



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

August 22, 2025

TO: Southern Oregon University Board of Trustees
FROM: Sabrina Prud'homme, University Board Secretary
RE: Notice of Special Meeting of the Board of Trustees

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

The board will review background information and updates on SOU's amended provisional plan: "Toward a (*More*) Resilient SOU." During the meeting, the board will also host an extended public comment listening session to hear from the campus community about the plan. Trustees will also discuss the amended provisional plan.

The meeting will occur as follows:

Wednesday, August 27, 2025

11:30 a.m. to 1:30 p.m.

Location: Virtual Meeting

Members of the public may view the proceedings at <https://sou.zoom.us/j/84580894689> at the time of the meeting.

Materials for the meeting will be available at governance.sou.edu.

If special ADA accommodations are required, please contact Holly Frazier at (541) 552-8055 at least 48 hours in advance.

Public Comment

Members of the public who wish to provide comments during the listening session are invited to sign up to speak or to submit their comments in writing at least 24 hours in advance of the meeting. To sign up:

- Commenters are encouraged to [fill out this form](https://forms.gle/9pRRwuzZKctYXpdW8) [URL: <https://forms.gle/9pRRwuzZKctYXpdW8>]; or
- Commenters may contact the Office of the Board of Trustees by phone at (541) 552-8055 and provide their name, email address, phone number, relationship to SOU, and the subject of their public comments when signing up; or
- Commenters may sign up via email at trustees@sou.edu and provide their name, email address, phone number, relationship to SOU, and the subject of their public comments when signing up.

Written comments may be delivered to trustees@sou.edu, or by hand or mailed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Churchill Hall, Room 107, Ashland, OR 97520.



**Board of Trustees
Special Meeting
August 27, 2025**



Call to Order / Roll / Declaration of a Quorum



Special Meeting of the Board of Trustees

Wednesday, August 27, 2025

11:30 a.m. – 1:30 p.m.

Zoom: <https://sou.zoom.us/j/84580894689>

- Meeting to be conducted virtually only -

AGENDA

Persons wishing to provide live public comments in the meeting or in writing may sign up [here](#) or at trustees@sou.edu.

Please note: times are approximate and items may be taken out of order.

- | | | | |
|------------|----------|--|---|
| 11:30 a.m. | 1 | Call to Order/Roll/Declaration of a Quorum | Chair Sheila Clough |
| | 1.1 | Welcome and Opening Remarks | |
| | 1.2 | Roll Call and Declaration of a Quorum | Sabrina Prud'homme,
SOU, Board Secretary |
| | 1.3 | Agenda Review | Chair Sheila Clough |
| | 2 | Information and Discussion Items | |
| 11:40 | 2.1 | Background Information and Updates on Amended Provisional Plan: Toward a <i>(More)</i> Resilient SOU | President Rick Bailey |
| 12:10 | 2.2 | Public Comment Listening Session | |
| | 2.2.1 | Invited Public Comment: Associated Students of Southern Oregon University | Sophia Smith, ASSOU,
President |
| | 2.2.2 | Invited Public Comment: SOU Faculty Senate | Dr. Dennis Slattery, SOU,
Faculty Senate Chair |
| | 2.2.3 | Invited Public Comment: Staff Assembly | Stephanie Hanigan, SOU,
Staff Assembly Chair |
| | 2.2.4 | Invited Public Comment: Associated Professors of Southern Oregon University | Dr. Melissa Anderson,
APSOU, President |
| | 2.2.5 | Invited Public Comment: SOU Service Employees International Union (Sub-local 84) | Sage TeBeest, SEIU,
President |
| | 2.2.6 | Other Public Comments | |

Wednesday, August 27, 2025
11:30 a.m. – 1:30 p.m. (or until business concludes)
Virtual Meeting
Zoom: <https://sou.zoom.us/j/84580894689>

AGENDA (Continued)

1:00	2.3 Board Discussion of Amended Provisional Plan	Chair Sheila Clough
1:30 p.m.	3 Adjournment	Chair Sheila Clough

Background Information and Updates on Amended Provisional Plan: Toward a (*More*) Resilient SOU

HECC Collaborations, August 2025: Legislative Outcomes and New Strategies to Drive Opportunity

Oregon Higher Education Coordinating Commission sent this bulletin at 08/14/2025 02:35 PM PDT

Having trouble viewing this email? [Click here to view it as a web page.](#)



HECC Collaborations

Recent initiatives and activities of the Higher Education
Coordinating Commission (HECC)
August 2025



Photo by Allison Shelley/Complete College Photo Library

2025 Legislative Outcomes and New Strategies to Drive Opportunity

Message from Executive Director Ben Cannon

I hope you are all enjoying this beautiful Oregon summer.

In this month's newsletter, we shine a spotlight on key outcomes from the [2025 legislative session](#). **Faced with a challenging budget environment, the Governor and Legislature largely funded the cost of sustaining current service levels for postsecondary programs.** Similarly, while the Legislature did not make major changes to higher education policy, several new laws will impact how we serve Oregonians (read more in our summary below).

A largely current service level budget for 2025-27 means that Oregon will continue to educate tens of thousands of learners every year with credentials and degrees that strengthen their future. At the same time, **this budget places considerable strain on higher education institutions and learners.** It is a demanding time for many in higher education, with numerous Oregon institutions considering or in the midst of budget cuts, and the system as a whole responding to a fast-changing federal landscape.

Turning to federal issues, we are pleased to report that some of the deep cuts to Pell Grant eligibility that Congress considered in early versions of the federal reconciliation bill (HR 1) were not adopted. In fact, the final bill expanded Pell eligibility to students enrolled in workforce certificate programs, and we look forward to working with the Governor to make program eligibility decisions between now and next summer. However, HR 1 will have other impacts on affordability, including by imposing new limits on student loan eligibility. And HR 1's impact on the state as a whole is serious and deeply concerning. Governor

Kotek [announced this week](#) that **the federal reconciliation bill is expected to result in billions of dollars in federal funding cuts to Oregon in coming years** through reduced health insurance coverage, food benefits, and other programs that Oregonians depend on. These cuts are also expected to have extensive ripple effects on an already strained state budget.

As we work with state and institutional partners to navigate these challenges, our primary focus continues to be on our vision and actions to foster opportunity. **Postsecondary education remains an economic engine and the key to a better future for Oregonians across the state, and we are proud to work with an unwavering commitment to drive equitable opportunity for all.** In connection with our new Strategic Plan, we are excited to be **considering several new initiatives** to amplify the transformative impacts of postsecondary education, and we look forward to collaborating with many of our partners on these in the coming year.

I'll conclude by sharing that a personal highlight for me this month was joining Clackamas Community College President Tim Cook for a 62-mile stretch of his epic run across Oregon, where he ran nearly [1,500 miles to all 17 community colleges, raising funds for student basic needs](#). Not only was this an amazing fundraiser that drew attention to the serious issue of basic needs insecurity among college students, it was also a heartening reminder of the spirit of generosity and commitment to Oregon learners that is so clear in Oregon's education communities.

Thank you, as always, for your engagement.

How to save small colleges from financial collapse

Op-ed

By: **Chester Moyer** August 21, 2025

As colleges and universities prepare for the new school year, many are facing as significant an operational challenge as they've ever experienced.

Macroeconomic factors are crashing hard against schools' financial realities, and those that find themselves unprepared now have to make difficult decisions that may upend the landscape of higher education.

The financial warning signs have been flashing for years; schools that have been steadily creeping towards an enrollment cliff now find themselves facing these challenges head on, no longer able to cover their expenses with tuition and student fees.

Part of the issue is the broader economic and political environment; the expanded vetting of student visas has led many international students to rethink their fall plans, while high interest rates make student loans more expensive and inflation is making daily school operations more costly.

It's a struggle for everyone, but smaller schools in particular—those with fewer than 1,500 students and lower annual revenue—are the ones now facing particularly significant budgetary gaps. In analyzing the finances of schools across the country, it's these small, nonprofit colleges with less than \$30 million in annual revenues that reported a collective loss in 2024, compared to larger schools that saw significant gains.

Overly optimistic budget projections

Now, these small schools are facing a full-blown financial crisis, operating in the red to keep the lights on, with as much as a 50% budget shortfall in some cases.

It's a result of overly optimistic budget projections that haven't been sufficiently scrutinized. Higher education institutions have historically been able to rely on a rhythmic cash flow; fall enrollment brings a new wave of tuition fees in, which helps cover the expenses for the year.



Save for minor adjustments to tuition costs, as long as the number of students showed slight growth, schools generally had no reason to be concerned. Even if there was a smaller 10% or 15% budget gap, the school could adjust its admission requirements to increase the number of admitted students to boost enrollment numbers and keep its books healthy.

What's changed in the last few years is the attitudes and dynamics driving students in higher education. State-run flagship universities are generally growing compared to smaller private colleges, as students opt for larger institutions with more amenities and academic programs and many times an initial sticker price lower than the private alternatives.

As an increasing number of high school graduates are thinking twice about the cost of a degree, the pool of students looking to attend small, private colleges is shrinking.

Already, we're seeing the fallout. Since 2020, 81 schools have closed or merged, a figure that would undoubtedly be higher were it not for the billions of federal dollars schools received during COVID from programs like the Higher Education Emergency Relief Fund. Between 2020 and 2022, while enrollment went down, revenues at these small schools went up, masking operational shortfalls.

While some schools were able to leverage this cash safety net to better position themselves post-pandemic, others did not—meaning these schools have to act quickly if they're going to make it.

It's not an easy task.

The difference between the institutions that are going to survive this moment and the ones that won't will come down to an involved and informed board governance. Overly large or ceremonial boards that have a bias towards nostalgia will find it hard to make the critical decisions on the timeline needed to save a school.

Building something sturdier

Meeting this moment means that everyone in leadership—from school presidents, board members, administration and staff—needs to take off any rose colored glasses clouding their view.

Do schools have a realistic enrollment projection to base their decisions on or are they looking at overly optimistic forecasts? Are there people on the financial team capable of delivering bad news, and is the board willing to ask uncomfortable questions?

Every option needs to be on the table right now as schools consider both what they need in the short-term, to keep the school operating, as well as in the long-term to build a path towards fiscal sustainability.

Some schools are reviewing restrictions on their endowment for any flexibility to cover 2025 budget gaps, while simultaneously making plans to sell off various assets and portions of

campuses. Schools are merging or combining programs with neighboring institutions, while making plans to add graduate and doctoral programs to drum up revenue.



It's not going to be just a one-time solution that helps schools get out of this budget hole, but a combination of structural changes to how these small colleges are operating, transforming what these schools have historically been into something different.

Not every school wants to make that change, and not every school will. We're going to continue to see an increase in the number of institutions folding as the landscape of higher education adjusts to these new market realities.

But for those who want to continue, the path to do so is there. Leadership has to be bold, they have to be transparent, and they need to be realistic about what they're up against—but these schools are not alone. The nature of higher education is such that these institutions have built a community around themselves that they can now lean on.

The financial pressures won't go away, but schools that are willing to face their challenges head-on can build something sturdier from what remains.



TOWARD A (MORE) RESILIENT SOU

AUGUST 2025





- Oregon's **support** for public universities (46th/50 states)

- **Federal** uncertainty

- ✓ Medicaid
- ✓ Pell Grants, student loans, student work study, TRIO, McNair
- ✓ Supreme Court decision on Presidential Bureaucratic Authority

- Fall 2025 **enrollment**

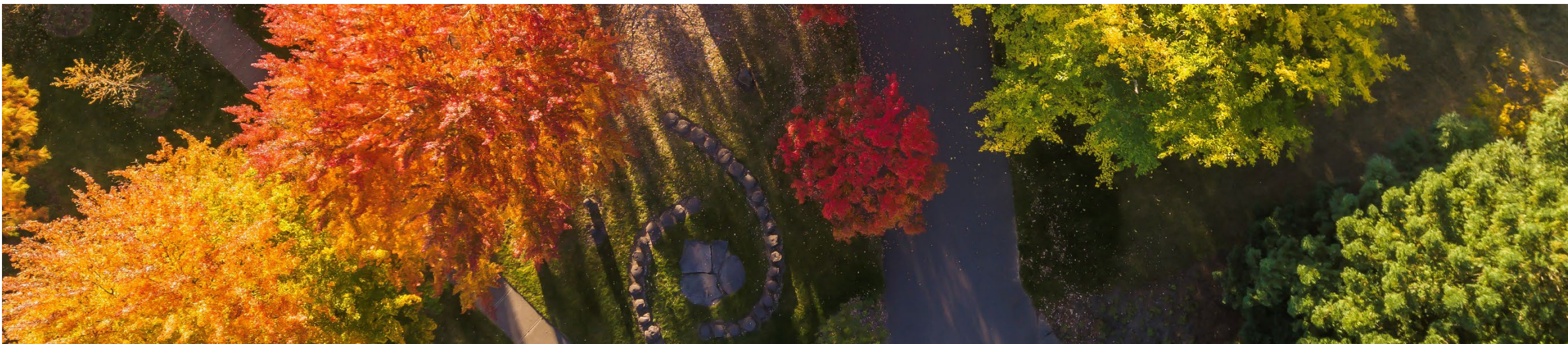
- Consistently low first-year **retention** rates

- Consistent **graduation** rates

- **Rising** costs



SOU
Higher
Education
Landscape



Financial Exigency as a Pathway

- Contractual term
- Mechanism for transformation
- SOU is not closing and is not bankrupt

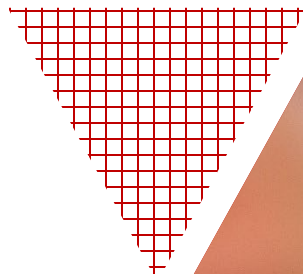


A Paradigm Shift with Strategic Plan

- What does it look like when students are thriving?
- What does it look like when team members are thriving?
- What does it look like when the institution as a whole is thriving?

VISION

- More Focused (Less Comprehensive)
- More Responsive (Economy, Workforce)
- More Resilient (Enrollment, Student Success, Competitive Compensation, Reserves)





Evaluation Criteria

DECREASE COST

- Quality of programming
- Salary savings
- Employee morale & quality of life
- Damage or negative impact to other programs
- Efficiency
- Impact on S & S budgets
- Institutional reputation
- Impact on workload
- Streamlining of complex programs and functions
- Alternative funding resources

INCREASE REVENUE

- Recruitment
- Retention
- Reputation
- Return on investment
- Impact on workload
- Revenue generation and diversification



Efforts Underway

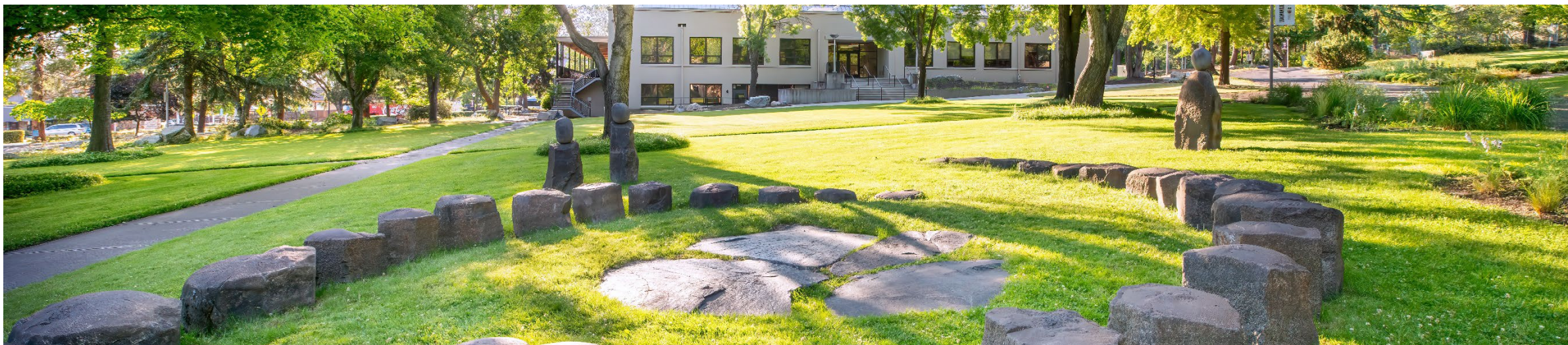
- Hiring Modified Freeze
- Service and Supply Budgets
- Transfer to Non-E&G Funding
- Discussions with SEIU and APSOU



“The best way
to predict the future
is to invent it.”“

- Alan Kay





Questions

Draft of Amendments to Provisional Plan

School/College	August 1, 2025 Original Provisional Plan	*August 25, 2025 Amended Provisional Plan	Rationale for the Change	Administrative Notes
* Numbered items in "August 25, 2025 Amended Provisional Plan" column correlate to the numbered, highlighted cells on the Crosswalk document below				
School of Business	Reduce HCA to a minor	1. Maintain HCA as a major	The impact to maintain a major over a minor is negligible in this case. Program viewed as primary to serving the needs of the region. HCA will be pulled into business and administered by the Chair; administrative release adjusted accordingly: 4 ELU release for community connection maintained	Positive impact - reducing the administrative release from 8 ELU to 4 ELU
	Maintain Marketing minor	2. Eliminate Marketing minor	Enrollment in the minor is very low; with the total FTE reduction in Business, we want to maintain focus on majors	Reduced administrative costs associated with managing the minor
	Eliminate the CAFÉ certificate program	3. Maintain the CAFÉ certificate program	With the elimination of the Mathematics major, this certificate will be important for students wanting to pursue accounting, finance, & economics	Negligible
School of Education	Decrease complexity of Ed. Studies	4. Ed. Studies to limit offerings to three concentrations	Concentrations (SPED/Elementary licensure, or holistic) still meet regional needs	Positive impact - reducing the administrative release. Will increase course-fill rates.
	FTE: Current = 13; Proposed = 11	FTE: Current = 14; Proposed = 12	Miscalculation in the Original Provisional Plan - current FTE is actually 14, not 13	None

School/College	August 1, 2025 Original Provisional Plan	*August 25, 2025 Amended Provisional Plan	Rationale for the Change	Administrative Notes
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College of Natural & Social Sciences	Biology department split into two components, clusters to be called Health Sciences and Natural Resource Sciences	5. Biology department clustered with ESPS and Chemistry. One Science Building department. OAL and HEX combined	The proposed clusters would have combined departments across campus where lab space constrains movement of faculty and classes. The maintenance of these administrative units simplifies course delivery. A Center for Health Sciences will be created to coordinate Health Science efforts	None
	Eliminate Ecology & Conservation Major	6. Retain Ecology & Conservation Major	All courses in major were already scheduled to be taught in either the Biology or ESPS majors.	Possible retention of students in this major
	Eliminate Outdoor Adventure Leadership Major	7. Retain modified version of Outdoor Adventure Leadership undergraduate major	Curriculum revisions identified by the OAL program permits delivery of the major with fewer faculty. The major will now draw on courses from existing majors while eliminating low-enrolled upper-division courses	Possible retention of students in this major
	Eliminate Human Service Major	8. Retain Human Service Major	All coursework in the major is retained in the Psychology or SOAN majors. The only exception to this was a sequence exclusively for Human Service Majors. This sequence will be removed from the program of study	Possible retention of students in this major
	No Mention of changes to Native American Studies minor but identified 1 FTE reduction	9. Establishes a new Center in the field of Native American Programs under the Provost's Office and maintain the NAS minor as it currently exists	Increases visibility and effectiveness of NAS coursework, research, and outreach	Increases costs by 1 FTE from original plan

School/College	August 1, 2025 Original Provisional Plan	*August 25, 2025 Amended Provisional Plan	Rationale for the Change	Administrative Notes
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College of Natural & Social Sciences (coninued)	Eliminate Economics Major	10. Retain a modified Applied Economics major with interdisciplinary ties to math	Economics faculty built a new curriculum for 1.66 FTE that leverages the courses that would be offered in an economics minor paired with math, computer science, an environmental science courses to build a stronger interdisciplinary degree	Possible retention of students in this major
	Retain Mathematics Major	11. Eliminate Mathematics major	The SCH generated by mathematics is primarily from lower-division math courses and ASC courses. Major headcount is too low to continue offering the major in its presents form. A revised major idea is in consideration modeled after the Applied Econoimcs major idea but at this time the program will be maintained as a minor	Reduces Math Faculty by 1 additional FTE or two total FTE over present faculty count
	Combine GSWS Major, NAS Minor, and ERS Certificate into one minor	12. Maintain GSWS as a stand-alone minor	Although retaining coursework in the field of GSWS is essential, major headcount is too low to justify ongoing low enrolled courses. Focus will be placed on minor and community trainings. Curricular changes will be needed in both in order to remove low-enrolled courses and manage reduced FTE	Cost savings associated with moving a portion of 1 FTE to endowment funding and earned revenue

School/College	August 1, 2025 Original Provisional Plan	*August 25, 2025 Amended Provisional Plan	Rationale for the Change	Administrative Notes
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College of Natural & Social Sciences (continued)	Combine GSWS Major, NAS Minor, and ERS Certificate into one minor	13. Retain ERS certificate	Coursework exists on-campus to offer the certificate. Merging confuses coursework and makes it difficult to retain foundational substance. Curricular changes will be needed in both in order to remove low-enrolled courses and manage reduced FTE	None
	Adds a major in Data Science and Minor in Pre-Engineering	Removes Data Science Major and Pre-Engineering Minor	This major and minor do not exist. It reflected thoughts on how retained coursework and FTE could be deployed in this growing field. Work will continue to build toward this possible area in the future	None
	Five named departments in CNSS	Five named departments in CNSS with slightly different names	Discussion with faculty and changes to plan led to re-titling of departments to: Behavioral Science, Computational and Data Science, Social Science, Health Exercise & Adventure Science, Biological Environmental & Chemical Science	None
	FTE Current: 67.5, Proposed FTE: 58.5	FTE Current: 68.5; Proposed: 59.69	Corrected initial data to include new HEX hire. Corrected proposed based on above changes	Increases overall FTE by 1.19 above initial plan.
College of Arts & Humanities	Eliminate EMDA major	14. Retain EMDA major	Program has strong enrollment; EMDA faculty will work collaboratively across disciplines on curricular revisions to eliminate low-enrolled required courses, increase efficiency and reduce redundancy of foundational courses across multiple majors.	None

School/College	August 1, 2025 Original Provisional Plan	*August 25, 2025 Amended Provisional Plan	Rationale for the Change	Administrative Notes
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College of Arts & Humanities (continued)	Eliminate Creative Writing BFA	15. Retain Creative Writing BFA	Program is unique in region; CW faculty will work on curricular revisions to eliminate low-enrolled electives, require some ENG courses, add new courses on industry-related and popular topics, and reform studio courses for increased efficiency.	None
	Master of Theatre Studies (MoTS) graduate program not addressed	16. Retain MoTS program	Program was unintentionally left out of plan.	None
	Minors listed: EMDA, SPAN, ASL, and Music	Minors listed: Communication Studies, Digital Cinema, English	New list addresses existing minors that will continue in the college; note: CAH has 40 certificates that have not been reviewed yet — faculty will review those in Fall, with some retained, some modified, converted to minors, and others possibly eliminated.	None
	FTE: Current = 48.5; Proposed = 38.5	FTE: Current = 49.33; Proposed = 39.33	Miscalculation in the Original Provisional Plan.	None

Crosswalk

School / College	Department Restructure	Majors	Minors	Certificates	Current FTE	Recommended FTE	Metrics / Benchmarks	Program Eliminations	Notes
NOTE: Numbered items in the highlighted cells correspond to the numbered notes on the Amended Provisional Plan draft									
SoB									
	Simplify program offerings	Business Administration	Business Administration	Business Analytics	14	12	Simplify business administration, concentrations into management and accounting	BAS in Management	1 Professional Faculty elimination
		1. HCA		Accounting			Revise healthcare administration curriculum to include courses that are already taught across campus, and do not require upper division courses that are only for the major and could potentially be low-enrolled	BS in Sustainable Tourism Management, Tourism Mangement Minor & Certificate in Sustainable Tourism	0.5 FTE to ESPS
	Expand curriculum	INL		3. CAFÉ			Goal to expand the program and reimagined elements to simplify delivery, but expand the reach with a new curriculum approved by the end of AY26-26	eSports Management minor	0.5 FTE to Philosophy
		MBA					CAFÉ certificate needs to adjust economics course requirements to other required courses	Financial Mathematics Major	
								2. Marketing minor	
SoE									
	Simplify program offerings	4. Ed. Studies conc: SPED, Licensure, or Holistic	Education	Review of all certificates & micro-credentials	14	12	Simplify all concentrations	ESOL Endorsement	Eliminate 2 vacant faculty lines
		Early Childhood Development					Replace TESOL with a concentration out of existing courses in Ed, Psych, and CCJ for a child and family advocacv concentration	Ed Studies: TESOL Concentration	
		MAT					Ensure all certificates exist within new majors, and there is no extra release associated with certificate programs	TESOL Certificate	
		MSEd						MAT Accelerated	
		PAL, Teaching added endorsements						ASD	
								ASD/ABA	
								MSEd: C&I STEM	
								Undergrad Single Subjects Licensure (Spanish to be eliminated)	
								SPED Minor	
								ECD Minor	
CNSS									
	5. Biological, Environmental, & Chemical Science								
		Biomedical Science	Biology	Pre-Nursing	15	13	Chemistry curricular changes to align with Health and Natural Science degrees	Eliminate Chemistry major	Eliminate 2 Chemistry & Physics department faculty lines
		Biology	Chemistry	Biomedical Research					Eliminate 0.5 ESPS faculty; 0.5 FTE added from Business faculty
		6. Ecology & Conservation	Sustainability	Lab Science					
		Environmental Science & Policy	Environmental Science & Policy	PA and Chiro					
		Sustainability		Dental and Optometry					
				Pre-vet					
				Pre-Med					
				Evauate all certificates in the					
	Health, Exercise, & Adventure Science								
		Health & Exercise Science	Outdoor Adventure Leadership	Evaluate all certificates in the majors	9.5	7.5	OAL to continue major and minor with 2 FTE only; curriculum revisions to include business, environmental science, education, and behavioral health courses	OAL Master's degree	Eliminate 2 OAL faculty
		7. Outdoor Adventure Leadership	Health Promotion						
			Health & PE Teacher Education						
Social Science									
		History	Economics	13. Ethnic & Racial Studies	19	14.46	ERS to contribute to ASC partnerships	Current Economics major replaced with streamlined interdisciplinary major.	Eliminate 1 SOAN faculty; 1 faculty retirement (Pol-Science);
		Sociology & Anthropology	Criminal Justice	evaluate all other certificates in the majors			Human Service curricular changes to eliminate HS-only low-enrolled courses, build on existing courses only and supports RCC partnership	International Studies Major & Minor	.27 FTE reduction - CCJ
		Criminology & Criminal Justice	History					Gender, Sexuality, & Women's Studies Major	9. Move 1 NAS faculty line to Center for Native American Programs
		8. Human Service	12. Gender, Sexuality, & Women's Studies				GSWS curriculum revisions to decrease the administrative work of the minor	Social Science Minor	.27 FTE reduction - SOAN
		10. Applied Economics	Sociology & Anthropology					Latin American Studies Minor	Curricular review
			Military Science					Power & Politics Major	.27 FTE reduction - SOAN;
Behavioral Science									
		Psychology	Psychology		14	14			
		Clinical Mental Health Counseling							
Computational & Data Science									
		Computer Science	Mathematics	Data Analytics	11	9		11. Mathematics major	Eliminate 2 Math lines (math ed and UD concentrations)
			Computer Science	Web Programming				Applied Statistics minor	

School / College	Department Restructure	Majors	Minors	Certificates	Current FTE	Recommended FTE	Metrics / Benchmarks	Program Eliminations	Notes
NOTE: Numbered items in the highlighted cells correspond to the numbered notes on the Amended Provisional Plan draft									
CAH									
	Creative Arts								
		Art			9.8	6.8			Eliminate 1 vacant EMDA faculty line
		14. EMDA					EMDA curricular revisions to increase efficiency and reduce redundancy of foundational courses		Eliminate 2 CW after 12/27
		15. Creative Writing BFA					Curricular revisions to teach with only 2 FTE, eliminate low-enrolled electives, require ENG courses, focus on industry-topics, and reform studio courses for increased efficiency.		
	Communication, Media & Cinema								
		Communication BA/BS	Communication Studies		7.75	7.75		Media Innovation BA/BS	
		Digital Cinema BA/BFA	Digital Cinema						
	LLP								
		English BA	English		16.78	10.78		Ethics Minor	Eliminate 1 vacant Spanish faculty and 1 Spanish retirement lines
		Spanish Language MA					Evaluate the SLI profitability	Rhetoric & Reason Minor	Eliminate 2.5 1st-year seminar faculty lines
								Spanish Language & Culture Major	Eliminate 1 vacant Philosophy faculty line; 0.5 FTE coming to PHL from Business
								Philosophy minor	Eliminate 1 English retirement
	Theater								
		Theater BFA			9	9	Curricular streamlines and benchmarks to meet conditions of the SOU Forward Theater Plan	Review certificates to consider whether any should be eliminated or go back to minors.	
		16. Master of Theater Studies					Evaluate the MoTS profitability		
	Music								
		Music BA			6	5	Work with NASM accreditation on a withdrawal timeline/implement revised curriculum Fall 2026	Review certificates to consider whether any should be eliminated or go back to minors.	1 faculty retirement 12/31/2025
		Music Industries & Production Studies							
Honors College									
	Move Director to History Faculty line	0.5 time to teach	0.5 time to direct honors program		1.5	0.5	Transition Honors Program to be embedded in the majors	Stand-alone Honors College	Eliminate 1 faculty line (0.5 adjunct, 0.5 Director)
Library									
					6	6			Eliminate 2.33 vacant staff positions
									Hannon Library will undergo comprehensive program review to establish an operational structure that reflects the needs of the \$60 million university that we are creating
Center for Native American Programs									
	Center for academic, student, and native nations collaboration and work		Native American Studies		0	1			Native American Studies faculty and Native Nations Liaison to co-lead the Center; NNL to report to President for government relations work; faculty and NNL report to Provost for academic and student work
				Total	153.33	128.79			
				Faculty eliminations	24.54				

Public Comment Listening Session

- **Invited Public Comment**
- **Other Public Comment**

Board Discussion of Amended Provisional Plan

Adjournment