OER Advisory Group Members**

In May 2021, Holly Gabriel was hired as the Open Access and Government Information Librarian. Her responsibilities include coordinating OER initiatives on campus and reporting SOU OER data to Open Oregon Educational Resources and the Higher Education Coordinating Commission (HECC). In June 2021, an Advisory Group was formed to begin development of the Textbook Affordability Plan. Members of the Advisory Group include:

1. Adam Corman, Bookstore Director
2. Holly Gabriel, Open Access & Government Information Librarian (Chair)
3. Rebekah Kenney, Student Representative
4. David Pouliot, Assistant Professor, Computer Science
5. Larry Shrewsbury, Senior Instructor, Mathematics
6. John Taylor, Professor, Psychology
7. Dale Vidmar, Interim University Librarian
8. Winter Woods, Academic Scheduling Coordinator

## **Vision for OER Advisory Group**

Vision: To increase the number of faculty and instructors using no-cost or low-cost course materials. We hope to achieve this while also ensuring that faculty and instructors have academic freedom, technological support, and advanced notice they require to select course materials that are high-quality, relevant, culturally responsive, and accessible in a no/low cost model.

## **Smart Goals for Increasing Textbook Affordability**

SMART goals are a well-established tool to plan a project and provide a clear direction. SMART is an acronym that stands for specific, measurable, achievable, realistic and time-based.

SMART Goal #1: By the beginning of Fall 2021 term, the Open Access Librarian will convene an Advisory Group to guide the Textbook Affordability Plan.

SMART Goal #2: By the end of Fall 2021 term, the Advisory Group will add a student representative and finalize the Textbook Affordability Plan with an overall vision, a list of target goals, and steps for implementation over the next 3 years.

SMART Goal #3: By the end of Winter 2022 term, the Open Access & Government Librarian will begin using the SOU assessment software, *Improve*, to track SOU OER initiatives.

SMART Goal #4: By the end of Winter 2022 term, SOU will have a system in place to accurately track the number of courses, course sections, and enrollment using no-cost/low-cost course materials per term to report to Open Oregon.

SMART Goal #5: By the end of Spring 2022 term, the OER Advisory Group will educate 100% of faculty and instructors about the system to notate a course section as no-cost or low-cost.

SMART Goal #6: By the start of Fall 2022 term, the Advisory Group will determine a process for 100% faculty and instructors to be informed about available low-cost and no-cost course materials. Outreach to Divisions, support units, and other stakeholders will be conducted on a regular basis, such as presentations at faculty meetings, Faculty Senate, email messages, and information shared via institutional media outlets.



SMART Goal #7: By the start of Fall 2022 term, SOU will incorporate information into student orientation materials regarding no-cost/ low-cost designations. This information will be provided through multiple virtual and in-person methods such as orientation and advising appointments.

SMART Goal #8: By the end of Summer 2023 term, the Open Access Librarian will hold OER informational sessions or workshops for faculty presented at least twice per year.

SMART Goal #9: By the end of Fall 2024 term, the Advisory Group will investigate internal funding opportunities to provide faculty OER adoption stipends from the Provost's office and the Alumni Foundation.

SMART Goal #10: By the end of Fall 2024, of the courses which require course materials, 25% of them will be using no-cost or low-cost educational resources.

### **Timeline**

This Textbook Affordability Plan is intended to be completed over a three year period beginning with Fall 2021 and ending with Fall 2024. The expectation is that the plan will be continually evaluated and adjusted over this three year period as needed. In addition, a new plan will be created following the completion of this initial plan.

### **Support for Academic Freedom**

SOU faculty and instructors have academic freedom to select high-quality course materials for their courses. In particular, individual instructors have the academic freedom to center affordability, accessibility, and equity when selecting course materials.

In the [Collective Bargaining Agreement between Association of Professors, Southern Oregon University and Southern Oregon University](#), September 1, 2018 through August 31, 2021, Article 1. Preamble, Section C states:

*The teacher is entitled to freedom in the classroom in discussing the subject of the course and debating the subject of their courses or contemporaneous topics that may impact the subject or methods of their courses, as well they are entitled to the selection of course materials, and to promote activities that encourage the broadening of student inquiry and investigation into areas and topics related to their courses. Faculty have the concurrent responsibility to refrain from introducing topics or*

*materials that are in no sense, broad or narrow, germane to their course objectives, disciplinary methods, or course content.*

SOU faculty and instructors recognize the economic reality of students, and faculty have an additional responsibility to seek and consider affordable textbooks for our students. Using OER allow greater access to higher education, improve student retention, and [increase student success](#), especially in under-served student populations.

### **Process for Faculty and Instructors to be Informed about Available Low-Cost and No-Cost Course Materials**

Targeted outreach will be conducted to all stakeholders on campus including students, staff, faculty, bookstore staff, Center for the Advancement of Teaching and Learning (CATL) faculty, IT staff, University Administration, alumni, potential students, and community members. The Open Access Librarian created an [OER Guide](#) available on the library's website. Informational sessions, workshops, and one-on-one consultations to assist faculty with OER will be available from the Open Access Librarian. CATL Faculty are also available to assist faculty and instructors in course redesign and universal design for learning.

The Advisory Group will consider the impact on CATL faculty's time to assist in course redesign, as well as on the Open Access Librarian's time to assist faculty in searching for and adopting OER. Faculty will be encouraged in the [OER Guide](#) to check out the Open Oregon Resources Page, Open Textbook Library, OER Commons, and other collections of quality OER.

Specific pitches and talking points on the benefits of OER will be developed regarding stakeholders, such as faculty, administrators, students, and bookstore employees.

### **SWOT Analysis**

It is important for the OER Advisory Group to conduct a SWOT analysis (strengths, weaknesses, opportunities, and threats) to help us see the big picture and brainstorm solutions to challenges. This will help us better understand our internal and external factors that may affect our success. The SWOT analysis can assist us in building on strengths and taking advantage of opportunities.

<b>Internal</b>	
<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>· Open Access &amp; Government Information Librarian to coordinate OER initiatives</li> <li>· OER Advisory Group with members representing the library, faculty, bookstore, and academic scheduling</li> <li>· Interim University Librarian, Librarians, students, and Provost support OER initiatives</li> <li>· Several faculty are already using OER in their courses</li> <li>· Several faculty have received Open Oregon funding opportunities on OER</li> <li>· Criminal Justice Department faculty worked together creating a course textbook</li> <li>· SOU Strategic Direction I, Goal 3 and Strategic Direction IV, Goal 2 directly relate to OER efforts</li> <li>· SOU Disability Resources supports accessibility for course materials</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>· Not all instructors aware of OER so there is a need for more education and promotion</li> <li>· The myth that all OER are low quality and not peer-reviewed</li> <li>· Faculty feeling overwhelmed with responsibilities and lack of time to commit to adopting OER and course redesign</li> <li>· CATL faculty support OER efforts, but did not express interest in serving on Advisory Council due to other responsibilities</li> <li>· No specific SOU budget for OER initiatives such as faculty stipends, faculty workshops, and promotion</li> <li>· Library Marketing Assistant position is currently vacant and this person would help conduct OER outreach and promotion</li> </ul>
<b>External</b>	
<p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>· Open Oregon Educational Resources is a statewide program promoting OER with funding opportunities and statewide mandates for OER data reporting</li> <li>· Statewide OER Coordinator for higher education in Oregon, Amy Hofer, shares her expertise and guidance from other higher education institutions in Oregon</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <ul style="list-style-type: none"> <li>· Time involved for faculty to adopt OER</li> <li>· The COVID pandemic has created overwhelming stress and some faculty don't want to add any additional items to their workload because of COVID stress</li> <li>· Not all subject areas have quality OER</li> <li>· Lack of extensive test banks and other</li> </ul>

<ul style="list-style-type: none"> <li>· Oregon House Bills 2871, 2213, and 2919 promote the use of OER and more transparency in the cost of higher education courses</li> <li>· More classes are offered remotely which lends itself to electronic OER</li> <li>· Potential for funding from the Provost's Office and/or the Alumni Foundation for faculty stipends to adopt OER and other OER activities</li> <li>· Many quality collections of OER continue to grow, adding new OER and ancillary materials to online collections, which our faculty can take advantage of for course materials</li> </ul>	<p>ancillary materials for OER that faculty desire</p> <ul style="list-style-type: none"> <li>· Accessibility issues for some OER, i.e., that the electronic textbook can be read by a screen reader with optical character recognition software</li> <li>· Potential for budget cuts to higher education in Oregon and SOU leading to low morale and less time for faculty to devote to adopting OER and course redesign</li> </ul>
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### Targets for Student Savings

To determine student cost savings per term, we need to know the following:

- Fourth week headcount enrollment for each term
- Number of designated sections using no-cost/ low-cost materials
- Number of students in designated sections using no-cost/ low-cost materials

We will use \$100 as the textbook cost per student per section to calculate student savings. Many institutions across Oregon are using \$100 as the average cost of a textbook to calculate savings as a result of OER adoptions. A 2017 blogpost from Amy Hofer of Open Oregon titled [Is the Average Cost of a Textbook \\$100?](#) explains how \$100 is a fair estimate.

### Textbook Savings

#### Is the cost of a textbook based on the price of a new or used copy?

The cost is based on a new copy of the textbook. In many circumstances, a used textbook copy is not available to students. Students who receive financial aid or Veterans' benefits often buy their textbooks from the campus bookstore so that they do not have to pay for textbooks out-of-pocket and wait for a reimbursement. Using the bookstore price to determine the cost of the textbook will standardize the process. In

addition, using the price for a new copy of the textbook will allow us to report the maximum cost savings for students.

### **What if the same textbook is used across multiple terms for sequential courses?**

If a textbook is used across multiple terms for sequential courses, it is still important to assign attributes based on the full textbook price each term. Since many of our students may receive overrides or test scores that allow them to bypass courses in a sequence, it is important to be clear how much the textbook costs if a student is coming into a sequence midway through. However, if faculty make a note about the material being required over multiple terms when they give the bookstore adoption information, the bookstore team will clearly post that information for students to see. That way, students in the full sequence of courses will know to keep the materials, as well as be reminded that they do not need to purchase those materials again.

### **Is having no class materials required considered the same as using OER?**

No, it is not considered the same, because we want to distinguish between courses which have no materials required and courses that are using no-cost or low-cost materials. This will allow us to collect and report accurate student cost savings related to OER efforts on campus.

## **Data Reporting to the Oregon Higher Education Coordinating Commission (HECC)**

We are required to report the following data to the Oregon Higher Education Coordinating Commission (HECC):

- Academic term
- Number of designated sections as no-cost or low-cost
- Number of students in those designated sections (fourth week headcount)
- Estimated savings
- Total sections offered
- Percent of sections that are no cost/ low-cost

We do not have an accurate baseline on how many sections are using no-cost/ low-cost materials currently. Therefore, it is important to get that information before we determine our target for student savings.

### **Measures of Success**

This list represents the type of data SOU will need to gather to measure growth towards our goals:

- Student savings
- Number of students impacted
- Number of courses (sections) using affordable learning materials
- Number of sections designated low-cost
- Number of sections designated no-cost
- Enrollment numbers for each section
- Total number of reporting faculty/ Total number of sections
- Faculty Engagement
  - Faculty expressing interest in affordable learning materials
  - Faculty reviews of OER textbooks
  - Number of OER adapted, adopted and/or authored
  - Instructor satisfaction with quality, inclusivity, and effectiveness of affordable learning materials
  - Inquiries from faculty on OER
  - Number of workshops offered to faculty
  - Workshop attendance

### **Alignment with SOU Campus Strategic Directions**

The following SOU Strategic Direction goals in bold are examples of goals which overlap with OER and textbook affordability initiatives.

Strategic Direction I: SOU will transform its [pedagogy](#) and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

- 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.
- Goal Two: SOU will align faculty hiring, promotion and tenure policies, and allocation of other academic resources with the university's mission, vision and strategic plan.
- **Goal Three: SOU will develop and utilize resources to ensure affordability of and access to student learning opportunities.**
- 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: SOU will create a diverse, equitable, inclusive community where learners flourish.

- 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.”
- **Goal Two: SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.**
- 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.

The OER Advisory Group feels that the Strategic Direction goals align closely with using OER in a wide variety of courses.

### **Economic Impact on Bookstore Revenue**

The SOU bookstore is operated by Barnes and Noble College (BNC). BNC offers programs which aim to accommodate and promote the low cost/OER initiative on campus. Two of the programs that BNC offers are BNC OER+ and First Day. The OER Advisory Group is, and will continue to work closely with the bookstore to identify OER resources, programs, and low-cost alternatives that can be made available to students through the bookstore. The cornerstone in successfully mitigating the financial impact to the campus bookstore is communication. Communication between the bookstore, campus, and faculty members regarding the use, or absence, of course related materials must be timely and free flowing, not only for the sake of the bookstore, but more importantly for our students. Additionally, the flow of information and understanding of the current OER initiative is critical to successfully launching and maintaining a successful low-cost/ OER culture on campus. The bookstore will continue to work closely with the OER Advisory Group towards the goal of constructing, promoting, and maintaining a sustainable model that aims to benefit all parties.

### **Sustainability**

The OER Advisory Group will review and revise the Textbook Affordability Plan on a regular basis as technologies, resources, and budgets change to ensure sustained progress. In addition, we will continue to monitor our efforts with the biannual HECC reporting requirements. The Open Access & Government Librarian will use the SOU assessment software, *Improve*, to track SOU OER initiatives.

The Open Access & Government Documents Librarian will continue to provide education and professional development for faculty and instructors to promote and support OER efforts and adoption. In addition, the Open Access & Government Documents Librarian and the University Librarian will offer suggestions to Academic Divisions on how to address the role of OER in their tenure and promotion requirements including how OER are evaluated in the tenure and promotion process.

For the OER Advisory Group to be effective, there needs to be consistent messages from the Provost and Faculty Senate that the Textbook Affordability Plan is a priority, as well as Administration offering support and enforcement for OER initiatives.

### References

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### Related Documents

The following two related documents were created by the OER Advisory Group in October 2021:

1. [Bookstore Textbook Adoption Portal-AIP/Adoption FAQs](#)
2. [Course Material Designation FAQs](#)

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This document was adapted from *Central Oregon Community College Textbook Affordability Plan, Academic Year 2020-21*; *University of Oregon Textbook Affordability Strategic Plan, April 2021*; and *Oregon State University Affordable Learning Plan, 2020*

# Southern Oregon University OER Report Fall 2021

## Executive Summary

This report is a snapshot of Southern Oregon University's participation in the statewide Open Educational Resources (OER) program. Please contact [hofer@linnbenton.edu](mailto:hofer@linnbenton.edu) to provide updates about your campus.

### Institutional summary:

- Southern Oregon University OER point person: Holly Gabriel
- Known adoptions at Southern Oregon University:  
<http://openoregon.org/resources/?keyword=southern>
- Statewide grant funding awarded to Southern Oregon University from 2015-2021, out of ~\$1.6M offered: \$88,839.60, or 5.45% of available funding
- OER grants at Southern Oregon University since 2015 have saved 6294 students an estimated \$1,278,642.90, representing \$14.39 per program dollar spent.

### Looking ahead in 2021-23:

- Southern Oregon University received 2021-23 OER grant funding for 1 grant project, for a total award of \$825
- Statewide funding is available for OER review workshops, course redesign sprints, the Equity & Open Education Faculty Cohort Model, and other professional development opportunities.
- Open Oregon Educational Resources offers support for compliance with legislative requirements to label no-cost/low-cost courses in the schedule, textbook affordability strategic planning, and on-time adoption targets.



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## Estimated student savings represented by No-cost/Low-cost Designation 2019-21

[HB 2871](#), passed in 2015, requires each of Oregon's public colleges and universities to designate courses with no-cost and low-cost course materials in the schedule. [HB 2213](#), passed in 2019, further requires that textbook affordability plans at each institution include steps to market the no-cost/low-cost designation to students.

Statewide, the no-cost/low-cost designation represented a huge savings to Oregon students:

- Courses with the no-cost and low-cost designation in the schedule at 18 reporting institutions are estimated to have saved over 600,000 students (by headcount) in 32,000 course sections almost \$50 million in two academic years.
- At the reporting institutions, almost 20% of all courses were designated no-cost or low-cost.
- Compared to the 2017-19 biennium, the percentage of sections with the no-cost and low-cost designation in the schedule increased by over 50%. Over 200,000 additional students (by headcount) enrolled in designated sections and estimated student savings saw a 44% increase, representing increased savings of approximately \$15 million.
- More information: [Estimated 2019-21 Student Savings in No-Cost/Low-Cost Courses](#)

At Southern Oregon University, courses with the no-cost and low-cost designation in the schedule:

- Represent estimated savings of --> Cannot be determined because data was not provided in time to be included in this analysis.

- From 2017-19, SOU's estimated student savings represented by the no-cost/low-cost schedule designation was \$668,616.

How was this savings estimate calculated?

- For the statewide savings estimate, each college and university reports savings data using the method that works best for their own local campus environment. Each institution shows their work by sharing their method so that the aggregated estimate can be understood as a sum of differentiated components. More information on this approach to OER savings estimates can be found in the post [Support for a Local Approach to Statewide OER Data Collection](#).
- Because we do not use a consistent method for calculating savings, we are not able to make meaningful comparisons between institutional savings results.

## Professional Development Overview

Open Oregon Educational Resources offers professional development opportunities that are available to all Oregon community college and university stakeholders. Ongoing research and training offered via [openoregon.org](#) includes [webinars](#), the [OER FAQ](#), [research reports](#), and [advice columns](#). Additional event programming includes [Open Education Week](#), the Statewide OER Symposium convened every other year, and via sponsored attendance at national and international conferences.

The sections below show the impact of Southern Oregon University's participation in open textbook review workshops, course redesign sprints, and the Equity and Open Education Faculty Cohorts. Note that the data presented here reflects faculty self-reporting, which means that estimates may be low if faculty did not respond to email requests.

## Open Textbook Review Workshops

Open Oregon Educational Resources has offered open textbook review workshops since joining the Open Textbook Network (OEN) on behalf of Oregon's 17 community colleges in 2015; membership was extended to the 7 universities as well beginning in 2017. The OEN model has two parts: a faculty workshop presenting open textbooks as a way to solve the problem of high textbook prices, followed by the opportunity for faculty to earn a \$200 stipend to write a review of a book in the Open Textbook Library. The OEN finds that faculty who write an in-depth review of an open textbook are likely to adopt the book in their classes.

- The OER Review Workshop program has resulted in an estimated \$7,896,900 in student savings since 2015, representing \$36.33 in student savings per program dollar spent.
- 978 unique instructors at 23 colleges and universities have attended 84 OER review workshops and written 723 reviews, resulting in 381 redesigned courses.
- [Read full report](#)

17 instructors at Southern Oregon University have received \$2,899.25 in stipends for writing 10 reviews, or 1.38% of the review stipend funding spent since 2015.

- The OER Review Workshop stipends at Southern Oregon University resulted in 148 students saving an estimated \$14,800.00 in 5 courses. (Note: The OEN uses \$100 as the per-student/per-course multiplier for savings estimates.)
- This savings represents \$5.10 in student savings per program dollar spent.

## Course Redesign Sprints

Open Oregon Educational Resources has facilitated a course redesign sprint during Open Education Week since 2019. Funding supports Oregon community college and university instructors who participate in a one-week online, asynchronous OER course redesign training. The goal of the sprint is to redesign an existing course using open materials in order to save students money.

132 unique instructors from 18 colleges and universities have completed the training and redesigned 160 courses during the past three Open Ed Weeks. Open Oregon Educational Resources has paid out \$141,961 in stipends. As a result, 7,570 students have saved an estimated \$853,977. This represents about \$6 in student savings per program dollar spent.

7 instructors at Southern Oregon University have received \$6,412.50, or 4.51% of the sprint funding spent since 2019.

- The course redesign sprint stipends at Southern Oregon University resulted in Students haven't enrolled in this redesigned course yet. students saving an estimated \$0.00 since 2019.
- This savings represents \$0.00 in student savings per program dollar spent.

## Equity & Open Education Faculty Cohort Model

This professional development course was created by library faculty member Jen Klaudinyi at Portland Community College. Open Oregon Educational Resources now offers the course statewide with support from The William and Flora Hewlett Foundation. The Equity and Open Education Faculty Cohort professional development course seeks to transform curriculum by asking faculty to consider open educational practices with an equity lens, including universal design, cultural relevance, and diverse perspectives.

107 instructors from 14 institutions have completed this training. RMC Research is conducting an assessment of the impact of this model. [Read participant takeaways.](#)

7 instructors at Southern Oregon University have received \$2,530.02, or 4.67% of the Equity and Open Education funding spent since 2020.

# Grants Overview

Oregon has offered five statewide OER grant programs since 2015. Three of these programs were available to faculty at both colleges and universities, while two were available only to faculty at the colleges because of funding restrictions. In aggregate, statewide spending on OER grants has saved students an estimated total of \$16,529,204, representing about \$10 in student savings per program dollar spent. [Read more about continuing savings through the OER grant program.](#)

The table below summarizes the impact of statewide OER grant spending to date compared with Southern Oregon University's participation. Note that the data presented here reflects faculty self-reporting, which means that estimates may be low if faculty did not respond to email requests.

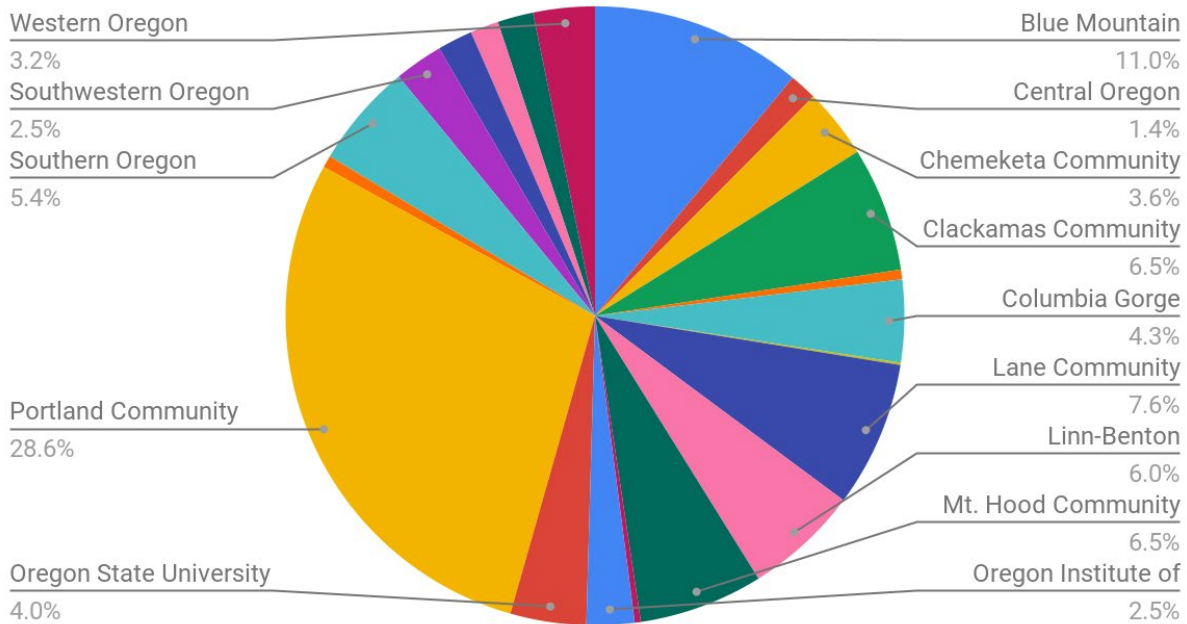
	<b>HB 2871 Grants</b>	<b>2015 Grants</b>	<b>2016-17 Grant Cohort</b>	<b>2018-19 Grant Cohort</b>	<b>2019-21 Grant Cohort</b>	<b>Total</b>
<b>Eligibility</b>	Colleges & Universities	Colleges	Colleges	Colleges & Universities	Colleges & Universities	Colleges & Universities
<b>Available Funding</b>	\$322,000	\$52,098	\$280,155	\$499,084	\$468,921	\$1,630,958
<b>Statewide Estimated Student Savings</b>	\$3,639,342	\$524,011	\$6,250,340	\$3,695,160	\$2,420,350	\$16,529,204
<b>Statewide Estimated Student Savings per \$1 spent</b>	\$11.30	\$10.05	\$22.31	\$7.40	\$5.16	\$10.13
<b>Southern Oregon University Award</b>	\$37,500.00			\$50,042.10	\$1,297.50	\$88,839.60
<b>% of Eligible Funding Received by Southern Oregon University</b>	11.65%			10.03%	0.27%	5.45%
<b>Estimated</b>	\$871,498.50			\$360,231.40	\$46,913	\$1,278,642.9

<b>Student Savings at Southern Oregon University</b>						0
<b>Estimated Student Savings at Southern Oregon University per \$1 spent</b>	\$23.24			\$7.20	\$36.16	\$14.39

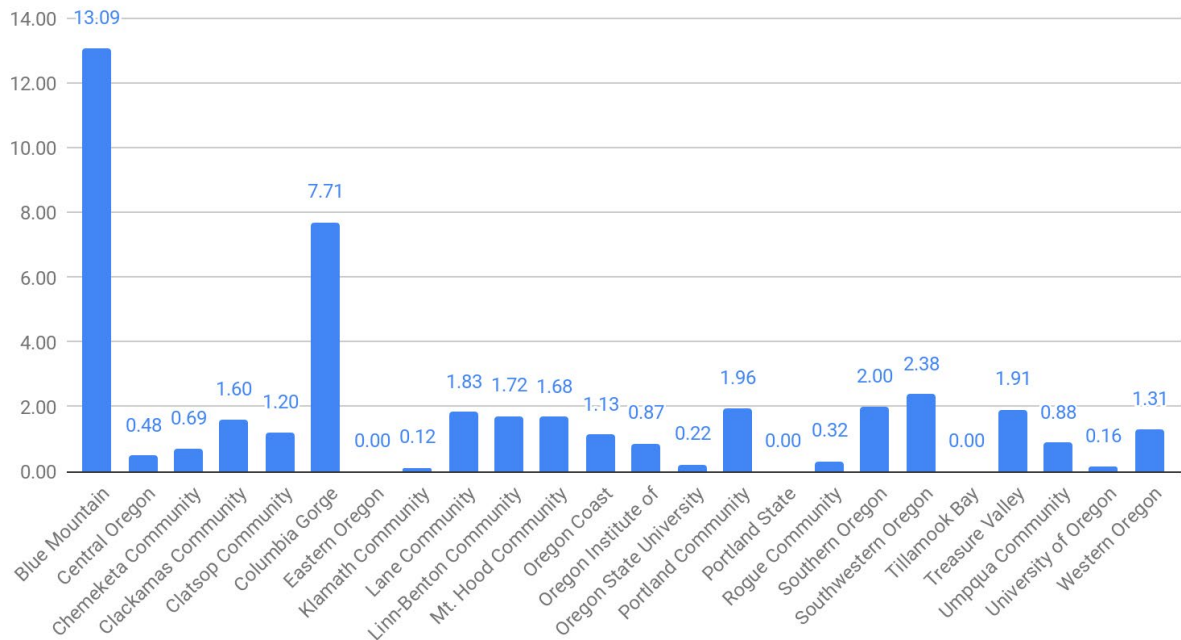
The pie chart below shows eligible grant award spending per institution. The bar graph below shows the ratio of grant award spending compared to 2020 Fall, Fourth Week Headcount Enrollment.<sup>1</sup> The purpose of the bar graph is to show whether grant awards are proportional to enrollment (a ratio of 1 is proportional; a ratio of greater than 1 means that grant spending is higher than would be expected based on enrollment; a ratio of less than 1 means that grant spending is less than would be expected based on enrollment).

<sup>1</sup> Data sources: [Oregon Community College Fall, 4th Week, Total Headcount Enrollment 2012 – present](#); [Historical Fall Fourth Week Headcount Enrollment by Institution, Resident/Nonresident, Oregon Public Universities, 2011 to present](#)

## Grants Awards Per Institution



## Ratio: Grant Awards Per Institution, Compared to Enrollment





## HB 2871 Grants

The HB 2871 Grant Program was administered by the HECC rather than by Open Oregon Educational Resources. It was available to community colleges and universities.

- The HB 2871 grant program has saved 23,397 students an estimated total of \$3,639,342 since 2015, representing \$11.30 in student savings per program dollar spent.

Southern Oregon University was awarded \$37,500.00, or 11.65% of the available funding.

- The HB 2871 grant funding at Southern Oregon University has saved 4226 students an estimated total of \$871,498.50 since 2015, representing \$23.24 in student savings per program dollar spent.
- This is a savings increase of \$779,616.00 since 2019, or a 848.49% increase.

## 2018-19 Grant Cohort

The 2018-19 statewide grant program began with 53 projects funded by [HB 2729](#) and by the Community College and Workforce Development office of the Higher Education Coordinating Commission on the recommendation of the Oregon Community College Distance Learning Association. Funding was available to both community colleges and universities. The CCWD funded 15 additional community college projects in Fall 2018 to support the Oregon Transfer Compass program legislated by [HB 2998](#).

- The 2018-19 grant cohort has saved 22,914 students an estimated total of \$3,695,160 since 2018, representing \$7.40 in student savings for every program dollar spent.

Southern Oregon University was awarded \$50,042.10, or 10.03% of the available funding.

- The 2018-19 grant funding at Southern Oregon University has saved 1621 students an estimated total of \$360,231.40 since 2018, representing \$7.20 in student savings per program dollar spent.
- This is a savings increase of \$254,616.50 since 2019, or a 241.08% increase.

## 2019-21 Grant Cohort

The 2019-21 statewide grant program began with 59 projects funded by the Higher Education Coordinating Commission, and by the Community College and Workforce Development office on the recommendation of the Oregon Community College Distance Learning Association. Funding was available to both community colleges and universities. The CCWD funded 12 additional community college projects in Fall 2020 to support Major Transfer Map courses legislated by [HB 2998](#).

- The 2019-21 grant cohort has saved 19,329 students an estimated total of \$2,420,350 since 2019, representing \$5.16 in student savings for every program dollar spent.

Southern Oregon University was awarded \$1,297.50, or 0.27% of the available funding.

- The 2019-21 grant funding at Southern Oregon University has saved 447 students an estimated total of \$46,913 since 2019, representing \$36.16 in student savings per program dollar spent.

# Remissions and Relief Funding to Students

# SOU Educator Equity Plan (Action)

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## BACKGROUND

As described in the Governor's report ([https://www.oregon.gov/eac/Documents/EducatorAdvancement-Report\\_CEdO\\_Nov\\_2016.pdf](https://www.oregon.gov/eac/Documents/EducatorAdvancement-Report_CEdO_Nov_2016.pdf)) on Educator Advancement, high-quality teachers and effective administrators are key drivers to success in student learning, and diverse educators in particular enhance the education of all students. A more diverse workforce brings needed perspectives that help strengthen culturally responsive teaching practices most effective with today's student populations. Therefore, the recruitment, preparation, and retention of diverse educators, is critical. In support of this finding, the State established a goal that the percentage of diverse educators employed reflects the percentage of diverse students in the state (ORS 342.437).

In support of this goal and other goals related to the diversification of the educator workforce (including the African American/Black Student Success Plan, Latino/a/x Student Success Plan, and American Indian/Alaska Native Student Success Plan), the Educator Advancement Council (EAC), in partnership with the HECC, will support Oregon's six public educator preparation programs (EPPs) to develop and implement evidence-based best practices for the recruitment, preparation, and retention of diverse educators. The EAC specifically intends to support EPPs in the development and implementation of recruitment and retention strategies, which eliminate disparity, disproportionality, and predictability in outcomes.

Each university is required to develop a plan with specific goals, strategies, and deadlines for the recruitment, admission, retention, and graduation of diverse educators, and contribute to the development of the biennial Educator Equity Report required under ORS 342.448 and ORS 350.100. Since 2016, each EPP has submitted for approval, to the HECC, a biennial plan that describes the goals and strategies they will undertake and the HECC has provided review and approval of the plans (ORS 350.100). The EAC began providing grant funding to each of the six public universities in support of the development and implementation of the Equity Plans in 2020. The project will be closely coordinated with HECC and EAC staff to align with state goals, including continued evaluation and statewide measure of adequacy and feasibility.

## SOUTHERN OREGON UNIVERSITY EDUCATOR EQUITY PLAN FOR 2021-2023

### A. Community of Practice Team

<b>Name of University:</b>	Southern Oregon University
<b>Community of Practice team members:</b>	Roni Adams, Associate Professor of Education and Tribal Nations Liaison, <a href="mailto:adamsr@sou.edu">adamsr@sou.edu</a> Amanda Casto, Instructor of Education and Equity Coordinator, <a href="mailto:castoa@sou.edu">castoa@sou.edu</a> Ria Galo, Multicultural Retention Specialist, <a href="mailto:molis@sou.edu">molis@sou.edu</a> Younghee Kim, Professor of Education and CRT Innovation Community team member, <a href="mailto:kimy@sou.edu">kimy@sou.edu</a> Margaret Perrow, Associate Professor of English Education and CRT Innovation Community Team Leader, <a href="mailto:perrowm@sou.edu">perrowm@sou.edu</a>
<b>Primary Contact for coordinating grant and Community of Practice:</b>	Amanda Casto, Equity Coordinator, <a href="mailto:castoa@sou.edu">castoa@sou.edu</a>

## B. Strategies

### STRATEGY 1: Peer Navigation Coaches and Facilitated Culture Circles

Question	Response
<b>Area of Focus</b>	<p><i>Select the area(s) of focus that this strategy addresses.</i></p> <p><input checked="" type="checkbox"/>Retention – Quality Learning Experience  <input type="checkbox"/>Recruitment – Program Quality &amp; Relevance</p>
<p><b>Equity Problem of Practice:</b></p> <p>Where do educator candidates, in particular students of color, struggle the most? Identify <a href="#">program practice standards</a> aligned to the equity problem of practice.</p> <p>Which of the <a href="#">six conditions of systems change</a> do you see impacting your problem of practice?</p>	<p>Over the past six years, SOU's Educator Equity Pathways have helped increase the proportion of students from culturally and linguistically diverse backgrounds enrolled in teacher licensure programs from 9 to 33%. Providing greater access, however, is but a first step—we must also work to ensure that they feel welcomed, supported and able to thrive once there. Because students from underrepresented populations confront a greater likelihood of encountering social isolation on college campuses (Sidanius, et. al., 2008) <sup>1</sup>, the availability of pro-active social supports is critical to ensuring that all students experience an equitable opportunity for success (Walton &amp; Cohen, 2007)<sup>2</sup>.</p> <p><input type="checkbox"/>Policies – <input checked="" type="checkbox"/>Practices – <input type="checkbox"/>Resources – (STRUCTURAL, explicit)  <input checked="" type="checkbox"/>Relationships/Connections – <input checked="" type="checkbox"/>Power dynamics – (RELATIONAL, semi-explicit)  <input checked="" type="checkbox"/>Mental models – (TRANSFORMATIVE, implicit)</p>
<p><b>Data Sources</b></p> <p>Please describe <b>three</b> different sources of data used to determine your equity problem of practice.</p> <p>What trends do you notice?</p>	<p>Strategies employed to improve recruitment of students from underrepresented populations include increasing opportunities to participate from off-campus locations and maintain paid employment throughout the entirety of teacher preparation programs. While these opportunities certainly facilitate greater access for diverse candidates, they also present unique sets of intersecting challenges. Completing a teacher licensure program while maintaining paid employment as a classroom aide, for example, increases both the range and complexity of demands placed upon candidates as they navigate and balance two already arduous sets of employment and licensure requirements.</p> <p>Program admissions data indicates that these challenges are more likely to be borne by culturally and linguistically diverse candidates, 43% of whom participate from off-campus locations and 24% employed within schools throughout the entirety of their licensure program. Meanwhile, qualitative data gleaned from student advising and program completer surveys reinforce and refine our understanding of the toll these challenges place upon candidates' academic performance and personal wellbeing. In light of the staffing challenges being experienced by schools as a result of the pandemic, both the prevalence and pressures associated with these “dueling-responsibilities” continue to rise.</p>

<sup>1</sup> Sidanius, J., Levin, S., Van Laar, C., & Sears, D. (2008). The diversity challenge: Social identity and intergroup relations on the college campus. New York, NY: Russell Sage Foundation.

<sup>2</sup> Walton, G. & Cohen, G. (2007). A question of belonging: Race, social fit, and achievement. Journal of Personality and Social Psychology 92 (1), 82–96, DOI: 10.1037/0022-3514.92.1.82

<p><b>Research-based Strategy/ Solution for Culturally Sustaining Practice:</b></p> <p>What strategy/solution are you using to address the equity problem of practice?</p> <p>Who will be your critical partners in addressing this problem of practice? How will you engage them?</p>	<p>Cultural affinity groups provide regularly scheduled, cohort-based venues for providing collegial support and connection while simultaneously developing the diverse funds of knowledge which students bring with them to the college campus (Kiyama &amp; Rios-Aguilar, 2018)<sup>3</sup>. Serving students who enter the university via one of our Underrepresented Student Pathway programs, Culture Circles at SOU focus on strengthening students' sense of belonging and cultural identity while also helping connect students with campus resources and demystifying the institutional culture and systems of higher education.</p> <p>Facilitated by upperclassmen who have successfully navigated a similar path, Culture Circles meet on a monthly basis to provide programming tailored to the specific cultural identity the groups being served. Peer Navigation Coaches are student worker positions trained and supported by the university's Multicultural Retention Specialist and also provide personalized mentoring and support via regularly scheduled office hours.</p> <p>Knowing that students from underrepresented backgrounds participating in teacher licensure programs are more likely to confront a unique set of additional challenges as discussed previously, establishing a Peer Navigation Coach and Culture Circle to specifically serve students from the Educator Equity Pathways will improve our ability to provide support tailored to address this population's unique circumstances.</p>
<p><b>Strategy Rationale:</b></p> <p>How do you know this is the right strategy? Describe if this strategy is new, adapted or adopted from previous efforts. How closely related is this practice to current district needs and expectations for meaningful employment?</p>	<p>SOU's Cultural Circles are modelled after existing Educators of Color Affinity Groups organized through a Multi-District Equity Collaborative sponsored by the Southern Oregon Educational Services District. While evaluation of that initiative is unfolding, we are working with our K-12 district partners to ensure that educators throughout the Southern Oregon region experience a consistent and well-aligned trajectory as they transition between pre-service and in-service professional development and support structures.</p>
<p><b>How will impact be measured?</b></p> <p><b>What will you learn?</b></p> <p>Describe what results you expect to see after implementing your strategy. Include approximate timeline.</p> <p>How will you identify and disaggregate candidate data for groups you will track.</p>	<p>Consistent with the university's approach to monitor progress towards achieving key strategic priorities, SOU has identified a combination of leading and lagging indicators for measuring the impact of Culture Circles. Because our theory of change posits that increasing students' sense of belonging will contribute to improving student retention and program completion, our leading indicator of success will be the level of students' self-reported sense of belonging within the program completion surveys. Disaggregating those results for students participating in a Culture Circle and comparing those to program-wide averages will help identify the effectiveness of the supports and interventions being provided. As a lagging indicator, improving the retention and completion rates for pathway program students to a point equal to or above whole program averages will be our ultimate measure of success.</p>

<sup>3</sup> Kiyama, J. & Rios-Aguilar, C. (2018). Funds of knowledge in higher education: Honoring students' cultural experiences and resources as strengths. New York, NY: Routledge.

<p><b>Stage of Implementation:</b></p> <p>Self-assessment based on <a href="#">Quality Implementation Framework</a>.</p> <p>What evidence did you use to reach this conclusion?</p> <p>How are you building capacity for effective implementation of this strategy?</p>	<p><input type="checkbox"/>Connect &amp; Commit – <input type="checkbox"/>Inquire &amp; Investigate – <input type="checkbox"/>Design &amp; Develop – <input checked="" type="checkbox"/>Implement &amp; Iterate – <input type="checkbox"/>Sustain &amp; Scale</p> <p>Having begun by hiring two Peer Navigation Coaches and piloting Culture Circles for our Pacific Islander student cohort last year, we are now expanding to six coaches and instituting Culture Circles for students from our Latinx and Native American pathway programs as well.</p>
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## STRATEGY 2: Culturally Response Teaching Innovation Community

Question	Response
<b>Area of Focus</b>	<p><i>Select the area(s) of focus that this strategy addresses.</i></p> <p><input checked="" type="checkbox"/>Retention – Quality Learning Experience  <input type="checkbox"/>Recruitment – Program Quality &amp; Relevance</p>
<p><b>Equity Problem of Practice:</b></p> <p>Where do educator candidates, in particular students of color, struggle the most? Identify <a href="#">program practice standards</a> aligned to the equity problem of practice.</p> <p>Which of the <a href="#">six conditions of systems change</a> do you see impacting your problem of practice?</p>	<p>While peer support plays an important role in helping students feel welcomed and connected while on campus, the instructional practices and classroom climate they encounter is a crucial factor in the effectiveness of their professional preparation as aspiring educators. With that in mind, SOU faculty have convened a professional learning community dedicated to conducting ongoing research into Culturally Responsive Teaching, examining their curriculum and professional practices in light of this research, developing and experimenting with new CRT-informed practices, and disseminating their findings and applications to the wider SOU community.</p> <p><input type="checkbox"/>Policies – <input checked="" type="checkbox"/>Practices – <input type="checkbox"/>Resources – (STRUCTURAL, explicit)  <input checked="" type="checkbox"/>Relationships/Connections – <input checked="" type="checkbox"/>Power dynamics – (RELATIONAL, semi-explicit)  <input checked="" type="checkbox"/>Mental models – (TRANSFORMATIVE, implicit)</p>

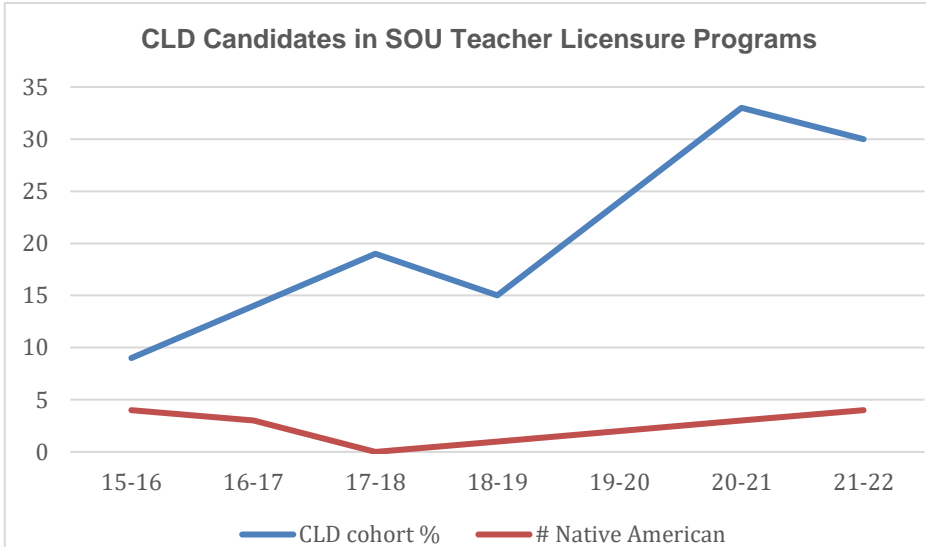


<p><b>Data Sources</b></p> <p>Please describe <b>three</b> different sources of data used to determine your equity problem of practice.</p> <p>What trends do you notice?</p>	<p>Southern Oregon University employs several data sources to assess the campus and classroom climate experienced by students of color and evaluate the effectiveness of efforts to continually improve it. The National Survey of Student Engagement includes a module on “Inclusiveness and Engagement with Cultural Diversity” which examines students’ exposure to inclusive teaching practices and perceptions of institutional values and commitment to diversity. Meanwhile, SOU’s internal Bias Response Team collects real-time data regarding bias related complaints and monitors data showing progress towards SOU’s Strategic Direction IV which states that the university will strive to create a diverse, equitable, inclusive community where learners will flourish. Finally, with specific reference to the experience and perspectives of students participating in teacher licensure programs, we are modifying our annual program completion surveys to include a block of questions specifically focused on measuring students’ sense of belonging and extent to which program faculty model inclusive teaching practices.</p> <p>Triangulating each of these sources and using results from recent years to establish a comparative baseline will enable us to assess the effectiveness of these ongoing efforts and identify trends over time.</p>
<p><b>Research-based Strategy/ Solution for Culturally Sustaining Practice:</b></p> <p>What strategy/solution are you using to address the equity problem of practice?</p> <p>Who will be your critical partners in addressing this problem of practice? How will you engage them?</p>	<p>Culturally Responsive Teaching (CRT) is an approach to pedagogy that recognizes and builds upon the importance of including students’ cultural references in all aspects of learning (Ladson-Billings, 1994). Innovation Collaboratives are a form of Professional Learning Communities specifically tailored to the unique context of higher education focused on establishing a culture of collaboration to improve the experience and learning of students.</p> <p>Braiding together these two frameworks, one substantive and one procedural, SOU’s CRT Innovation Collaborative is a key ally and resource for ensuring that student perspectives voiced through Culture Circles are greeted with a hospitable institutional response. With 20 regular attendees drawn from across multiple departments and with close linkages to similar equity efforts currently underway in the regional K-12 community, the CRT Innovation Collaborative provides a direct venue for engaging critical thought and practice partners across both institutional and system boundaries.</p>
<p><b>Strategy Rationale:</b></p> <p>How do you know this is the right strategy? Describe if this strategy is new, adapted or adopted from previous efforts.</p> <p>How closely related is this practice to current district needs and expectations for meaningful employment?</p>	<p>The current iteration of the CRT Innovation Collaborative builds upon the success and extends the work of prior efforts. A core team of faculty from the Education and English departments began meeting as part of an ODE funded project in 2015. At that time, SOU’s CRT Transformation Team instituted monthly brown bag meetings to strengthen faculty understanding of, commitment to, and implementation of culturally responsive practices within their own classrooms, establish a CRT lending library, and create opportunities for shared professional learning spanning both K-12 and higher education contexts. Having convened a series of shared regional summits with speakers ranging from Zaretta Hammond and Linda Christenson, that group expanded and formalized into the CRT Innovation Collaborative in 2019 with funding provided through the SOU Center for the Advancement of Teaching and Learning. The</p>

	current plan seeks to reinstitute and expand upon that work via renewed support enabled by the Educator Equity Plan.
<p><b>How will impact be measured?</b></p> <p><b>What will you learn?</b></p> <p>Describe what results you expect to see after implementing your strategy. Include approximate timeline.</p> <p>How will you identify and disaggregate candidate data for groups you will track.</p>	<p>Evaluating the success of the Innovation Collaborative will again employ a combination of leading and lagging indicators. As a necessary precursor to improving instructional effectiveness, the receptiveness of faculty to critically examine their own practice and invest in a collaborative improvement process will be measured by the number of SOU faculty participating in ongoing culturally responsive and anti-racist professional development activities. A lagging indicator of the impact of these efforts upon the student learning experience will be measured by an aggregated cultural responsiveness score reported within the NSSE, DRT and program completer surveys. Disaggregating scores by program will enable SOU to compare scores for students participating in teacher licensure programs against university-wide averages.</p>
<p><b>Stage of Implementation:</b></p> <p>Self-assessment based on <a href="#">Quality Implementation Framework</a>.</p> <p>What evidence did you use to reach this conclusion?</p> <p>How are you building capacity for effective implementation of this strategy?</p>	<p><input type="checkbox"/>Connect &amp; Commit – <input type="checkbox"/>Inquire &amp; Investigate – <input type="checkbox"/>Design &amp; Develop – <input type="checkbox"/>Implement &amp; Iterate – <input checked="" type="checkbox"/>Sustain &amp; Scale</p> <p>Building upon the success of prior CRT communities of practice, the new iteration of the Innovation Collaborative will continue deepening their own knowledge and refining their practice of CRT within their own courses. With Educator Equity funding provided for the biennium, they will be well positioned and prepared to expand their scope of influence by serving as coaches for other faculty members and programs in year two.</p>

### STRATEGY 3: Tribal Nations Liaison

Question	Response
<b>Area of Focus</b>	<p><i>Select the area(s) of focus that this strategy addresses.</i></p> <p><input type="checkbox"/>Retention – Quality Learning Experience  <input checked="" type="checkbox"/>Recruitment – Program Quality &amp; Relevance</p>
<p><b>Equity Problem of Practice:</b></p> <p>Where do educator candidates, in particular students of color, struggle the most? Identify <a href="#">program practice standards</a> aligned to the equity problem of practice.</p> <p>Which of the <a href="#">six conditions of systems change</a> do you see impacting your problem of practice?</p>	<p>While SOU's teacher preparation programs have steadily increased the proportion of students from culturally and linguistically diverse backgrounds over the past six years, the number of Native American candidates has failed to keep pace with increases among other diverse populations. Proactively recruiting this demographic of candidates has proven challenging in part because of their underrepresentation among working school paraprofessionals who are a primary recruiting pool for our existing educator equity efforts. Appointing a trusted faculty member and tribal representative as Native Nations Liaison is intended to help build closer connections and relationships with prospective Native American candidates and also with the tribal administrators and community elders who may nominate, encourage and support them during their pathway to becoming licenses teachers.</p>

	<div><input type="checkbox"/>Policies – <input type="checkbox"/>Practices – <input checked="" type="checkbox"/>Resources – (STRUCTURAL, explicit) <input checked="" type="checkbox"/>Relationships/Connections – <input checked="" type="checkbox"/>Power dynamics – (RELATIONAL, semi-explicit) <input type="checkbox"/>Mental models – (TRANSFORMATIVE, implicit)</div>																								
<div><div>Data Sources</div><div>Please describe <b>three</b> different sources of data used to determine your equity problem of practice.</div><div>What trends do you notice?</div></div>	<div>Admissions data over a seven year period indicate that successful recruitment Native American candidates into SOU's teacher licensure programs continues to lag behind that of other culturally and linguistically diverse (CLD) populations.</div> <div><div>CLD Candidates in SOU Teacher Licensure Programs</div><table><thead><tr><th>Year</th><th>CLD cohort %</th><th># Native American</th></tr></thead><tbody><tr><td>15-16</td><td>9</td><td>4</td></tr><tr><td>16-17</td><td>14</td><td>3</td></tr><tr><td>17-18</td><td>19</td><td>0</td></tr><tr><td>18-19</td><td>15</td><td>1</td></tr><tr><td>19-20</td><td>24</td><td>2</td></tr><tr><td>20-21</td><td>33</td><td>3</td></tr><tr><td>21-22</td><td>30</td><td>4</td></tr></tbody></table></div>	Year	CLD cohort %	# Native American	15-16	9	4	16-17	14	3	17-18	19	0	18-19	15	1	19-20	24	2	20-21	33	3	21-22	30	4
Year	CLD cohort %	# Native American																							
15-16	9	4																							
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19-20	24	2																							
20-21	33	3																							
21-22	30	4																							
<div><div>Research-based Strategy/ Solution for Culturally Sustaining Practice:</div><div>What strategy/solution are you using to address the equity problem of practice?</div><div>Who will be your critical partners in addressing this problem of practice? How will you engage them?</div></div>	<div>Successful recruitment of culturally and linguistically diverse candidates over the past six years has involved partnering with regional K-12 school districts who have strong existing relationships with their diverse paraprofessional staff. The encouragement of districts to nominate and help support their culturally and linguistically diverse paraprofessionals embarking upon teacher preparation programs has proven critical to identifying and retaining promising candidates. With Native American candidates currently underrepresented among that pool of potential candidates, we are working to establish similar partnerships with tribal departments of education who are in the best position to play a similar role to that currently played by our other district partners. To build trust and establish working partnerships with the tribal communities, SOU has invested in hiring an experienced faculty member of tribal descent to serve as a Tribal Nations Liaison. This person works closely with tribal members to identify and overcome the barriers that have historically discouraged and impeded Native American candidates from pursuing a career in teaching.</div>																								
<div><div>Strategy Rationale:</div><div>How do you know this is the right strategy? Describe if this strategy is new, adapted or adopted from previous efforts.</div><div>How closely related is this practice to current district needs and</div></div>	<div>As described above, we know that cultivating strong partnerships with administrators who have close working relationships with potential candidates is an effective strategy for boosting the success of recruitment efforts because it has already done so with regards to school paraprofessionals and classified staff from diverse backgrounds. This candidate pool has strong potential to become effective classroom teachers because they have already demonstrated commitment to and success working with students and, in many cases, with family outreach and engagement. Recruiting teacher preparation candidates from within the community in which they already live and work is directly aligned</div>																								

expectations for meaningful employment?	with the philosophy and approach reflected in the statewide Grow Your Own initiative.
<p><b>How will impact be measured?</b></p> <p><b>What will you learn?</b></p> <p>Describe what results you expect to see after implementing your strategy. Include approximate timeline.</p> <p>How will you identify and disaggregate candidate data for groups you will track.</p>	<p>Given the long history of marginalization in and by public schools, the work of building trust and rapport with Native candidates and communities is expected to be long and slow. Accordingly, measures of impact begin with simple points of contact—how frequently and how widely does the liaison meet with tribal community members. Indicators of success in building trust and relationships will include the number of tribal departments of Education nominating and offering to support, financially or otherwise, candidates entering into teacher preparation. Increasing the number of Native American applicants and program completers is the ultimate measure of success, while the willingness of those successful candidates to serve as ongoing program partners (as cooperating teachers, mentors and local community liaisons) will help ensure the continuity and sustainable growth of this mutual undertaking.</p> <p>To date, one Cow Creek member employed as the South Umpqua School District's Tribal Family Advocate has now enrolled in SOU's Second Bachelor's program to earn her teaching license.</p>
<p><b>Stage of Implementation:</b></p> <p>Self-assessment based on <a href="#">Quality Implementation Framework</a>.</p> <p>What evidence did you use to reach this conclusion?</p> <p>How are you building capacity for effective implementation of this strategy?</p>	<p><input checked="" type="checkbox"/> Connect &amp; Commit – <input type="checkbox"/> Inquire &amp; Investigate – <input type="checkbox"/> Design &amp; Develop – <input type="checkbox"/> Implement &amp; Iterate – <input type="checkbox"/> Sustain &amp; Scale</p> <p>The Tribal Nations Liaison has been working to establish rapport and trust with tribal partners throughout the state with a particular emphasis upon those located in geographical proximity to SOU's teacher preparation programs based in the Rogue Valley, Klamath Falls and Coos Bay. She has been attending monthly Zoom meetings with the Southern Coast GYO Advisory Council which includes representatives from the Coos and Coquille Tribes, and has been collaborating with representatives from the Tribal Education Department of the Cow Creek Band of Umpqua Indians and will be meeting with members of the Klamath Tribes as their offices re-open.</p> <p>Through ongoing connection with SOU Native American Studies professors, instructors, and students, she is working collaboratively to attract future teachers, advise Native students currently enrolled in our teacher education programs, and mentor prospective students at Klamath Community College.</p>

## C. Preliminary Budget Plan

Please provide your best estimate of how funds will be distributed across the strategies and the cost of participation in the Community of Practice. We understand this budget is subject to change.

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
<b>Strategy 1: Peer Navigation Coaches and Facilitated Culture Circles</b>					
Personnel	Peer Navigation Coaches	Six .25 FTE student worker positions	10/1/2021 – 6/31/2023	\$53,000	35.3%
Materials	Culture Circle refreshments	\$50 per event	3 Circles meeting monthly	\$3,000	2%
<b>Strategy 1 Total</b>				\$56,000	37.3%
<b>Strategy 2: Culturally Responsive Teaching Innovation Community</b>					
Personnel	Faculty stipends	\$1,000 for 10 faculty	4/1/2022 – 6/31/2023	\$10,000	6.7%
Materials	Curriculum materials	\$500 for 10 faculty	4/1/2022 – 6/31/2023	\$5,000	3.3%
<b>Strategy 2 Total</b>				\$15,000	10%
<b>Strategy 3: Tribal Nations Liaison</b>					
Personnel	Salary and OPE	.25 FTE	1/1/2022 – 6/31/2023	\$50,000	33.3%
Travel	Food and lodging	Quarterly visits to tribal Education Departments	1/1/2022 – 6/31/2023	\$2,000	1.3%
<b>Strategy 3 Total</b>				\$52,000	34.7%
<b>Community of Practice Participation</b>					
Personnel	Faculty stipends	\$1,000 for team of 5	tba	\$5,000	3.3%
Travel	Food and lodging	CoP participation	tba	\$2,000	1.3%
<b>CoP Total</b>				\$7,000	5.7%
<b>Total Direct Costs</b>				\$130,000	86.7%
<b>Administrative Costs</b>					
Personnel	Administrative release for Equity Coordinator	4-credit course release to oversee implementation of strategies and Community of Practice	4/1/2022 – 6/31/2023	\$5,000	3.3%
Indirect	Grants and contracts overhead	University assessment		\$15,000	10%
<b>Total Administrative Costs</b>				\$20,000	13.3%
<b>Total</b>				\$150,000	100%

# Addition of New Athletic Sports











## New Sports Fall 2022

Sport	New SA's 1 <sup>st</sup> year	SA's 4 <sup>th</sup> Year	Title IX	Diversity Potential	ROI Net 4 <sup>th</sup> year *
Cheer/ Dance	15	30	Women	High	\$278,333
Beach VB	15	15	Women	High	\$79,080
Cycling	30	50	Men/Women	Low	\$488,979
Golf	20	20	Men/Women	Low/Int'l	\$129,023
Total	<b>79</b>	<b>115</b>			<b>\$975,415</b>

\* Does not include Facility or Admin costs

## Proposed New Sports Fall 2024

Sport	New SA's 1 <sup>st</sup> year	SA's 4 <sup>th</sup> Year	Title IX	Potential Diversity	ROI Net 4 <sup>th</sup> year *
Men's Lacrosse	18	35	Men	Medium	\$279,876
Women's Lacrosse	15	25	Women	Medium	\$217,853
Total	<b>33</b>	<b>60</b>			<b>\$497,729</b>

\* Does not include Facility or Admin costs



**5-Year  
Outlay of Costs and Revenue**

	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>	<b>FY27</b>
<b>Additional Student-Athletes</b>		<b>79</b>	<b>105</b>	<b>138</b>	<b>155</b>	<b>170</b>
<b>Tuition Generated</b>		<b>\$967,420</b>	<b>\$1,285,725</b>	<b>\$1,740,456</b>	<b>\$2,013,311</b>	<b>\$2,329,912</b>
<b>General Fund Suport</b>	<b>(\$20,000)</b>	<b>(\$508,921)</b>	<b>(\$568,200)</b>	<b>(\$784,216)</b>	<b>(\$806,757)</b>	<b>(\$850,412)</b>
<b>Facility Costs</b>		<b>(\$275,000)</b>		<b>TBD</b>		
<b>Admin. Staff</b>		<b>(\$171,782)</b>	<b>(\$217,282)</b>	<b>(\$262,782)</b>	<b>(\$289,060)</b>	<b>(\$317,966)</b>
<b>Total ROI Net</b>	<b>(\$20,000)</b>	<b>\$11,717</b>	<b>\$500,243</b>	<b>\$693,458</b>	<b>\$917,494</b>	<b>\$1,161,534</b>

## Other Future Considerations

Sport	New SA's 1 <sup>st</sup> year	SA's 4 <sup>th</sup> Year	Title IX	Notes
Women's Rugby	20	24	Women	Could add men's as well
Crew	18	25	Women/Men	Water?
Women's Flag Football	15	20	Women	Fast growing women's sport Sponsored by the NFL
Men's VB	18	20	Men	Invitational NAIA
Baseball	24	30	Men	High facility costs. Alumni support. CCC
Skiing	12	18	Women/Men	Snow?

# Enrollment Marketing Dashboards

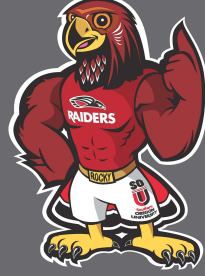


# Leadership Begins **Here**


## Enrollment Marketing Dashboards

THURSDAY, APRIL 21, 2022


# Institutional Enrollment Marketing



## Social Media

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Southern Oregon University ranks among the top colleges in Oregon. Located in the City of Ashland, SOU has the most beautiful and diverse campus landscapes of any of the Universities in Oregon. Leadership Begins Here.



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Southern Oregon University rank...  
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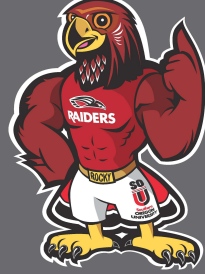
Comment



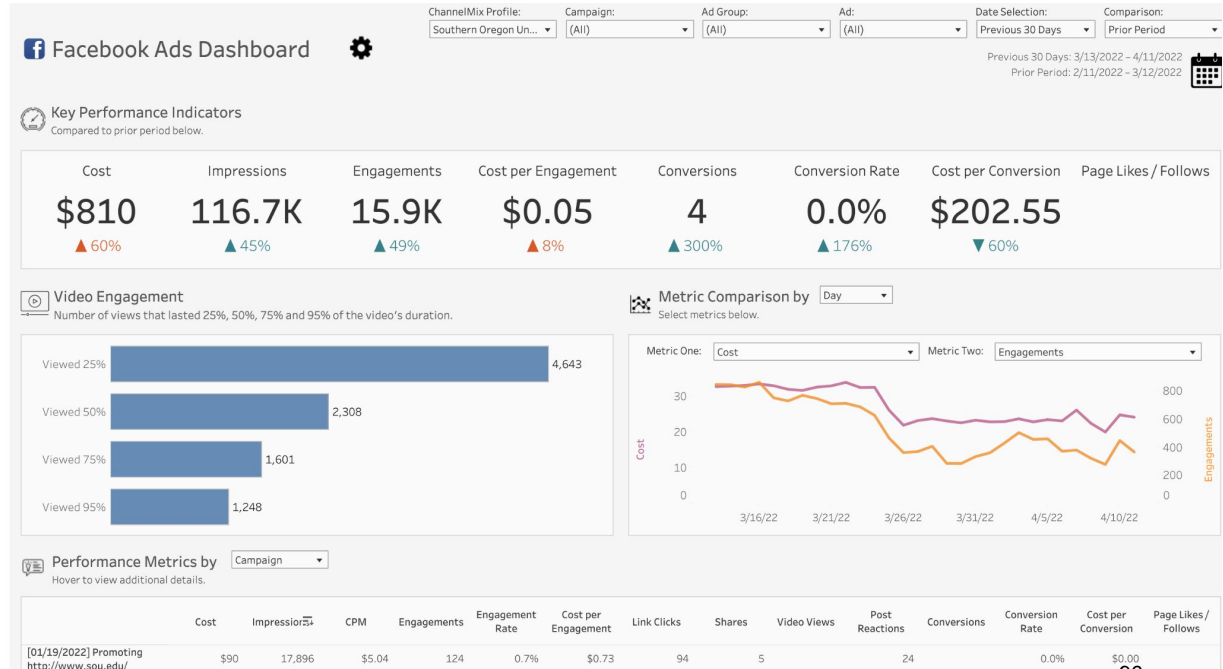
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# Dashboard Reporting Example

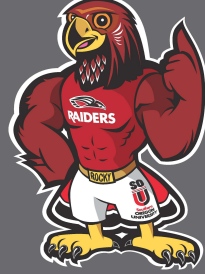


## Social Media

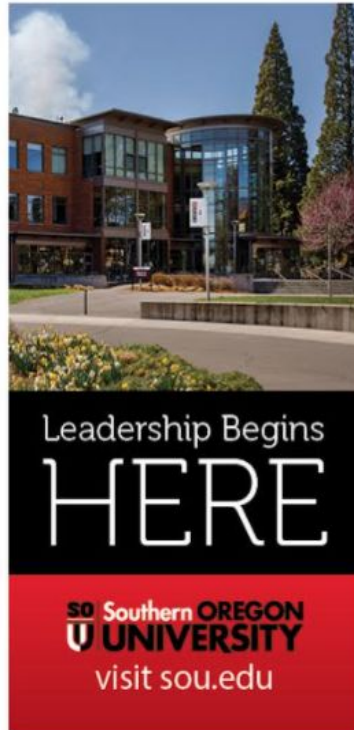




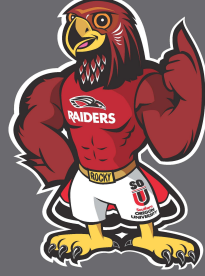
# Institutional Enrollment Marketing



## Digital Advertising: The Oregonian



# Dashboard Reporting Example

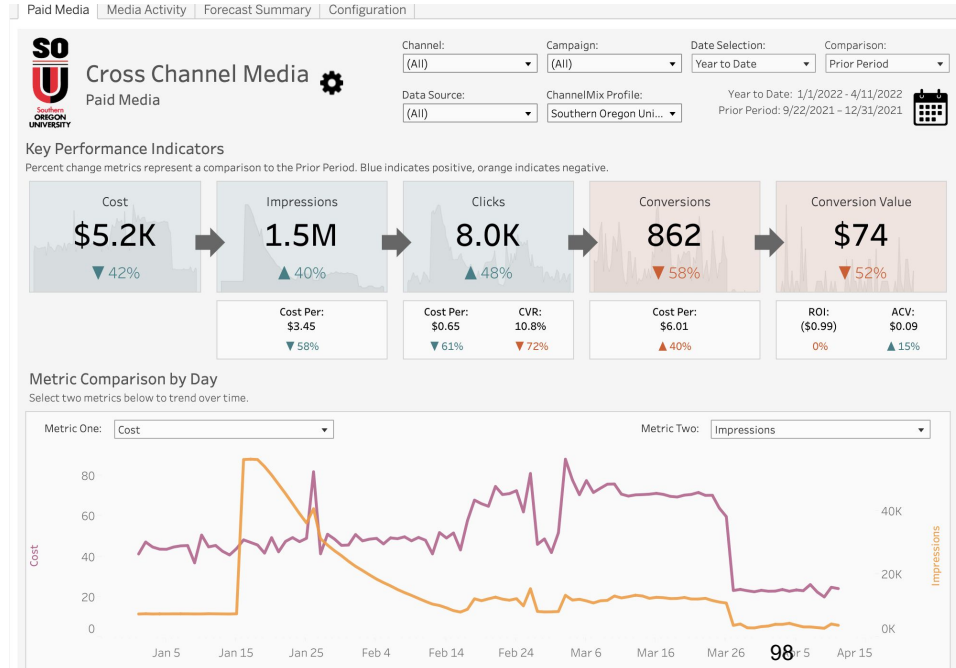


## Digital Advertising: The Oregonian

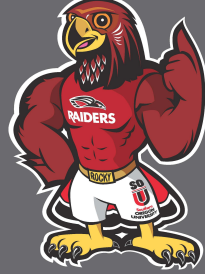
### Performance Metrics by Campaign

Hover to view additional details.

	Impressions	Cost	Clicks	Click-Through Rate	Cost Per Click	Conversions	Conversion Rate	Cost per Conversion
[02/17/2022] Promoting http://www.sou.edu/	139,919	\$975	1,480	1.1%	\$0.66	1	0.1%	\$974.83
[01/19/2022] Promoting http://www.sou.edu/	48,294	\$233	1,365	2.8%	\$0.17	1	0.1%	\$233.27
Post: "Do you live in Northern California? You might be..."	19,232	\$150	874	4.5%	\$0.17	4	0.5%	\$37.50
Popular Public University	9,755	\$708	2,031	20.8%	\$0.35	856	42.1%	\$0.83
Post: "The Oregon TRIO Association (OTA)/ Southern..."	4,697	\$25	76	1.6%	\$0.33			
OR   Southern Oregon University - Here is Oregon Promo   OMG - 1921477adrag	1,461		37	2.6%				



# Dashboard Reporting



## Live Demonstration

<https://reporting.channelmix.com/>

# Re-Imagining SOU-Community College Partnerships

# Future Meetings

# Adjournment