



SOUTHERN OREGON UNIVERSITY

# **Final Plan for a Sustainable SOU**

**March 12, 2007**

**Southern Oregon University  
Final Plan for a Sustainable SOU  
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## Executive Summary

Since early October, many people have worked to align SOU's expenses with its revenues, to address a budget gap of \$4M. We worked hard to do so in a consultative manner that also complies with contractual agreements. When you review this plan, you will see significant changes between this and the provisional plan published last month. These changes reflect input from many people on and off campus.

I am proud of how many people contributed to this process. The white papers I received, the forums that were hosted, and the input from every side of our campus community and beyond helped us craft this budget plan. The plan meets our targets and projects our emergence in FY 2010 as a sustainable University with adequate reserves. This is really a triumph for SOU.

On the academic side, essentially every element in Academic Affairs was examined. Most areas are taking budget reductions. In all, 22 academic programs are being reduced, resulting in a loss of approximately 24 faculty FTE. Departments and deans worked out savings based on current and upcoming retirements, bridging the savings out through 2009-2010. They also re-thought curriculum with the knowledge that faculty who are leaving will not be replaced. Departments and deans worked across disciplines to provide exciting new curricular opportunities for students. These conversations are ongoing.

Among the changes between the provisional plan and this final plan are the following:

- German is the only major eliminated in the final plan. Geography and Geology are maintained as tracks with a common degree program.
- The printmaking program is retained.
- The Women's Studies program is maintained.
- The final plan covers three budget years. This strategy allows units to make temporary adjustments in the first to years to bridge to permanent cuts through retirements in the third year.
- Moving tenured faculty to USEM to enhance recruitment and retention initiatives resulted in reducing tenured professor layoffs to zero and tenure-track layoffs to 1.5 FTE.
- Department mergers will reduce the number of academic departments from 23 to 14.
- The Honors program will be reduced but not eliminated, and a planning group for Honors will be initiated.

- New program synergies have been developed in a Digital Foundations sequence for art, applied multimedia, communications (photojournalism), and CS students; in Environmental Studies; and Creative Writing and Shakespeare Studies.

The creation of a College of Arts and Sciences is the most ambitious piece of the Academic Affairs plan. The idea of forming a College from three Schools came from creative faculty who wish to strengthen the focus and increase the visibility of SOU. They want the university's structure to underscore its mission to provide a strong foundation in areas such as communication, critical thinking, and problem-solving--a foundation that prepares students effectively for whatever future they choose.

Other reorganizing concepts came forward as well. Some put departments in three or four schools of approximately equal size. These plans added departments to Business and Education, arguing that a large College of Arts and Sciences would be unwieldy. Yet other groups and individuals proposed eliminating disciplinary units as we know them, arguing that a more interdisciplinary focus creates strong synergies among students and faculty and more effectively addresses real-world issues than do traditional academic units.

In discussions across campus, most participants agreed that SOU's curricula must help prepare students see the world from multiple viewpoints, solve problems that cross disciplinary boundaries, take joy in learning and in exploring ideas that are unfamiliar and uncomfortable, and become skilled in using new and old modes for acquiring information and distilling information into knowledge.

As evidenced in universities around the country, a College of Arts and Sciences can provide structure for such preparation. Through department and program mergers, SOU will obtain efficiencies of management while creating increased areas of potential collaboration. Discussions concerning future reorganization and changes can continue as strategic and curricular planning continue; however, to meet immediate budget goals, decisions had to be made now as to the overall configuration of the academic areas.

Fusing three schools into one College will take thoughtful work. The Provost will discuss with the Academic Senate a process for appointing an acting dean of the College. I will provide formal notice to our Chancellor and Board regarding our proposed change in structure. We will create a steering committee to provide guidance and track efforts as the College comes together. And we'll need focused work groups, including a group to examine Honors, to identify issues and solve problems with regard to bringing the College together.

The new College will be born on July 1, 2007. We'll need to have catalog changes and other work done by then—so the task is significant but not impossible. I look forward to working with many of you here today on this exciting project.

As outlined in the provisional plan, Finance and Administration is reducing staff and service and supply budgets. The cumulative effect results in a projected savings over

\$834,000. Institutional Advancement's plan to reduce by \$88,000 remains the same as outlined in the provisional plan. Also as noted in the provisional plan, Student Affairs has worked to create a "one stop" Enrollment Services Center—restructuring and co-locating Admissions, Financial Aid, Registrar, and Business Services. Their plan includes \$373,550 in staff and S&S reductions.

By more fully integrating SOU academic support services in a single physical location, we can achieve significant improvement in service quality and enhance efficiency and effectiveness of service delivery. The Enrollment Services Center complements the upcoming development of a web portal, which provides the same convenience via technology. In addition, budgetary savings will be achieved through reorganization and cross-training of staff, resulting in greater efficiencies and effectiveness in serving students.

This budget plan presents a less painful approach than what was unveiled in January. This final plan was made possible by many long hours of hard work by our deans, chairs, and Provost as well as by UPC, APSOU and many of you. Great minds came together for a better solution for SOU.

However, this is only a beginning. We have much yet to accomplish. Over the next 18 months we will work consultatively on an array of efforts to build a foundation for SOU's progress.

I thank the many, many people who have contributed to this process over the past six months. The amount of work and the levels of collegiality and creativity have been remarkable. I am convinced more than ever that we will be successful in creating a new—and sustainable—SOU.

Mary Cullinan  
President

## I. Academic Affairs

### Achieving Savings and Strengthening Programs in Academic Affairs

In Academic Affairs the opportunity to “rethink” SOU opened doors to program integration and reorganization as well as aligning curriculum and resources with enrollments. The result is a plan that honors SOU’s commitment to the region while sustaining programs whose reputation extends far beyond the region. A new College of Arts and Sciences will enable SOU to realize the promise of its commitment to interdisciplinary studies. Bringing related departments together will both reduce administrative overhead and foster synergy. The reorganization of Extended Campus Programs, including the transfer of the administration of Summer Session to the College and Schools, will enable the College and the two remaining schools to integrate program offerings and focus more on student needs.

Overall, the reshaping will result in a sustainable budget for Academic Affairs that will enable the division to focus on quality and strategic growth.

Every element of the Academic Affairs Division has been examined. Twenty-two academic programs will have budget reductions. Seven more were considered for reductions and strategically exempted from reductions. Due to the size and complexity of their operations, the reductions fall most heavily on the three schools that will become part of the College of Arts and Sciences. Opportunities for merging departments and streamlining programs were the greatest in these schools.

The Schools of Business and Education took a different approach to achieving a balance between expenses and revenues. The roles of graduate programs in Business and Education differ from those of the other three schools. Business and Education are smaller; they have strategic commitments to professional communities; and they each have a very different set of entrepreneurial opportunities. The plan for each of the two smaller schools is more of a strategic vision and positioning statement than a budget-cutting plan. Each argues for the use of resources to achieve gains and additional revenues without significant reductions in staff.

Taken as a whole, the final plan for Academic Affairs achieves budget reduction through refocusing and resizing the elements of the division. The plan will enhance the ability of the division to serve the mission of the university.

Moreover, in moving forward, processes within the Academic Affairs Division have followed the requirements of SOU’s agreement with APSOU. The following is an excerpt from this agreement that outlines these requirements:

*APSOU Contract*

*Article 11, Retrenchment*

*Section E. Development of the University Retrenchment Plan*

1. *Following the declaration, the President will develop a provisional plan with consideration of the following:*
  - a. *Institutional guidelines and mission;*
  - b. *University admission patterns, historical, current and projected;*
  - c. *Department Chairs' and Deans' evaluations of the curriculum staffing needs for the next biennium for each school;*
  - d. *By school, the number of sabbaticals, retirements and other personnel requests that require consideration for staffing;*
  - e. *The dependence of other programs within the University on the programs in the school;*
  - f. *The ability of existing faculty to cover courses in other programs in the school;*
  - g. *The possible reconfiguration of majors or programs of study;*
  - h. *Balance between academic programs and other services.*

### **Criteria for Program Reduction or Elimination**

After a broadly collaborative effort to reduce costs in the Academic Affairs Division by seeking efficiencies in the curriculum and eliminating administrative costs, it became apparent that further steps would be necessary to achieve a 10% reduction in the \$28M budget of Academic Affairs. Among these steps was a proposal to combine the Schools of Arts & Letters, Sciences and Social Sciences into a College of Arts and Sciences. The new organization was suggested by faculty and has been developed by the deans. This plan includes the initial formation of the College with resulting savings. Some department mergers within the College are also included in this plan. However, the full realization of the potential of this reorganization will occur over the next year as the faculty consider these opportunities.

The second of these steps is the reduction or elimination of a number of academic programs to allow SOU to refocus its resources on the remaining programs. The Provost directed the deans to identify candidates for reduction or elimination based on the criteria below. The University Planning Committee (UPC) reviewed the criteria, as did the deans. After the inclusion of suggested revisions, UPC voted to approve the criteria to be used to evaluate programs being considered for reduction or elimination.

While this plan must, of necessity, reduce programs and budgets, the objective of the work is to strengthen SOU. The University must offer a strategically appropriate array of programs that addresses regional needs and the needs of our students. However, in order to sustain the University's capability to serve the region, SOU must bring its costs into line with its revenues. The following criteria were used to evaluate programs for continuation or elimination.

## Criteria

- The fit with SOU's strategic identity, e.g., whether the program builds upon characteristics of the region that support a distinctive identity; whether there are regional needs specifically addressed by the program.
- Enrollment trends in the program, i.e., number of majors and minors, number of degrees, minors and certificates awarded annually, SCH from all sources.
- Contribution margin of the program.
- Class sizes.
- Grants and gifts generated by the program.
- Impact on other programs.
- Quality of the program's outputs, e.g., record of graduate employment/placement in graduate school, scholarly activity, retention/graduation rates, effectiveness in meeting program's learning objectives, relevance to regional needs, program recognition for innovation and excellence among peers.

The Executive Council considered the balance of contributions and costs in determining which programs should be recommended to the President for reduction or elimination. Each program was evaluated in light of changes being made to increase cost effectiveness and with an understanding of the role of the program in SOU's new academic organization.

## Programs Considered for Reduction or Elimination

The following table lists programs whose numerical measures suggested that a close review was necessary as part of the development of a plan for program reduction and elimination. In the table, a "check" means that the program meets the column criterion. 1.67 is the average SOU contribution margin. Ten degrees is an arbitrary figure. Some programs (for example, Foreign Languages) have multiple options.

The task for deans was to use these data as a starting point for developing a list of programs to be considered for reduction/elimination. A program, per the APSOU agreement, is a unit of the curriculum with a prefix. In some cases where there is a strategic agenda that leads to a commitment to maintain a small, expensive program or a program whose structural costs depress the contribution margin, the need to affirm the case for continuing this program as it is or as we intend it to be was considered.

Department	< 10 Degrees Awarded	SCH Decline > Avg	Contribution Margin < 1.67
<b>Group A</b>			
Geology	✓	-3.49	1.25
Math +	✓	+0.89	1.62
Physics	✓	-1.13	1.91
Music	✓	✓	1.11
Economics	✓	+1.27	1.50
Geography	✓	✓	1.59
<b>Group B</b>			
Art +	41	✓	1.87
CIS	29	✓	1.51
English +	30	✓	1.14
History	31	✓	1.65
Philosophy	No major	✓	3.23
Women's St.	No major	✓	1.14
MiM	15	✓	1.79
Education	223	✓	1.28
HPE +	34	✓	1.73
<b>Group C</b>			
Honors	NA	?	1.23
Native Am. St.	No Major	?	1.33
Int. Studies	8	?	1.59
Env. Studies	22	?	1.08
For. Lang.	16	-2.71%	1.45
Theatre	23	-3.53%	1.22
Biology +	32	+0.87%	1.35
Chemistry	13	-1.67%	1.14
	<b>Can we afford major?</b>	<b>Program offerings meeting student needs? Marketing?</b>	<b>Look at costs.</b>

## The Provisional Plan

On January 22, a provisional plan was released for program reduction and elimination, addressing SOU's need to reduce annual expenses by \$4M. This plan focused on activities funded in "Budgeted Operations." The plan included budget savings in every division.

In accordance with the terms of Article 11, Section D of the APSOU agreement with the University, program managers of academic programs that were targeted for reductions or elimination in the provisional plan had the responsibility to respond in writing to the Executive Council (with a copy to the University Planning Committee) via the dean of the school by February 19. Responses included a statement that described how the targeted reductions would be accomplished. Responses could also include arguments against the recommendations included in the plan and/or alternative ways to achieve the dollar savings and program improvements associated with the proposed reductions/eliminations.

Responses to the provisional plan had to include an implementation plan that identified:

- Specific positions to be eliminated.
- How retirements or resignations might be involved in absorbing the reduction.
- Any proposed reassignment of a faculty member whose position would be eliminated.
- The consequences of a reassignment, e.g., a tenured faculty member would be reassigned to the University Seminar and a professional track faculty member would not be rehired.
- The endorsement of the program manager whose program would be affected by the reassignment of a tenured/tenure track faculty member.
- What program changes would be made to absorb the reductions with the least negative impact on students, i.e., reductions in elective choices, narrowing of program options, etc.
- The impact of the proposed implementation strategy on other programs.
- The dollar savings that would be achieved by the recommended implementation plan.

Arguments for exemption from reduction or elimination had to:

- Address the criteria for program reduction or elimination cited in the provisional plan.
- Speak specifically to the arguments supporting the recommendation in the provisional plan.

The deans added an endorsement with their recommendation for action on the proposed implementation strategy. The Executive Council considered the responses of program managers and the deans' endorsements in coming to a recommendation to the President for the final plan.

## **Recommendations: Differences from the provisional plan**

The release of the provisional plan was followed by a comment period that enabled people to respond to the plan through a variety of media. Over 400 written comments came in during this period.

The final recommendations were developed by the Executive Council after consulting with the deans and reviewing all the input received during the comment period. Comments included messages sent to the President and Provost, comments in the web-based discussion site, formal input from AP:SOU and the University Planning Committee, responses of program managers to the provisional plan, and numerous face-to-face conversations and meetings.

As a result of this extensive consultation, many changes were made that are reflected in this final plan. These changes include efforts to reduce the negative impact of cutbacks. Among the changes are the following:

- German is now the only major eliminated in the final plan. Geography and Geology are maintained as tracks with a common degree program.
- The printmaking program is retained.
- The Women's Studies program is maintained.
- The final plan covers three budget years. This strategy allows units to make temporary adjustments in the first two years to bridge to permanent cuts through retirements in the third year.
- Moving tenured faculty to USEM to enhance recruitment and retention initiatives resulted in reducing tenured professor layoffs to zero and tenure-track layoffs to 1.5 FTE.
- Department mergers will reduce the number of academic departments from 23 to 14.
- The Honors program will be reduced but not eliminated, and a planning group for Honors will be initiated.
- new program synergies have been developed in a Digital Foundations sequence for art, applied multimedia, communications (photojournalism), and CS students; in Environmental Studies; and Creative Writing and Shakespeare Studies.

The final plan is the result of the efforts of the whole SOU community. While difficult decisions have been made to reduce costs, the plan also embodies a number of important positive changes.

## **School of Business**

The School of Business recently completed a comprehensive study funded, in part, by the U.S. Economic Development Administration (EDA). The strategic vision of the School is founded, in large part, on the findings of this study. This vision includes the development of new programs to address skill shortages in the region.

The executives interviewed in the study indicated that their firms struggled to find qualified local candidates for management positions. These findings were borne out by the School of Business Cluster Survey. The School will meet the regional need for developing executive skills by reestablishing the MBA program and maintaining the Master's in Management program.

Industry leaders also frequently mentioned the need for qualified accountants. While the School's traditional program has been recognized by local businesses for producing outstanding accounting graduates, many individuals with full-time jobs have not been able to pursue training in this field. To help meet this shortage, the School will launch an online accounting program in fall 2007. A program dedicated to serve students who are unable to attend daytime classes will greatly help meet the region's needs in this area.

Although the EDA Study did not reveal that hospitality and tourism were concentrated in this region to a greater extent than in other areas in the country, the field is clearly an important sector in the region's economy. It is one of the area's largest employers; according to the Oregon Employment Department, future employment growth is projected to rise 24% in the local accommodation and restaurant industries from 2004-14. To serve the needs of the marketplace more effectively, SOU's Hotel, Restaurant, and Resort Management program has been extensively revised. Internships, both on campus and in the community, will play a central role in offering educational opportunities for these students.

## **Staffing Requirements**

The School of Business has a full-time faculty FTE of approximately 16.1. The faculty supports options in accounting, management, marketing, small business management, and tourism and hospitality management along with various certificate programs. The School is experiencing growth in the MiM program, online degree completion program, and the certificate in nonprofit management. In order to serve growing programs as well as implement new programs, current staff levels are required.

## **Final Plan**

The School of Business will make temporary reductions of \$49,060 for 2006-07 as well as permanent reductions of \$49,761 for 2007-08.

## **Revenue Enhancements**

The proposed MBA program, set for launch fall 2007, has been designed as a cohort-based model with courses taught on Saturdays. Students will be required to complete 45 quarter hours of study over seven academic terms. The Saturday format will effectively accommodate working professionals and other individuals who are place-bound. Further accommodations will be provided through distance learning technologies for course delivery as appropriate. Interest in this program is significant.

With an initial cohort of 35 students, total revenues for 2007-08 are projected to be approximately \$258,720, while expenses total \$95,001, resulting in an estimated contribution margin of \$163,719. The second year of the program will result in excess revenues of approximately \$320,202. The revenue to cost ratio is 2.72 for the first year and is projected to reach at least 3.3 for subsequent years.

## The School of Education

The preparation of teachers has historically been central to the mission of SOU. The SoE offers a wide range of professional licensure programs that serve the needs of southern Oregon. These programs include:

- Master of Arts in Teaching (MAT) (full-time and part-time)
- Master's Degree in Special Education (MEd) (Stand-alone [full-time] and Dual [part-time])
- Master's of Education and Continuing Teaching License (MEd/CTL) (part-time program for teachers and principals wishing to upgrade qualifications and/or earn a Continuing Teaching License)
- Initial Administrator License (IAL) (part-time program for the preparation of principals)
- Endorsements and Authorizations (part-time for teachers adding to initial licenses)

On average, 75% of students entering these professional licensure programs hold bachelor's degrees from SOU.

The SoE also offers two undergraduate programs in education:

- Education Minor (24 hour undergraduate minor)
- Early Childhood Development (ECD) Bachelor's degree (in collaboration with Rogue Community College)

The employment rate of the School's graduates exceeds 80%, and, in the high need areas of special education, mathematics, science, and ESOL/Bilingual, graduates have a 100% placement rate. Similarly, regionally-based MAT program graduates in Klamath Falls successfully find employment in the Klamath Falls region.

The School's teacher and administrator licensure programs are conducted under the accreditation of the Oregon Teacher Standards and Practices Commission (TSPC) rules, specifically Division 17. In order to maintain state accreditation, the SoE must adhere to the Oregon Administrative Rules (OAR's) and satisfy the Oregon TSPC that programs are in compliance with the OAR's. The School's next accreditation visit will be in April 2008. Of concern is the School's ability to satisfy rules 584-017-0050 (Resources), 584-017-0055 (Practica and Student Teaching), and 584-017-0070 (Unit Personnel for the Program). One major requirement of the School's graduate, professional teacher and administrator preparation programs is the clinical field-based component of the programs. Approximately one-third of SOU's teacher preparation program is field-based (21 of the 66 credit hours required for licensure), and beginning in FY08 will increase by 6 credits per year.

The SoE has a strategic commitment to a professional community and a unique set of entrepreneurial opportunities that reflect the professional community being served.

Therefore, the staffing plan for the SoE reflects the need to serve regional needs and to tackle the strategic opportunities of collaborative efforts with Rogue Community College (RCC).

**Final Plan**

The SoE will change the per student formula for practica and student teaching supervision allowable under OAR 584-017-0055. The faculty will return to pre-2001 supervision loading levels. While this level of loading was acceptable for our last TSPC accreditation visit in 2001, the landscape of the work done by field-based faculty has greatly increased. The School will realize approximately a 10% permanent savings of FTE by making this change.

Similarly, the School will reduce FTE dedicated to the administration and coordination of the School’s programs that will result in temporary FY07 savings and permanent FY08 savings. Furthermore, it is anticipated there will be additional temporary and permanent reductions when the SoE distance learning and summer session functions currently undertaken by Extended Campus Programs (ECP) are transitioned to the SoE.

**Revenue Enhancements**

The SoE will implement a new undergraduate early childhood and elementary education licensure program (Bachelor’s of Education) in FY08. This program will extend the existing Early Childhood Development (ECD) program offered collaboratively with RCC. The new program will be a self-support program using adjunct faculty and will be a collaborative effort between SOU and RCC. The projected revenue of this program in FY08 is \$60,000.

The SoE will also increase the number of credit hours in the clinical field-based component of the programs required for MAT and Special Education licensure programs to the 2004-05 levels (an increase of 6 credits per student). Based on FY07 numbers for the MAT (full-time and part-time) and Special Education (full-time and part-time) programs, it is projected that this initiative will generate \$93,000 in tuition revenue.

Table: Summary of Budget Reductions and Enhancements FY07-09

Fiscal Year	Reduction	Enhancement
07	\$33,100 (Temporary)	
08	\$43,375 (Permanent)	\$153,000
09	\$45,000 (Permanent)	

## **The School of Arts and Letters**

### **Art**

The Provisional Plan called for eliminating the printmaking program, reducing offerings in Art Education, and reducing lab staffing.

### **Alternate plan:**

The department argued for both retaining printmaking and avoiding any reduction based on contribution margin and recent staffing reductions. The printmaking program is one of the few programs at public universities in the country with a non-toxic lab. Most art departments (including all others at public universities in Oregon) have printmaking programs, although they do not all have non-toxic labs.

The department proposed some or all of the following options rather than eliminating printmaking:

- Direct .33 FTE to USEM Savings: \$16,422
- Eliminate .5 FTE in graphic design Savings: \$54,578
- Temporarily suspend Art education program (some reductions already proposed in Phase I); rebuild art education program with joint position in Art education and the Schneider Museum education program, depending on outcome of museum discussions. Savings: \$ 7698

### **Pros**

- Complete alternate plan achieves essentially the same savings target.
- Keeps the non-toxic printmaking program, which should be a key marketing component for art.
- Retains use of high quality equipment and lab.
- Eventual combination of Art education with Museum education could benefit both programs.

### **Cons**

- Temporarily suspending art education could have negative impact on recruitment/retention.
- Eliminating .5 FTE in graphic design would reduce the concentration in digital arts and perhaps have additional impact on recruitment.

### **Final Plan**

- Direct .33 FTE to USEM.
- Retain printmaking program.
- Retain minimum Art Education program funded with adjuncts; evaluate Art Education in light of Schneider Museum discussions.
- Shift media lab support position to Resource Fee
- Retain .5 FTE in graphic design. Create new digital foundations core with Applied Multi-Media, Video Production, Photojournalism, digital art and Computer Science. The new core will replace current courses in Art, Communication (Video Production/Photojournalism), Computer Science, and

Applied Multimedia to provide a strong orientation to digital media and serve as a basis for majors in Art, Computer Science, Media Arts (Video Production) and Photojournalism. See also Applied Multimedia under Sciences for additional information on this plan.

## **Communication**

The Provisional Plan recommended reducing 1 FTE and eliminating the Media Studies option within the major. The Provisional Plan also eliminated the Medford Communication degree completion program. The Provisional Plan suggested moving Film Studies and Video Production to the Art department.

## **Alternate Plan**

The department proposed eliminating the Media Studies option but retaining media studies courses necessary for other options in the major. The alternate plan directs the equivalent of 1 FTE to USEM in academic year 2008-09 until retirement in June 2009 allows additional savings. The department plan retained course support for the business degree completion and the communication minor in Medford. The department also recommended keeping video production and film studies but exploring ways to coordinate programs with digital art, photography, and AMU (see recommendation under Art regarding this coordination).

## **Pros**

- Alternate plan allows the department to meet FTE target and retain quality faculty.
- Communication department has faculty well-qualified to teach in USEM.
- Retirement in 2009 will achieve \$30,000 more in savings than in Provisional Plan.
- Refocusing staffing expertise with upcoming retirement will allow the department to continue other options in the major, including the Video Production minor which draws many students.

## **Cons**

- Revised plan will not achieve the same savings in the next two years, but will achieve greater savings in 2009-10.
- Department staffing will be very restricted and the department will need to carefully manage curriculum offerings and scheduling.

## **Final Plan**

- Direct 1 FTE to USEM in both 2007-08 and 2008-09.
- Allow upcoming retirement to replace USEM commitment.
- Keep Video Production and Film Studies in Communication, but work with Art, Applied Multimedia and Computer Science to create new digital art core courses (see Art and Multimedia sections).
- Keep office support staff at 1.0 academic year, .5 summer until final office support staffing for College of Arts and Sciences is determined.

- Seek Revenue generating opportunities. Ideas include developing more community projects that could generate revenue; developing specialty courses (perhaps during the summer) that could be funded by corporate sponsors; seeking corporate equipment donations (Sony, Canon, Apple, etc.).
- Teach VP 172 in lecture setting with labs, which would help accommodate future demand.

### **English and Writing**

The Provisional Plan called for a reduction of 3 FTE in English and Writing. The plan also moved Shakespeare Studies and Philosophy into the English and Writing department. The Shakespeare Studies position would become .5 FTE teaching. The plan further recommended strengthening the Creative Writing and Shakespeare Studies programs. In addition, the Provisional Plan recommended merging the English and Writing department with Foreign Languages and Literatures.

### **Alternate Plan**

The department recommended achieving two of the three FTE reductions through retirements (one retirement in December 2006; the other in June 2008). The third FTE savings would be achieved by redirecting the equivalent of 1 FTE to USEM until additional savings are achieved in retirement in 2009. Depending on enrollments, department might be able to continue some USEM teaching after upcoming retirement, but this should be renegotiated at that time. The department also offered to give up part of the revenue from Advanced Southern Credit (\$10,000) to help make up the savings difference.

### **Pros**

- English and Writing faculty are well-qualified to teach in USEM and would make positive contributions to USEM.
- Alternate plan allows the department to keep quality faculty and achieve greater savings in 2009 with upcoming retirement.
- Adding Philosophy to the department could strengthen the Philosophy program by collaborating with English on courses such as Rhetoric.

### **Cons**

- Alternate plan does not achieve total savings of provisional plan during 2007-09, but achieves greater savings in 2009-10.
- Shakespeare Studies and Philosophy could lose visibility without increased effort.

### **Final Plan**

- Follow alternate plan to achieve 2 FTE savings through retirements and additional savings by directing 1 FTE to USEM and eventual retirement in June 2009; add \$10,000 additional savings from ASC revenue.
- Use Shakespeare Studies faculty position to teach Shakespeare Studies courses and commit additional FTE to Creative Writing; the creative writing program should be given the opportunity to expand and grow.

- Take advantage of strategic focus on creative writing and Shakespeare Studies to recruit students to the university.
- Merge English and Foreign Languages and Literatures, keeping a .5 chair and a .22 release time coordinator for the area in which the chair does not reside.
- Explore revenue-generating opportunities through collaboration with Communication and Business for corporate sponsored writing/communication programs.
- Retain current office support staff.

### **Foreign Languages and Literatures**

The Provisional Plan called for the elimination of the German option in the Language and Culture major, and the elimination of German on campus through an upcoming retirement. The provisional plan also reduced reliance on adjunct support in the department by revising major and minor requirements and streamlining offerings in all languages. In subsequent Executive Council/deans' discussions, the French major was also considered for elimination.

### **Alternate Plan**

The department recommended eliminating the major option in German but retaining some German based on local and state high school language enrollments and support for the B.A. and other programs on campus. The response plan also recommended eliminating adjunct support from French, making the French option in the Language and Culture major open to those who augment their studies through study abroad and internship, and retaining German through at least second year and preferably the minor by hiring a professional track faculty member.

In follow-up to the Executive Council discussion, the department chair argued against eliminating the French option in the major, as this would realize minimal savings beyond those indicated above but further weaken language programs and the ability to increase the international scope of the campus.

### **Pros**

- Retains German language instruction for students who studied German in high school
- Retains an option for students to receive some advanced language instruction (beyond the B.A.) in at least two languages, French and Spanish
- Allows French and Spanish to continue support for International studies and other programs on campus.
- Retains two language options within the language and culture major.
- Allows the university to continue to strengthen strategic international focus.

### **Cons**

- This plan reduces contribution to deficit. If two years of German is retained, using the current course fees and redirecting savings from eliminating French adjuncts, the savings would be \$84,188 instead of \$100,191. If a full-time professional track instructor is hired, the savings would be \$63,150.

### **Final plan**

- Eliminate German option in major, but retain course offerings through second year.
- Eliminate adjuncts in French (total reduction of .5-.67 FTE), reduce offerings in French, revise curriculum and redirect savings to keeping German. Eliminate release time for supervision of First and Second year Spanish and make curricular changes in Spanish. Savings of \$8640.
- Retain revised French option in the Language and Culture major for students who augment their studies through study abroad and internship. If necessary, take advantage of Spanish language skills of Dr. Golding to teach lower division Spanish.
- Replace current vacant full-time tenure-track position in Spanish by Instructor in Professional Track line. Savings : Salary : \$ 9059 OPE : \$4892
- Strategically increase the department's role in strengthening the international focus of the campus through coordination with other departments.
- Develop new courses and online options to focus on improving speaking proficiency skills by taking advantage of technology and faculty training and expertise in ACTFL Oral Proficiency Interview testing. Create additional online courses to reach teachers and others beyond the campus.
- Develop certificate programs in advanced language fluency and cultural understanding.
- Strategically invest in developing a Chinese language program; this could be done initially at little cost with the NASLIP (self-study) program until funds become available.
- Retain fees on lower division courses in immediate future, but seek to remove fees as money becomes available.
- Merge Foreign Languages and Literatures with English and Writing (See English and Writing section)

### **History**

The Provisional Plan recommended reducing the department by 1 FTE by replacing only one of two upcoming retirements. The plan recommended replacing the other position with a “generalist” and hiring adjuncts to help cover history courses. The provisional plan also recommended merging history with several departments currently in social sciences to form a new division of Policy and Global Studies.

### **Alternate Plan**

The department made a case for not reducing history based on number of majors, enrollments, contribution to general education and the MAT/praxis exam, as well as other programs. The department pointed to staff reductions in the past several years, making history a smaller department than at most universities of SOU's size. The department recommended replacing both retiring full professors with Assistant Professors, realizing significant savings, albeit not equal to the savings in the Provisional Plan. As an alternative, the department recommended using two adjuncts per quarter (hired with ASC money) who would likely teach lower division general education. The department also

recommended merging with Political Science (rather than the larger unit of Policy and Global Studies).

### **Pros**

- Replacing both retirements would allow the department to more effectively serve the major, general education, and the needs of other programs.
- Replacing only one retirement but augmenting with .67 adjunct FTE as recommended by the department would allow the department to continue basic programs and position itself for building back in the future.
- Initial 600-Hour contracts for retirements would provide some additional temporary support.
- Merger with Political Science would create synergies and cooperation that could attract students and build both programs for the future.

### **Con**

- Replacing only one history professor would limit the ability of the department to offer courses representing different areas of the world.
- Merger with Political Science would still result in a department smaller than 10, but would create positive opportunities for both areas.

### **Final Plan**

- Replace only one retirement.
- Determine carefully the area of focus of the new hire to most appropriately meet the needs of the department and the university.

### **Music**

The Provisional Plan recommended reducing department staffing by .5 FTE by not replacing an upcoming retirement. The plan also recommended merging with Theatre Arts to create a new department of Performing Arts.

### **Alternate Plan**

The department recommended retaining at least the half-time position (or increasing to full-time) based on the strategic importance of music in the university mission, the necessity of retaining NASM accreditation, stable if not growing enrollments, contributions to the university and the community, and quality of the program.

The number of majors appears to be growing, although the number of graduates is still relatively low in comparison. The department is addressing this issue through curricular changes. The half-time position includes teaching required music history courses, keyboard studies, advising string and guitar majors, and assuming leadership and many other important responsibilities within the department.

As an alternative to replacing the .5 position, the department recommended eliminating the music composition emphasis and the strings and guitar option within the major. This would allow the department to focus the major on areas of expertise of the full-time

faculty, rather than relying on adjuncts to support courses for areas of major emphasis. The impact would likely be a reduction of total majors. The department also supports a merger with Theatre Arts, but recommends (with Theatre Arts) hiring a new .75 FTE professional chair of the new division. If this were to happen, it would mitigate the impact of not replacing the .5 FTE retirement, but would also require additional investment.

### **Pros**

- Retaining the half time position (or expanding to full-time) would enable the department to meet major demands and NASM requirements.
- Alternate plan allows the department to focus on areas of faculty expertise and strength.
- Reducing strings/guitar and music composition concentrations would free some resources to cover loss of position.

### **Cons**

- The number of majors would decline.
- NASM does not specify a student to faculty ratio, but publishes averages for accredited schools. With the reduction, the department should be able to retain NASM accreditation, but the student/faculty ratio would fall below the average into lower 25% of NASM accredited institutions.
- The faculty would lose the benefits full-time faculty contribute to the department, such as leadership and participation in department governance and responsibilities.

### **Final Plan**

- Do not replace the .5 FTE
- Continue to revise curriculum to maximize course enrollments.
- Eliminate the composition emphasis.
- Continue some guitar and strings instruction; consider whether to continue this option in view of future department direction.

### **Philosophy**

See comments under English and Writing.

### **Shakespeare Studies**

The preliminary plan did not propose any reductions to Shakespeare Studies, but the plan did recommend moving Shakespeare Studies to the English and Writing department and making the director's position .5 FTE teaching.

### **Shakespeare Studies Response**

The response from the Shakespeare Studies director supported the merger. The merger will create additional opportunities for collaboration with English and Writing, and could allow for more courses to strengthen the Shakespeare Studies minor and support English and Theatre Arts majors. The response did offer some cautions, including the necessity

to continue visibility of the program. Time for grant writing and other activities of Shakespeare Studies would be reduced. The merger does not really generate fiscal savings, but does create programmatic opportunities.

### **Pros**

- The opportunity to enhance the academic (minor, other courses) component of the program through the merger.
- Possible increased enrollments in Shakespeare Studies minor/courses.
- Better collaboration with English and Writing.

### **Cons**

- Less time for grant writing.
- Priorities may dictate focusing more time on mission-central activities relative to SOU students and less time on community/high school programs.
- Merger has an initial cost, as the director salary would be increased to match equivalent faculty salary with years in rank.

### **Final Plan**

- Merge with English and Writing.
- Make special effort to continue visibility of the program.
- Schedule teaching load in such a way as to allow continual support of current Shakespeare Studies programs (visiting groups program, etc.).

### **Theatre Arts/Music Merger**

The Provisional Plan did not propose any reductions in current staffing for the Theatre Arts department except as suggested in the potential merger of Theatre Arts and Music. In the proposed merger, the chair release for the combined department would be .75 FTE. The office support staff positions would be reduced by a total of .5 FTE by combining and linking box office duties with a campus wide box office, under development fall term before the budget reduction process started. In the ECP revision, it was also recommended that the ACTS summer theatre program move to the new proposed school of Arts and Sciences.

### **Alternate Plan**

The departments of Music and Theatre Arts supported the merger of the two departments into a new Performing Arts department. The merger would allow the areas to further collaborate, as they have already done with certain productions, particularly in the area of musical theatre.

The response from the two departments proposed hiring a new professional chair at .75 FTE administrative and .25 teaching. The new chair could teach courses on arts management, and direct the operations of both Music and Theatre. The current chairs would have more time to focus on their teaching, thereby offsetting some of the impact of the reduction in music. The proposed production management position would be postponed. Reserve revenue from the ACTS program could provide bridge funding for

the new position for 2007-08, but new investment would be required for 2008-09. The response also makes a case for keeping the office support staff at current levels of 2.88, with .25 of one office support position in theatre covered by ACTS. The departments have expressed opposition to the merger if the new chair position is not allocated. The response plan also recommends keeping the ACTS under ECP for now.

### **Pros**

- A professional chair would allow current chairs to focus on their areas of expertise.
- The new position could help establish new opportunities in arts management.
- A professional chair would strengthen the department's ability to seek funding for the proposed theatre building renovation.
- Office management duties (budget, scheduling, box office, etc.) could be integrated for greater efficiencies.
- The new, combined department of Performing Arts would help retain a focus on the performing arts which could otherwise be diminished in a larger school of Arts and Sciences.
- The new position could be started without additional investment in 2007-08.

### **Cons**

- This proposal would require new investment to make the professional chair position permanent.
- The proposed theatre production position has not been funded, so no savings would be achieved by postponing the theatre production position as recommended in the response plan.

### **Final Plan**

- Move forward with the Music/Theatre merger to take advantage of collaboration, strengths, efficiencies, and to best position both departments for future funding.
- Until the new chair position is funded, retain the equivalent of 1.0 FTE chair, divided between the two areas. Collaborate on certain administrative responsibilities (chairs meetings, etc.) to reduce time demands.
- Continue to pursue campus wide box office and online ticket sales, with possible generation of revenues to support box office staffing. Until campus box office is developed, retain current office staffing levels, but merge responsibilities of the two departments for better efficiencies (for example, one staff person handles budgets).

### **Schneider Museum of Art:**

The scope and the focus of the museum are under review by a study group. Recommendations from the study group will be available in May.

## **The School of Social Sciences**

### **Criminology & Criminal Justice**

The Provision Plan slated an open faculty line (retirement 6/06) for elimination but left funds for adjunct instructors and advising. CCJ challenged the rationale of the plan on the grounds that the department is one of the strongest programs at SOU in terms of enrollment, number of majors, and student to faculty ratio. Further, their new faculty member will not arrive until F07, putting additional stress on existing staff. The department was concerned that the program would not achieve the stability and support they need.

#### **Alternate Plan**

The department proposed to reinstate the Professional Instructor position and reduce savings by \$31,905.

#### **Pros**

- The alternate plan would bring the student to faculty ratio closer to a reasonable level.
- A professional instructor would help stabilize a department that has seen tremendous growth and change in the past few years.

#### **Cons**

- The alternate plan is not economically feasible at this time.

#### **Final Plan**

- Eliminate tenure track position and replace with adjunct instructor(s).
- Leave sufficient resources to hire adjuncts that will bring depth and stability to the program.

### **Economics**

The Provisional Plan recommended elimination of 1 FTE from the Economics Department. The department stated that cutting an entire faculty position occupied by a tenured Professor would be an unacceptable decision that would seriously jeopardize not only the Economics program but many departmental collaborations (Business, IS, ES, WS, U Studies, etc).

The department agreed to join administratively with other small departments but opined that it would be premature to create new units now. They preferred to join Policy Studies or Regional and Community Development rather than Global and Policy

#### **Alternate Plan**

The department offered to shift 3 experienced faculty to USEM so that the identified Professor's expertise would not be lost from Economics. This would displace a USEM

faculty member and reduce the potential savings by the difference between the targeted \$89,000 and a USEM position.

Another proposal involves shifting 1 FTE to Environmental Studies; this would reduce savings to zero.

### **Pros**

- The alternate plan would shift faculty with strong experience and commitment to USEM; this will strengthen the USEM program.
- Sharing the USEM commitment among 3 faculty members will maintain breadth and depth in Economics and continue support for the numerous collaborative programs.
- The shift to USEM honors the tenure commitment to a valued professor.
- Shifting to ES would bring the expertise of the Economics Department to a growth area.
- Creating a Policy Studies or a Regional and Community Development unit would have interesting potential for linking across disciplines such as Business, ES, Political Science, etc.

### **Cons**

- The major difficulty with shifting to USEM is the reduced savings.
- The alternate administrative units do not afford the potential savings needed at this time.

### **Final Plan**

- Shift 1.0 FTE Economics faculty into USEM; split this assignment between three faculty members in Economics.
- Merge Economics with Global & Policy cluster.
- Foster a focus in Policy Studies and/or Regional and Community Planning. Both directions have strong potential for future growth.

### **Geography**

The Provisional Plan called for the elimination of the Geography major, the elimination of 1 FTE, and the reassignment of 2 of the remaining 3 geographers to ES. The Geography Department argued for an alternate plan that achieves the financial and programmatic objectives but retains the major. They also agree to develop a common core with Geology and perhaps ES as part of an “ES” cluster (Earth & Society?).

### **Alternate plan**

- Eliminate 1 FTE. Saves \$96,764
- Reassign 2 FTE to the ES cluster and 1 FTE to Global & Policy cluster.
- Redesign the Geography curriculum (all courses meet other program requirements):
- Develop common core with Geology.
- Collapse several required courses.

- Eliminate low enrollment classes from major (reduce options).
- Use cognates from other disciplines to meet some UD Geography requirements.
- Include ES students with Geography internship and practica.

The Geospatial Technology minor will require a new hire; maintaining the Geography major provides sufficient support for a GST minor when funds allow an expansion.

### **Pros**

- Keeps integrity of Geography program and recognizes the fundamental breadth that it offers.
- Streamlines major, uses classes for more than one program.
- Identifies common core with geology/geoscience and ES.
- Leads to larger class size.
- Maintains commitments to UStudies, Education, Land Use Planning, IS.
- Geography is essential to educating students who are well-informed about global issues.

### **Cons/Challenges**

- “Geography” does not attract students as currently formulated.
- A streamlined stand alone geography degree may be a weaker version and thus still not be attractive to new students.
- Currently, it is unclear whether we can market three separate degrees - Geography, Geoscience (geology), ES - as a package that will draw students.
- As opposed to a stand alone Geography degree, a new combined Geography and Geology degree with two tracks will still allow students to specialize and obtain geography training. It will also combine resources and efforts to maximize collaboration in curriculum, staffing, and planning.

### **Final Plan**

- Eliminate 1 FTE from the Geography program.
- Shift 2 FTE geographers to ES cluster and 1 FTE to Global & Policy cluster.
- Create a degree structure that utilizes a common core with Geology and attracts more students earlier in their academic careers to Geography or Geology.
- Either combine the current geography and geology degrees into one degree with tracks for geography and geology (in this model there would be a separate degree for ES students with some overlap of courses) or develop one degree for all three programs with common core and tracks designed for each group – Geography, Geology, and ES.
- Work with the faculty in the ES cluster to aggressively market the spectrum of programs in that cluster.

### **International Studies**

The Provisional Plan proposed eliminating the IS Director position but not the program. This created a challenging scenario because other departments that have necessary

expertise are cut so deeply they cannot adequately staff this interdisciplinary major and minor.

### **Alternate Plan**

The IS Advisory Council proposed reducing the IS Director position to .55 FTE rather than eliminating the position. This would reduce administrative time to .11 FTE, adequate to work with the Advisory Council, advise students, and teach 4 core courses. They also proposed merging within the Global & Policy Studies unit.

### **Pros**

- The alternate plan would rectify a difficult situation by providing adequate staffing support for an important and growing program.
- The IS program could become a focal point for the newly merging unit as well as increased collaboration across SOU and the community, here and abroad.

### **Cons**

- This adjustment reduces cuts by \$18,597 at the Assistant Prof level.
- It is difficult to hire someone for only a partial position and might be more appropriate as a joint appointment in the future when SOU has resources for reinvestment.

### **Final Plan**

- Eliminate 1 FTE from International Studies in FY2009 but provide sufficient funds for adjunct backfill to departments that take on the administration and teaching in the IS program.
- Leave sufficient funds in IS for 20 credits at adjunct rates.

### **Native American Studies**

The Provisional Plan raised several important issues for NAS. In addition, comments from various constituents focused on the need to address many of these issues now rather than later. NAS agrees with many of the recommendations and has already begun implementation.

The academic program requires .66 FTE (about a third of the program) and is actively engaged in three significant evaluative processes. The two faculty members are currently under review as part of colleague evaluations that will establish baseline assessment and criteria for development. NAS has just completed the self-study for accreditation. In addition, the Director is forming a Faculty Advisory Board that will oversee curriculum development and ongoing personnel evaluation; this group will be functioning by Spring 07 under the oversight of the Dean of Social Sciences.

Another third of the program involves significant recruitment and retention efforts for Native American students. Discussions have begun with the VP for Student Affairs concerning the role of NAS for Native American and general recruiting. There will be increased efforts to collaborate and integrate NAS efforts with Admissions and other

Student Affairs functions. The VP for Student Affairs emphasized the importance of NAS as a clear signal that SOU values diversity for Native and non-Native communities.

The third function of NAS involves all phases of the Konaway Nika Tillicum Youth Academy. NAS takes issue with the Provisional Plan's recommendation that the administrative overhead be included in their fund-raising. Their main contention is that a significant portion of their budget was the result of two strategic initiatives that specifically earmarked General Fund resources for this program. This shift in resources was intended to bring KNT closer to the academic program and also reduce the amount of external funds needed each year.

Since no alternate plan is recommended, there is no need to evaluate the pros and cons of a proposal. However, the discussion and actions that have ensued bring to light the importance of this program and the need to continue our commitments in this area. The actions taken to date are significant and need completion. Some discussions (e.g. with Admissions) are just beginning and need further development and follow-through.

#### **Final Plan**

- Continue to work with VP for Student Affairs to define relationship of NAS to recruitment, retention, and youth outreach.
- Develop Faculty Advisory Board to oversee academic program.
- Evaluate KNT in the context of other youth outreach programs.

#### **Political Science**

The Provisional Plan highlighted the curriculum revision efforts made by PS to accommodate loss of faculty over the past five years yet still proposed cuts of 1.0 FTE. The PS response pointed out that they would experience an additional .44 FTE loss because of the proposed cut in IS (a joint appointment). They also contend that PS does not meet any of the established criteria for cuts and thus the cuts are opportunistic and due to the open faculty lines.

Despite their disagreement with the proposed cuts, the PS department relinquished the 1.44 FTE. They proposed further streamlining the curriculum, reducing course offerings that serve ES, MiM, Non-Profit, and WS programs. In the proposed merger with History they would develop 4 to 6 courses that will serve both programs within a year or two.

At this time, because PS is reduced to 2 FTE, they are compelled to choose between commitments to ES and IS. They will offer 3 PS classes per year to serve the expanding ES program. They will offer IS courses as much as feasible, given their limited resources. They also propose using their limited ASC funds to hire adjuncts to support applied PS courses.

#### **Pros**

- PS will merge with History.

- Move forward with curriculum revision and collaboration with History to better serve students with limited resources.
- Support the ES program with 3 classes and engagement with the expanded ES unit.
- Reinvest limited ASC funds into a few additional courses.

**Cons**

- PS support of IS, MiM, Nonprofit, WS and other programs may be reduced because of reduced staffing.
- Pulling back from IS is especially regrettable because of the important political focus of the IS core, as well as the historical roots of IS within the PS department.

**Final Plan**

- Eliminate 1 FTE Assistant Professor position.
- If adjunct funds are available, PS should play an active role in the IS program.

**Psychology**

The Provisional Plan highlighted the diverse and generally productive aspects of the Psychology Department. Expansion of the MHC graduate program is an essential move that will bring additional enrollment beginning F07. Concern was raised about the OTD/HS program with the caveat that they must meet their enrollment targets by F07 or the program will be eliminated.

The Psychology Department acknowledges the concerns about OTD/HS but contends that the revenue generated offsets the investment. They have implemented a modified curriculum, developed a part-time program, and expanded their marketing efforts to achieve their enrollment projections. They will closely monitor these efforts.

**Alternate Plan**

The Psychology Department has a newly created Professional Instructor position to support expansion of the MHC program while reducing reliance on adjuncts. In F07, they will have significantly less use of adjuncts because of a tenure track hire to replace a retired experimental psychologist and the return of two professors from sabbatical. Therefore, they recommended that the new Professional Instructor position be relinquished to accomplish additional savings.

**Final Plan**

- Eliminate the Professional Instructor position but retain sufficient funds to hire 45 credits of adjunct teaching. This will save an additional \$35,133.
- Review OTD/HS enrollments in 2007-2008 to consider elimination or continuation.

## **Sociology/Anthropology**

The Provisional Plan did not directly assess the Sociology/Anthropology Department. However, several recommendations clearly impact staffing, curriculum, and identity. Specifically, it was recommended that SoAn shift 2 FTE to ES and merge with other units into a Global & Policy cluster.

SoAn enthusiastically supported the interdisciplinary initiatives and highlighted their active engagement with IS, ES, NAS, WS, Human Service degree completion, as well as General Education offerings. They proposed to maintain the disciplinary integrity of their core programs while also supporting the interdisciplinary collaborations.

### **Alternate Plan**

SoAn proposed to move only 1.0 FTE to ES with split appointments for one sociologist and one anthropologist. They also requested that Memoranda of Understanding be drafted to specify the goals and responsibilities of split appointments.

### **Pros**

- The SoAn response shifts sufficient FTE to ES while maintaining faculty to support the disciplines. This adequately meets the needs of the expanded program without damaging a thriving department.
- They embrace an interdisciplinary focus, a perspective that will be essential as the new merged unit of Global & Policy Studies comes into being.
- The recommendation of an MOU is sound and will help other units deal with shifts in personnel and new responsibilities.

### **Cons**

- None anticipated.

### **Final Plan**

- Shift .5 FTE sociologist and .5 FTE anthropologist to ES.
- Develop Memoranda of Understanding to articulate goals and responsibilities of split appointments.
- Merge into Global & Policy Studies.

## **Women's Studies**

The Provisional Plan called for elimination of 1.0 FTE, the director's position, but did not eliminate the program. This would leave WS in an untenable position since other already reduced programs do not have the flexibility to add the WS courses and advising. In addition, the WS Director's contributions as a women's studies scholar are difficult to replace with existing faculty members, and using adjuncts to teach WS would risk program continuity.

**Alternate Plan**

The WS Council proposed increasing the director's teaching load, including a .33 FTE assignment to USEM. They also propose using donated funds as a "bridge" to offset the budget deficit until sufficient endowed funds can adequately support the program.

**Pros**

- Shifting .33 FTE to USEM will increase SCH and substantially reduce the cost of the WS program. It also provides a new avenue for teaching gender issues at the beginning level.
- Maintaining .11 FTE to administer the program should be adequate at current level of minors and occasional IIM majors and graduate students.
- Teaching 5 WS classes with solid enrollments seems appropriate and adequate to needs (2 sections WS 201, alternate WS 301 and 302, another class such as WS 417, and 4 ELU – i.e. one class load – the WS 401, 409, 501, 509 offerings).
- This plan maintains support for the WS program.
- The shift to USEM honors the tenure commitment to a valued professor. It also recognizes the qualifications of the WS Director to teach first year students.

**Cons**

- This plan significantly reduces contribution to deficit.

**Final Plan**

- Reassign .33 FTE to USEM.
- Reduce administrative release to .11 FTE.
- Combine WS 401, 409, 501, 507, 509 into 4 ELU for the WS Director. Scheduling should be arranged to accommodate both students and the director.
- Continue using scholarship funds to support students.

## **School of Sciences**

### **Biology**

The Provisional Plan called for a reduction of 2.5 instructional FTE in the Biology Department, and the reassignment of some FTE from biology to the ES cluster. The alternate plans proposed by the Biology Department recognize the importance of the expertise of the faculty members who might be lost to the biology program, especially the potential loss of our state-of-the-art Human Anatomy and Physiology (HAP) program and our past investments in genetics and biotechnology.

### **Alternate plan**

Eventually eliminate 2.25 FTE and \$217,563 permanently, including an anticipated retirement no later than December 2009.

- Do not fill the vacant position created by an impending retirement.
- Permanently transfer 1.0 FTE to University Seminar
- Temporarily transfer 1.0 FTE to Mathematics.
- Permanently reduce instructional staffing by another 0.25 FTE.
- Reducing classified staff and clerical support through FTE reduction and sharing of clerical support with the new ES cluster. The clerical savings requires that the School of Sciences merges into another school resulting in the science office no longer being able to provide clerical support to ES and geology.
- Permanently cut student wage budget by \$8,000
- Capture sabbatical savings for the next 2 years.
- Reduce the number of degree options in the biology major.
- Reduce number and frequency of offering of elective courses for the major.
- Transfer 0.5 FTE to the ES cluster and make available 0.33 FTE for work on the Deer Creek Center.

The department's alternative also argues for a 50% reduction in the FTE eliminated (from 2.5 to 1.25).

### **Pros**

- Retains strength in HAP and genetics.
- Eventually meets FTE and savings targets.
- Streamlines major with fewer options and fewer elective courses.
- Leads to fewer small class sizes in upper division elective courses.
- Results in more formal support for ES and Deer Creek Center.

### **Cons**

- Permanent FTE and dollar savings are delayed and temporary, bridge savings will be required.
- Move of FTE to math is not endorsed by math, reducing short-term savings.
- Biology students will have fewer elective choices in any given year.
- The department still has some upper division elective courses that may be too expensive

- The lesser FTE reduction proposed by the department would not achieve the required dollar savings.

### **Final Plan**

- Eventually eliminate 2.25 FTE, including not replacing an anticipated retirement no later than December 2009.
- Assign 1.0 FTE permanently to USEM, and find temporary savings or temporary assignments to attain the savings targets.
- Reduce instructional FTE by another 0.25 beginning in 2008-09.
- Make the classified (0.17 FTE) and student salary reductions (\$8,000) as proposed by the department.
- Share clerical support staff with the new ES cluster, thus saving the need for a new 0.5 FTE clerical position to support ES.
- Reduce the number of degree options from the current number of 6 to 2 (a general biology degree and a pre-medical, pre-health degree offered jointly with chemistry).
- Reduce number and frequency of offering of elective courses for the major.
- Build partnerships with the Deer Creek Center and Crater Lake National Park into the biology curriculum to improve the program and enhance recruitment and retention of students.
- Transfer 1.0 FTE to the ES cluster, at least during the next two years when biology expertise is essential for program redesign, and make available 0.33 FTE for work on the Deer Creek Center. Because of the importance of biology participation in the Environmental Studies program, the ultimate goal should be 2.0 FTE of biologists in that unit, more if the Environmental Education graduate program moves there.

### **Environmental Education Graduate Program**

The Environmental Education Master's Program needs to improve enrollments. They should make program revisions for the 2008-09 catalog, and begin recruiting for a revised program in fall 2007.

### **Final Plan**

- Increase enrollment by recruiting and increasing student demand through redesign, placing special emphasis on our partnerships with the Deer Creek Center and with Crater Lake National Park.
- Evaluate and pursue enhanced synergy with the School of Education and the new Environmental Studies unit.
- Reevaluate during 2009-10.

## **Chemistry**

The Provisional Plan called for the elimination of the FTE by not filling the vacant position created by a resignation and merging the department with Physics/Engineering in order to attain a department size of over 10.

### **Alternate Plan**

The department made adjustments to be able to offer its program with one fewer faculty member. Some courses have been moved to alternate year offerings. Because the chemistry program at SOU is accredited by the American Chemical Society, flexibility to modify their program or share courses is limited. This makes combination with Physics/Engineering less attractive than it might be.

### **Pros**

- Meets budget and FTE reduction targets.
- Provides continued ability to offer ACS accredited chemistry program.
- Eliminates some small classes.
- Merger creates unit slightly larger than 10.

### **Cons**

- Alternate year courses may be less convenient for students.
- Merger saves only 0.17 FTE of chair release.
- If student enrollment grows due to forensic chemistry option, staffing may be insufficient.

### **Final Plan**

- Do not fill the vacant position.
- Continue to pursue merger with Physics/Engineering, but examine other alternatives.

## **Computer Science/AMU**

The Provisional Plan called for the elimination of all part-time instruction in Computer Science/AMU (temporary savings as these positions are supported with ETIC funds) and the elimination of 2.0 FTE from the department. The department's response recognizes the need for reduction and proposes to eliminate two positions. In order to match class offerings with both student demand and instructional FTE in the new staffing scenario, the department is moving some classes to alternate years and reducing degree options from four to three. Student interest in computer science has been low nationally for the past few years, but many recent signs point to a resurgence of interest.

### **Alternate Plan**

The department did not present an alternate plan that differs substantially from that in the Provisional Plan. However, sabbaticals next year might require some sabbatical savings to be used to fund additional staffing.

**Pros**

- Matches instructional FTE with current student demand and comes close to budget reduction target.
- Streamlines major and reduces degree options leading to fewer small classes.
- ETIC funds still will be available for targeted investments in recruitment or special projects related to program development.

**Cons**

- Two valuable members of the department will be lost.
- Faculty expertise will be lost, some of which will be hard to replace.
- ETIC funding will help cover short-term growth, but for the long term the SOU base budget will have to fund fully the current staff and any future growth.

**Final Plan**

- Reduce instructional FTE in the department by 2.0. In effect, this is a reduction of 1.5 FTE in computer science (CS) and 0.5 FTE in AMU (AM).
- Reduce degree options by one, eliminate some classes and move some classes to alternate years.
- Keep the permanent instructional FTE in the two programs at 6.0 FTE in CS and 1.19 FTE in AM (See below for more on AM).
- Use sabbatical savings as proposed in the department's plan for next year.
- Use ETIC funding to bridge until base funds increase should enrollment grow.

**Multimedia**

The provisional plan recommended that computer science and AMU work with Art, Video Production, and others to explore efficiencies and ways to better serve students around multimedia and related areas.

Recent discussions among CS, Art and Communications led to an agreement to develop a foundational sequence for all students interested in media through redesign and combination of AM233, Art250, JRN241 and VP115, and other course material into team taught courses that focus on multimedia tools, design, and theory. The sequence would provide students with a solid background in video, audio, web design, and flash programming. In addition to collaboration on the foundational courses, collaboration on higher level content, including crossover courses and integrations courses, will be encouraged. For example, CS is focusing on preparing graduates for jobs as corporate web developer/administrator or game developers. Both should be interested in art and communications classes.

**Pros**

- The foundational courses would prepare students for any upper level "multimedia" class in Art, CS, Communications or AMU.
- Programs can be marketed collectively and a cohort experience can be developed for students in all the programs.

### **Cons/Challenges**

- These modifications, while a significant enhancement to digital media offerings at SOU, will not result in additional savings.
- Significant work will be required to build the new and redesigned courses.
- A broader skill set may be needed to improve program quality and recruitment and retention of students in this suite of programs.

### **Final Plan**

- Adopt and develop the interdisciplinary foundational sequence.
- Continue upper division AMU courses (AM334, 335, 336, 337, 338, and 339) that are not offered by other programs and are valuable courses in service of digital media options in Art, CS, and Journalism.
- Retain 1.19 FTE AMU positions.
- Keep AMU in CS for now.
- Revisit the design of the applied multimedia minor as these three foundation courses are planned.
- Move to the 100 level the current AM233, which plays a valuable role in providing basic tools to many students across campus. Consider offering fewer, larger sections; changing the modality of instruction to lecture/demonstration, distance-learning, or self-paced instruction; incorporating basic multimedia tools into a redesigned CS115/BA131 course; or moving the course to self-support.

### **Environmental Studies**

The Provisional Plan made a strategic investment in Environmental Studies by continuing the current search for an Environmental Studies Director. It also recommended not replacing an anticipated retirement (0.33 FTE) and combining ES with Geology, Geography, and other faculty FTE into a new interdisciplinary unit (name to be determined once faculty group is formed).

Interested faculty members joined with the ES committee to examine these recommendations and accepted them. The Director Search is continuing, although no interviews will be held and no offers will be made until after the final plan is formulated. In addition to geology (approximately 3 FTE), geography (2 FTE) and ES (1.66 FTE), Sociology/ Anthropology (1 FTE), and Biology (1.0 FTE) all expressed willingness to commit FTE to the unit, for a total of 7.67 FTE.

If the director is hired and the above shifts of FTE are made, the 0.33 FTE savings from retirement can be used to meet budget and FTE reductions. Other departments, not mentioned above, including Economics, Political Science, and Chemistry, are committed to continuing to offer courses essential to the current ES curriculum, in spite of their own cutbacks.

### **Alternate Plan**

The ES program did not propose an alternative plan. The ES Committee has noted that school mergers into a “College of Arts and Sciences” will facilitate the formation of an ES unit and the inter-departmental collaboration that will make it work.

### **Pros**

- Significantly enhances the ES program through more formal commitment of FTE and the hiring of a new director.
- Strengthens the ability of ES to work with a multitude of disciplines and to recruit and retain and advise students.

### **Cons/Challenges**

- The interdisciplinary ES group needs to develop a way to work together among themselves and with other units.
- The new ES cluster, which contains more disciplines, will need to develop a new name that is attractive to students and best reflects the balanced nature of the program.
- Many faculty members will have split appointments that will have to be managed carefully and fairly.

### **Final Plan**

- Fill the ES Director position by bringing the search in progress to a positive conclusion.
- Form the new “ES” unit, develop a mechanism to manage shared FTE, and work with new, expanded faculty to name the unit.
- Work to create a revised degree structure that utilizes a common core and attracts more students to the collective ES enterprise (see alternatives listed under geology, below).
- Build partnerships with the Deer Creek Center and Crater Lake National Park into curriculum and program planning in order to improve the program and enhance recruitment and retention of students.
- Do not replace the upcoming retirement (0.33 FE).
- Use the salary savings related to the end of a 600 hour appointment for additional savings or investment in the ES program or the ES cluster.

### **Geology**

The Provisional Plan called for the elimination of the Geology major, the elimination of 1.5 FTE, and the reassignment of the remaining two geology faculty members to an interdisciplinary unit with geography and ES. The alternate plan proposed by the Geology Department makes a case for the strategic importance of the expertise, which would be lost with a 1.5 FTE reduction, in any future configuration of geology, geography and Environmental Studies. In addition, the geology students have spoken eloquently to the need to continue a bona fide science degree centered on geology.

### **Alternate Plan**

- Eliminate 0.5 FTE
- Reassign variable FTE from Geology to the ES Director position, to USEM, or to some other activity.
- Redesign the curriculum in collaboration with Geography to build a common core that forms the basis for tracks in which students can concentrate in either geology (or geoscience) and geography. The goal of the redesign would be to create a program that attracts more students earlier in their academic careers to geology and geography (supporting science and mathematics courses for students in the geology track would remain similar to those in the current geology curriculum, although some alternatives may be available to students).

### **Pros**

- Retains a science-based degree centered on geology.
- If designed well, the new curriculum will attract more students to Geology and Geography programs by taking advantage of synergies of these two programs with each other and with ES.
- Streamlines major, using classes for more than one program.
- Leads to larger class sizes in some courses and more flexibility for students to complete the degree.
- Continues and strengthens support for ES and collaboration with other geoscience programs.
- Retaining the expertise of Geology faculty and hiring a new ES Director are strategically essential to the short and long term success of the ES/Geography/Geology cluster.

### **Cons/Challenges**

- Moving a geologist to the position of ES Director will delay the enhancement of the program as envisioned by the ES Committee for 1.5 to possibly 3 years.
- Geology does not “attract” an adequate number of students as currently formulated. Will new curriculum be attractive enough to lead to more students graduating with geology option?
- Can we market Geography, Geoscience (geology), and ES as a package, resulting in more students in all three areas?

### **Final Plan**

- Fill the ES Director position by bringing the search in progress to a positive conclusion.
- Reduce the short-term FTE reduction target for the Geology program to 0.83.
- Reassign 0.33 FTE to USEM during 2008-09 and, should an anticipated resignation occur, use the savings related to that resignation as permanent savings.
- Reassign geology faculty members to the ES cluster.
- Create a degree structure that utilizes a common core and attracts more students earlier in their academic careers to Geography or Geology.

- One alternative is to combine the current geology and geography degrees into one degree with tracks for geology and geography. In this model there would be a separate degree for ES students with some overlap of courses.
- Another alternative is to develop one degree for all three programs with common core and tracks designed for each group of students - ES, Geography and Geology.
- The geography, geology, and ES faculty will work out the appropriate direction during implementation of the final plan.
- Build our partnerships with the Deer Creek Center and Crater Lake National Park into curriculum and program planning in order to improve the program and enhance recruitment and retention of students.
- Work with the faculty in the ES cluster to aggressively market the spectrum of programs in that cluster.

The geology students are to be commended for their positive contributions during this difficult process.

### **Mathematics**

The Provisional Plan called for a 1.0 FTE reduction in the Mathematics faculty, with an estimated savings of \$61,000. Article 11 specifies that the first FTE to be cut from a program must be faculty on non-renewable contracts, which group includes adjunct faculty.

The staffing analysis by the Mathematics Department demonstrates that, between the Ashland and Medford campuses, course offerings will require approximately 1.0 FTE of adjunct instruction on top of their current level of professorial and professional faculty. Thus, a full FTE reduction in math would consist of eliminating 1.0 FTE of adjunct instruction. The department is able to streamline its major by 0.5 FTE, so the remaining 0.5 FTE would have to come from canceling classes, largely MTH243 sections that are full. The department's alternate plan recognized this fact.

### **Alternate Plan**

- Replace 0.5 FTE of adjunct instruction with professorial or professional faculty as a result of streamlining the major, which would save approximately \$12,000.
- Move the support for one professional track faculty member from the General Fund to a self-support account funded by pre-college math enrollment.
- Shift the partial funding for one faculty position from self-support to General Fund.
- The above two changes would reduce Math's General Fund Budget by approximately \$34,000.
- Combining all the above strategies would result in a permanent savings to the General Fund of approximately \$46,650, though probably less savings in Budgeted Operations.

### **Pros**

- Follows Article 11 requirements.
- Retains instructors for high-demand math courses in Ashland and Medford.
- Reduces General Fund obligations in Math.

### **Cons**

- Falls short of dollar target by at least \$15,000.
- Shifting from General Fund to Self-support does not reduce Budgeted Operations.
- Permanent savings to Budgeted Operations can only be achieved if Math makes a permanent commitment to reduce other expenditures from the self-support account by a fixed amount.
- Income to the self-support account is contingent upon continued high enrollment in pre-college math.

### **Final Plan**

- Reduce departmental FTE by 0.5 resulting in modest savings from hiring fewer adjunct instructors.
- Carefully monitor student demand in Medford and coordinate with RCC regarding how many sections of lower division math they offer in Medford, especially after the new facility is opened.
- Given the use of professional track faculty in both Ashland and Medford, the transfer of responsibility for lower division instruction in Medford to the Mathematics Department makes sense as long as we develop a formal commitment, with MOU, for continued staffing in Medford.
- Make the switch of support between General Fund and self-support as suggested by the department, including a commitment to reduced expenditures in the self-support account. Although these savings are at best temporary, the change does promote flexibility in managing the General Fund.

### **Physics/Engineering**

The Provisional Plan called for a 0.22 FTE permanent reduction in adjunct instruction in Physics/Engineering. The ETIC funding process (See Computer Science, above) is supporting the development of a materials science program in the physics and Engineering Department at SOU, with funding for staffing, lab equipment, and student support. In addition, the Murdock Charitable Trust has provided \$213,000 of support for this initiative.

The number of degrees granted in Physics, while low, looks good compared to other schools of our type and size, and department graduates students who are highly competitive for entrance to graduate programs and jobs in the field. Physics is a strong participant in externally funded research.

### **Final Plan**

- Reduce adjunct instruction by 0.22 FTE and, if necessary, reduce course offerings to the level that can be taught by the department's 4.0 FTE of tenure-track faculty.

- Continue to offer the major and the pre-engineering program with existing tenure-track faculty and no adjuncts.
- Carefully manage course offerings and degree options to maximize course enrollments.
- Merge with Chemistry to achieve savings in chair release, to affect additional savings through combination of similar courses, and to enhance collaboration on the Materials Science program.
- Continue active recruiting to materials science and pre-engineering and carefully monitor success.

## **Library**

Hannon Library's Alternate Plan is an effective way to take the cuts to Hannon Library's staffing and will have a less critical impact on students and library services to them than the recommendations in the Provisional Plan. Hannon Library will strive to absorb the reductions through teamwork and potential efficiencies.

## **Final Plan**

### **Reductions Beginning 2007/2008:**

Graduate Assistant

Adjunct Librarian fund

.5 FTE Library Technician II – Reference/Government Publications

.25 FTE Library Technician II – Access Services

### **Reduction Beginning 2008/09:**

.5 FTE Librarian – Cataloging Coordinator

This position will become a half-time tenure track appointment for the academic year beginning September 2008.

### **Justification for the Alternate Plan as the Final Plan:**

- The Alternative Plan comes within \$652 of meeting the overall reduction goal of \$81,962.
- Hannon Library retains some of the cataloging and catalog systems maintenance expertise and skills of the Cataloging Coordinator.
- Hannon Library retains some of the excellent professional skills of the Cataloging Coordinator.
- There will be less impact on the Library Instructional and web redesign goals as indicated in the Provisional Plan reductions.
- The Library will not have to reduce Reference service as much as under the Provisional Plan reductions.
- The Library may not have to reduce its hours of operation or as much as under the Provisional Plan reductions.
- The current Interim Director will have more time to assist the new Director in becoming familiar with Hannon Library operations and SOU.
- The Library could potentially continue to seek grants for digitization projects. The Interim Director could possibly assume some of the Cataloging Coordinator's digitizing responsibilities when she returns to the Library faculty.
- Through anticipated department efficiencies in Access Services and Government Publications, the Library should be able to absorb some of the reduced FTE of the two Library Technicians.

## **Information Technology**

The IT budget includes funding to maintain current services as well as the development of reserves to replace some of the technology infrastructure on which those services depend. The IT organization at SOU has undergone a 35% budget reduction over the last five years. To maintain service, costs have been shifted to technology fees. Costs for software updates and network security have continued to rise. Reserves set aside for communications systems replacement have been reduced to cover University budget reductions while the role of technology at SOU has expanded.

IT support organizations are merging staff, and building new team structures to reflect changes. In the next 18 months SOU will replace an antiquated voice-mail system with a converged messaging system that will provide mobility features, merging voice and email systems and allowing users access to messaging services through a variety of mobile devices. Over the next 2-8 years SOU will be replacing our legacy analog/digital phone switch with Voice over IP technology. Telephones will work over the data network.

### **Final Plan**

- Implement a new organizational structure that will provide savings and, at the same time, prepare the IT organization to support new technology.
- Eliminate one position in the Telecommunications staff and retrain the remaining three Telecommunications staff,
- Form a new “Network and Communications Services Team”

More changes in the IT function at SOU are needed. These will need to be planned as SOU designs its future.

## Extended Campus Programs

Extended Campus Programs (ECP) manages SOU's entrepreneurial programs. These include distance-learning programs, Summer Session, self-support programs during the academic year, youth programs, Advanced Southern Credit, Elderhostel and a number of other programs serving special markets. Since FY 99, ECP's staff FTE in all funds have only increased from 19.47 to 19.60 (1%) while revenues have increased by 46% to \$6,295,000.

Nevertheless, improved efficiencies are possible. By integrating certain credit-bearing programs currently operated by ECP, SOU can pursue greater program integration across all terms in order to better address student needs. With the creation of a College of Arts and Sciences, these changes can be achieved with some additional savings in administrative staff positions. Within remaining ECP operations it is possible to bring separate programs together under fewer directors in order to provide greater synergy and mission-driven focus. Moreover, with these changes, ECP can focus greater energy on redefining and expanding SOU's commitment to online learning.

The highlights of the reorganization include:

- All Education programs, including those employing distance learning technologies, will be moved to the School of Education along with at least 1.0 FTE staff. The Director of Distance Learning will be the individual to facilitate this transition and eventually move to the school to administer the programs. However, more financial analysis and discussion need to take place before the level of support needed in Education can be determined.
- Summer Session will be moved into the Schools to manage, along with 1.0 staffing to the College of Arts and Sciences in the first year to assist with the transition. This will be reduced to .50 in March 2008 and the .50 staff support position for Summer Session will be eliminated in June 2007. The Summer Language Institute will also move to the College and be administered by the same individual coordinating Summer Session. Thus, the role of the current Summer Session Director will be critical in facilitating a smooth transition of these summer programs; however, her full-time position will end in March 2008. A new administrative position will then be developed at a reduced .50 FTE position, which would continue to be funded by Summer Session and Summer Language Institute revenues. Other responsibilities will be assumed by support staff in the newly formed College.
- Responsibility for SOU's Medford Campus will shift March 15, 2007, to the Dean of the School of Business, who will work with the Medford Campus Director next year to evaluate staffing, programs, and funding in preparation for the opening of the Higher Education Center in Medford in Fall 2008. No other changes for Medford are being planned at this time,

except for phasing out the Communication major in 2007-08 and elimination of the Communication Degree Completion Coordinator in June 2008.

- Youth Programs will absorb High School programs to form a Pre-college unit with no additional staffing.
- Siskiyou Programs will assume a reduced Community Education program, which eliminates 1.35 staffing and maintains the ability to grow noncredit programs for adults that are not age defined.
- The administration of some academic year self-support credit programs will move to departments in the College of Arts & Sciences.
- In order to keep the unit centralized with responsibility for distance learning/online degrees, a full-time Executive Director for ECP will be hired with primary responsibility for credit programs, except for the high school programs. Some credit programs, which are key to a centralized unit, will remain in ECP to provide enough revenue to support the Executive Director position until revenues grow sufficiently in distance learning.
- Marketing direction will be handled by the Executive Director and the remaining two Directors in the unit in collaboration with SOU's marketing department.
- Any consideration of a change in the name of the organization will wait until after the new Executive Director is hired.
- When the Associate Provost for Extended Programs position is eliminated after June 30, the Provost will assume responsibility for Career Services and Community-based Learning, with the Directors of these programs reporting to him. Responsibility for Community College partnerships will shift to the Associate Provost for Curriculum and Personnel.

### **Revisions to the ECP Staff Reduction and Reorganization Plan**

- The portion of the position paid by ECP to support Blackboard training in the Center for Teaching, Learning, and Assessment (CTLA) will not be cut because Information Technology will pick up this funding effective July 2007. This is a temporary one-year solution until more robust funding for faculty training in the CTLA can be identified.
- An equivalent cut to the Blackboard training position was identified in Youth Programs, since the Residential/Educational Coordinator position was eliminated effective July 2006, but had been overlooked when the Provisional Plan was developed.

- The administration of the Ashland Center of Theatre Studies will remain in ECP at the current FTE allocation and the amount of staffing support needed by the program and its movement out of ECP will be re-evaluated next year by the new Dean, new ECP Executive Director, and Provost.
- Movement and administration of the following programs were clarified:
  - Pacific Challenge program: to the College of Arts & Sciences
  - Remedial math courses: to the Math Department
  - Spanish 101 sections and the Foreign Language Proficiency program: to the Foreign Language Department
  - History in the Making online courses: to the History Department

The total savings of these revisions compared to the Provisional Plan resulted in an increase of 0.15 FTE saved (3.28 to 3.43) and a decrease in dollars saved by -\$958 (\$207,662 to \$206,704).

**Extended Campus Programs (ECP)  
FINAL STAFF REDUCTION and REORGANIZATION PLAN**

<b>RECOMMENDATIONS</b>	<b>FTE</b>	<b>Salary + OPE</b>
<b>Highlighted text</b> = changed from Provisional Plan dated 1/22/07		
<b>ECP Administration/Leadership</b>		
Eliminate Associate Provost budgeted in ECP (other .50 FTE in Provost's budget will also be eliminated)	(0.50)	(57,005)
Replace Associate Provost with Executive Director (to be hired) with background in distance learning to lead the "reorganized ECP" operation and expand online and certificate programs in the region	+1.00	+94,965
<b>Distance Learning/Education programs</b>		
Move all Education programs in ECP to the School of Education to manage, along with 1.0 FTE position for program management		
Information Technology will assume funding of technology training support currently provided in CTLA	[(0.25)] deleted	[(14,845)] deleted
<b>Summer Programs</b>		
Move administration of Summer Session to the College of Arts & Sciences		
Reduce Director of Summer Session to .50 FTE	(0.50)	(39,548)
Eliminate classified program support in ECP for Summer Session	(0.25)	(12,917)
Retain administration of the Ashland Center for Theatre Studies in ECP along with .40 FTE position for program management; move the administration of the Summer Language Institute to the College of Arts & Sciences		
<b>Medford Campus</b>		
Eliminated Medford marketing position effective 7/1/06	(0.75)	(29,088)

<b>RECOMMENDATIONS</b>	<b>FTE</b>	<b>Salary + OPE</b>
<b>Highlighted text</b> = changed from Provisional Plan dated 1/22/07		
Added Human Service coordinator in Medford (to replace Psychology faculty who assumed full-time departmental responsibilities in Ashland)	+0.32	+14,543
Reduce Communication Degree Completion Program in Medford to a minor; eliminate Communication Degree Completion coordinator	(0.75)	(44,738)
Move responsibility for determining the appropriate mix of SOU programs and services in Medford for Fall 2008 (opening of the new facility) to the Dean of the School of Business <b>effective March 15, 2007</b> ; will work with RCC to reorganize all remaining Medford positions for what is needed in the new facility; will work with the Deans and Provost to determine the appropriate reporting structure within SOU <b>and funding model</b> for the Medford operation		
<b>Pre-College Programs</b>		
<b>Eliminated Residential/Educational Coordinator in Youth Programs effective 7/1/06</b>	<b>(0.40)</b>	<b>(16,858)</b>
Combine Advanced Southern Credit, Early Entry, and noncredit Youth Programs under one Director with a focus on developing Pre-college academic programs for K-12 students; coordinate with Admissions; discontinue Outreach programs; reduce Academic Year enrichment from 3 terms to a single session		
<b>Other ECP Credit Programs</b>		
Eliminate classified program support for Mediation program; eliminate the noncredit option in Mediation courses <b>and streamline support</b>	(0.25)	(12,917)
Move administration of Summer Studies in Europe/Australia to the School of Business to manage as a self-support program		
Move administration of the following to the College of Arts & Sciences or departments to manage as self-support programs: <ul style="list-style-type: none"> <li>• Remedial math (Math Dept)</li> <li>• Span 101 self-support sections and Foreign Language Proficiency program (Foreign Language Dept)</li> <li>• History in the Making (History Dept)</li> <li>• Pacific Challenge (College of Arts &amp; Sciences)</li> </ul>		
Eliminate the Advanced Placement Institute; replace Director of Ashland Credit Programs with the Assistant to the Executive Director, who will focus on day-to-day operations and assist with the management of the following programs: <ul style="list-style-type: none"> <li>• Ashland Credit courses</li> <li>• Mediation</li> <li>• Sponsored courses</li> <li>• American Band College</li> </ul>		

<b>RECOMMENDATIONS</b>	<b>FTE</b>	<b>Salary + OPE</b>
<b>Highlighted text</b> = changed from Provisional Plan dated 1/22/07		
<b>Programs for Older Adults/Community Education</b>		
Combine Community Education and Programs for Older Adults under one Director to manage and develop noncredit enrichment programs for adults, moving away from age-defined programs		
Eliminate Director of Arts & Community Education and retain .40 FTE position to manage the Ashland Center for Theatre Studies; <b>move ECP marketing tasks to Executive Director</b>	(0.35)	(37,795)
Eliminate classified program support to Community Education and ECP front office reception	(1.00)	(45,049)
<b>Other</b>		
Eliminate stipends for ECP Director's team (paid in 2006-07)		(27,140)
Adjust salaries due to reorganized responsibilities		+6,842
<b>TOTAL SAVINGS</b>	<b>(3.43)</b>	<b>(206,704)</b>

## **College of Arts and Sciences**

The creation of a College of Arts and Sciences is the most ambitious piece of this plan. The idea of forming a College from three Schools came from creative faculty who wish SOU to strengthen its focus and increase its visibility. They wanted the university's structure to underscore its mission to provide a strong foundation in areas such as communication, critical thinking, and problem-solving, a foundation that prepares students effectively for whatever future they choose.

Other reorganizing concepts and plans have come forward as well. Some plans put departments in three or four schools of approximately equal size. These plans added departments to Business and Education, arguing that a large College of Arts and Sciences would be unwieldy. Yet other groups and individuals have proposed eliminating disciplinary units as we know them, moving toward a more interdisciplinary focus that creates strong synergies among students and faculty and more effectively addresses real-world issues than do traditional academic programs.

In discussions across campus, most participants have agreed that SOU's curricula must help prepare students see the world from multiple viewpoints, solve problems that cross disciplinary boundaries, take joy in learning and in exploring ideas that are unfamiliar and uncomfortable, and become skilled in using new and old modes for acquiring information and distilling information into knowledge.

As evidenced in universities around the country, a College of Arts and Sciences can provide structure for such preparation. Through department and program mergers, SOU will obtain efficiencies of management while creating increased areas of potential collaboration. Discussions concerning future reorganization and changes can continue as strategic and curricular planning continue; however, to meet immediate budget goals, decisions had to be made now as to the overall configuration of the academic areas of the university.

The deans proposed clusters of interdisciplinary focus that group the divisions (departments and programs) on a thematic basis. They envision that collaboration within and between divisions will result in shared curriculum for existing as well as future offerings; in addition, faculty will be encouraged to work together more effectively on interdisciplinary offerings and shared interests in research and service to the region. The deans see these thematic groupings as reflecting and better promoting areas of current and future strength at SOU. Three or four possible clusters (all names are placeholders) are Arts and Cultures, Materials and Technology, and Health/Safety/Environment.

Fusing three schools into one College takes thoughtful work. The Provost will discuss with the Academic Senate a process for appointing an acting dean of the College. The president will provide formal notice to the Chancellor and Board regarding our proposed change in structure. We will create a steering committee to provide guidance and track efforts as the College comes together. Focused work groups will work to identify issues and solve problems with regard to bringing the College together.

The new College will be born on July 1, 2007. We'll need to have catalog changes and other work done by then—so the task is significant but not impossible.

### **FTE Savings from Mergers**

In order to calculate the potential savings in Chair and Director release, the deans assumed the department/program mergers that follow. In upcoming planning processes, faculty will work together to refine these suggestions, including appropriate names, identities, and exact FTE for each unit.

Savings derived from combining programs consist largely of reduced chair release. The 2.68 FTE in saved chair and director release may result in additional teaching for a specific program and/or reduction to that program and/or shifting to another program (e.g. ES, USEM). It is difficult at this time to put a financial value to this change without factoring in how assignments will shift.

In cases when two strong departments are combined, the budgets of the two may well remain separate, though managed by one chair; it will be easier to manage two discrete budgets than to monitor one budget that covers multiple programs. In situations with multiple merging (e.g. ES), combining budgets will likely be more appropriate.

Departments & programs combined	Possible Name of New Unit	Current chair release	New chair release	Saved FTE
ES, Geol, some Geog, some PS, 1 SOC, 1 Anth, 2 Biol, some Econ	Environmental Studies	.66	<b>.5</b>	.16
remaining Biology	Biology	.5	<b>.5</b>	0
Psychology	Psychology & Counseling	.5	<b>.5</b>	0
remaining Econ, some Geog, Hist, IS, NAS, PS, Soc/Anth	Policy & Cultural Studies	2.33	<b>.75</b>	1.58
CCJ, Army Gold	Security & Forensics	.33	<b>.33</b>	0
HPE	Health & PE	.5	<b>.5</b>	0
Physics, Chemistry	Physical Science	.66	<b>.5</b>	.16
Computer Science/AMU	Computer Science	.5	<b>.33</b>	0.17
Mathematics	Mathematics & Math Ed	.5	<b>.5</b>	0
Theatre, Music	Performing Arts	1.0	<b>.75</b>	.25
Foreign Languages, English & Writing, Philosophy, Shakespeare Studies	Language & Literature	.94	<b>.75</b>	.19

Communication	Communication	.5	<b>.33</b>	.17
Art, Video Prod, Film Studies, Multimedia?	Art & Media	.5	<b>.5</b>	0
<b>TOTALS</b>		<b>9.25</b>	<b>6.75</b>	<b>2.68</b>

## **Honors**

The Provisional Plan recommended eliminating the Honors Program as it currently exists and replacing it with options that would allow students to “graduate with honors.” In response to the Provisional Plan, Honors students took time to explain how important the program has been to them. Their work demonstrated how much they learned from being in Honors. One alternative is to continue Honors sections for first-year students but move responsibility for higher-level Honors work into departments and majors.

### **One Alternative Plan**

- Eliminate the position of “Honors Program Director.”
- Eliminate support staffing dedicated to the Honors Program.
- Integrate the management of “Honors sections” of the University Seminar and other freshman Honors offerings into the USEM management structure.

This could be a reasonable solution for right now given the severity of our financial situation; however, there have not yet been sufficient opportunities for careful thought about this program. Several people have submitted ideas and plans, and even proposed budgets, for a program to attract and challenge highly motivated students. These ideas need to be considered outside of the short timeline needed for this budget plan, but before a final plan for Honors is developed.

As planning processes move forward for the College of Arts and Sciences and for USEM (see below), a small work group that includes both faculty and students will focus on a plan for Honors that is affordable but also creates intellectual challenge and engagement for students.

### **USEM Note**

A plan is being developed for transitioning USEM to accommodate the appointment of several partial-FTE, co-department, professorial faculty members into the USEM faculty. Dr. Mada Morgan will communicate processes and timelines to the campus as the planning moves forward.

## II. Non-Academic Units

### Finance and Administration

#### *Review Process*

During the past year, Finance and Administration (F&A) initiated a 3-step process to re-orient efforts and to re-vision and re-organize the division. Now a number of re-engineering initiatives are underway to streamline and simplify processes for SOU's students, faculty, and staff. A new F&A mission statement has been created with an emphasis on commitment to excellence. F&A's focus is to provide responsive and supportive campus services necessary for students, faculty, and staff to participate in teaching, learning, and outreach.

The re-organization of the division of F&A centers on three primary areas of responsibility: people (Human Resources), buildings and grounds (Facilities Management and Planning), and money (Fiscal Affairs) with complementary service units in Campus Public Safety and Environmental Health and Safety. Each of the three primary areas is led by an Associate Vice President charged with creating an environment committed to excellence through increasing effectiveness and efficiency, adding value, seeking cost savings, providing excellent customer service, and ensuring client satisfaction.

The leadership of F&A has identified the majority of functions carried out by the service units within F&A. From this extensive review, they identified areas that could be set forth as budget reductions in F&A. Completing this rigorous examination, the leadership of F&A identified items to be eliminated, reduced, or shifted that total approximately \$835,000 in savings.

#### *Summary of Reductions*

**\$834,582 (Summary) – The division of Finance and Administration has reduced staff and service and supply budgets.** The cumulative effect results in reduction of 11 positions, equating to 9.75 FTE, totaling \$616,345, from general fund budgets. In addition, the division is reducing various services and supply general fund budgets, totaling \$218,237.

Timing of the reductions is as follows:

- The 6.25 FTE classified staff reductions were initiated in February 2007, which provided approximately \$220,000 in savings for fiscal year 06-07. One unclassified position requires a one-year notice that becomes effective January 2008; the second unclassified position is vacant and provides immediate savings of \$84,404 in fiscal year 06-07; and the third unclassified position will be moved to self-support on July 1, 2007, and savings will begin to occur in fiscal year 07-08.
- The staff and service and supply budget reductions are occurring in three primary areas/departments within Finance and Administration: Business Services, Environmental Health and Safety, and Facilities Management and Planning (FMP).

These reductions require distributing duties and responsibilities to other existing positions within these organizations, as well as seeking greater efficiencies, primarily through the use of technology. Unfortunately, a variety of campus services will be impacted through elimination, reduction, or change in how services are provided/accomplished.

1. **\$298,052 in Business Services'** reductions will impact five positions, equating to 3.75 FTE, totaling \$220,923, being eliminated from general fund budgets. In addition, Business Services is reducing service and supply general fund budgets by \$77,129. Among these changes in this area are the following:

- Consolidation of parts of Business Services with the new Enrollment Center.
- Move to student e-billing.
- The number of times per week mail is delivered across campus.
- Travel reimbursement direct deposit processing.
- Reduction of overtime.
- Reduction travel budget.
- Requirement that employees receive their monthly payroll check via electronic deposit.
- Requirement that employees access and print monthly payroll stub/statement online.
- Reduction of the number of times per week checks are cut/issued to pay vendors.
- Move to vendor e-payment.
- Reduction in capability to process purchasing requisitions and procurement card transactions.
- Implementation of campus fee/charge to departments that cause manual payroll checks to be issued.

**\$72,472 Environmental Health and Safety's** (EHS) reductions impact one position, equating to 1.0 FTE, totaling \$72,472, being eliminated from the general fund budget. Among these changes in this area are the following:

- Reduced capability to assess ergonomic workstation complaints.
- Request that safety suggestions be processed electronically, directly to the campus safety committee (in addition to existing safety suggestions boxes).

3. **\$464,058 Facilities Management and Planning's** reductions impact five positions, equating to 5.0 FTE, totaling \$310,950, being eliminated from general fund budgets. In addition, Facilities Management and Planning is reducing service and supply general fund budgets by \$153,108. Among the changes in this area are the following:

- Automated processing of business functions in FMP (through FAMIS software).
- Reduction in amount of overtime.
- Reduction in travel budget.
- Reduction in painting schedule.
- Reduction in carpet replacement schedule.

- Closure of the swimming pool in McNeal Hall.
- Reduction in athletic field maintenance.
- Elimination of some new campus wide annual plantings (perennials to replace annuals).
- Decreased frequency of grass mowing
- Transfer of Faculty Housing utility costs to self-support.
- Reduction in availability of delivery/moving services.
- Reduction in services for commencement.
- Reduction in custodial service operations.
- Recycling pickup changed to once a week at a central point in each building.
- Shift in some trash/garbage responsibilities to building tenants.
- Consolidation of evening and weekend classes into central location(s).
- Strict adherence to temperature controls 68 in winter and 78 in summer.
- Elimination of unauthorized space heaters.
- Elimination of some holiday/decorative lighting.
- Billing of self-support units for utilities consumption.
- Former general fund (FMP) management position moved to self-support paid from capital R&R budget.

## **Institutional Advancement**

### ***Review Process***

This division has responsibility for alumni affairs, development, marketing and public relations, publications and support for the SOU Foundation. In the last fiscal year, the Foundation contributed \$2,337,000 in direct revenue to SOU through scholarships and other academic support.

After recently completed, intensive reviews of these functions by two outside consultants and the board of trustees of the SOU Foundation, a plan was developed to gradually increase the staff support in Marketing and Public Relations, Alumni Affairs and Development. Because enrollment growth is SOU's top priority and because all reviewers unanimously concluded that SOU needed to dramatically overhaul its marketing and public relations in order to advance in the areas of alumni relations and development, new positions were filled in that unit first.

With the recent departure of the AVP for Marketing, the Public Information Officer has been appointed as Interim Senior Director for Marketing and Public Relations to ensure SOU's marketing and public relations efforts continue with minimal interruption. A part-time assistant will be hired to help implement a comprehensive marketing plan for the next year.

The Development phase began in this fiscal year in collaboration with the SOU Foundation. The plans called for a total staff complement of five: one Alumni Affairs FTE and one new professional development FTE to be included in SOU budget and two new development FTE to be added to the current development position already supported by the SOU Foundation budget.

### ***Summary of Reductions***

**\$130,000** A temporary reduction was achieved in FY07 by moving the new, professional development FTE from general fund to the Foundation. The top priority of the Foundation Board of Trustees is professional support for its efforts to dramatically increase major gifts fund raising, in order to increase support for scholarships and better leverage the work of current donors and volunteers. To accomplish this change, the two salary lines which the Foundation had proposed to fund will be diverted to this position instead. (The filling of the two additional positions – a planned giving coordinator and an administrative assistant - will be deferred indefinitely.) Additional planned giving functions will be assumed by the Foundation Executive Director and the Finance Director. Administrative support will be achieved through re-structuring the existing support within IA and additional student workers.

To achieve the necessary permanent budget reductions of \$88,000, the following adjustments have been made to this plan:

**\$ 52,255 Publications** - One publications staff position (Editor) will be moved from general fund to self-support, revenue generated through charge-backs to campus units for work performed. To be accomplished by June 30, 2007.

**\$ 35,745 Alumni Relations and Development** – One FTE of staff will be reduced through combining and restructuring positions, and move the new position to self-support through the SOU Foundation. The old positions of Director of Alumni Affairs and Director of Annual Giving are eliminated. (The former is currently vacant; the latter employee has been noticed that her job will be eliminated.) A new position, Director of Alumni Affairs and Annual Giving, is created and will be recruited.

Thus, in the units of Alumni Affairs and Development, a net staff complement of five FTE (current and proposed positions) will be reduced to two FTE. One FTE will be removed permanently from the SOU budget. One employee has been noticed that her job will be lost as a result of re-structuring.

These proposals have been reviewed by the senior staff within Institutional Advancement, the Executive Committee of the SOU Foundation, the Board of Directors of the SOU Alumni Association, and the Executive Council of SOU.

## **Student Affairs**

### ***Review Process***

Over the past eleven months, the Division of Student Affairs analyzed student data and assessed effectiveness of operations. This work led to the development of a new division mission statement and draft five-year plans for each area. These plans will be consolidated into a five-year division plan by June 2007. Staff from each area participated in the review of student data and plan development.

With the move of Admissions, Financial Aid, and Registrar offices to Student Affairs this past September, work has been accelerated to realize the vision of an integrated, coherent, data-driven institutional approach to the recruitment and retention to graduation of its students. This work is being undertaken by staff, faculty, and students from across the institution and is built upon the efforts of many during the past number of years.

The vision and planning are grounded in assessment of the responses to the 2005 and 2006 National Survey of Student Engagement (NSSE), 2006 National College Health Assessment (NCHA), Cooperative Institutional Research Project (CIRP) first-year student attitudes/attributes study (2005), Higher Education Research Institute (HERI) faculty survey (2006), and five-year institutional retention/demographic data. This data analysis, coupled with consideration of best practices chronicled in NSSE's Project DEEP (documenting effective educational practices) and SOU's participation in the Policy Center for the First Year of College's "Foundations of Excellence" self-study (in progress), form the foundation of plans to positively impact enrollment trends, student engagement, and persistence to graduation.

This data analysis formed the foundation of Student Affairs' plan for reorganization and budget reductions. Total reductions to current budgeted operations equal \$455,050, with \$81,500 being reintroduced as strategic funding for newly aligned operations (net reduction committed to University budget reductions equals \$373,550).

It should be noted that additional reorganization and position eliminations are occurring in the Student Activities & Leadership student fee-funded area. This reorganization does not net savings but is intended to accomplish different and additional work within existing fee-generated budget dollars outside of budgeted operations.

### ***Summary of Reductions***

**\$369,526 Creation of a "one stop" Enrollment Services Center—Restructuring and co-locating Admissions, Financial Aid, Registrar, and Student Accounts functions of Business Services. To be accomplished by July 2007 (except for salaries tied to one retirement in December, 2007 and one administrative staff with one-year notice requirement). Includes \$329,526 of staff reductions and \$40,000 of S&S reductions.**

By more fully integrating SOU academic support services in a single physical location, significant improvement in service quality and enhancement of the efficiency and effectiveness of service delivery can be achieved. The Enrollment Services Center

complements the development of a web portal, which provides the same convenience via technology. In addition, budgetary savings will be achieved through reorganization and cross-training of staff, resulting in greater efficiencies and effectiveness in serving students.

The Enrollment Services Center will include the existing offices of the Registrar, Student Account functions of Business Services, and Financial Aid, and will be located adjacent to the Admissions Office. The staff and functions of these offices will not retain their identities as members of one of these particular offices; instead, they will become employees of the Enrollment Services Center with job responsibilities that may extend beyond the traditional lines between these functional areas.

Neither the Registrar (retirement on June 30, 2007) nor the Interim Director of Financial Aid (contract ends June 30, 2007) positions will be filled. Instead, a Dean of Enrollment Management will be hired (savings of \$78,663) and will be responsible for leading and managing a comprehensive enrollment program, incorporating best practices in admissions, financial aid, registration, student accounts, and retention, and for consistently and reliably achieving annual new and returning student enrollment goals. The Dean will report to the Vice President for Student Affairs and work closely with faculty, staff, and students to plan, implement, and maximize the impact of recruitment and retention initiatives.

Additional reductions include elimination of the Academic Scheduling Coordinator (\$54,962), Financial Aid Administrative Program Assistant (\$52,255), 1.5FTE Office Specialist 2 (59,348), 1.5FTE Office Specialist 1 (\$49,139), and one Admissions Counselor (\$35,159).

**\$44,524 Office of Student Affairs—Reduce office staff, move staff to fee-funded, and reduce S&S budget. To be accomplished by July 2007, this work includes \$29,524 of staff reductions/shifts to fee-funded and \$15,000 of S&S reductions.** Also eliminated will be 0.5FTE (0.25FTE general fund--\$8,524) office support position (eliminated due to restructured work) and 0.5FTE (\$21,000) Interim Coordinator of Multicultural Resource Center (eliminated due to student fee funding of 1.0FTE permanent Coordinator position).

**\$25,000 Athletics—Reduce general fund support of athletic programs.** To be accomplished by July 2007, reductions are occurring equally from line items within Events Management and Football. Additionally, Athletics is responsible for another \$74,000 of salary responsibility due to the reductions in HPE.

**\$16,000 ACCESS Center—Reduce funding of the Writing Center by July 2007.** Writing Center use is minimal at present. Introduction of an on-line writing assistance program is forthcoming this academic year. We need to further assess and plan to meet writing assistance needs of students. The current model is not reaching students and is not a wise use of resources.

## **Conclusion**

This “final plan” is really a beginning for SOU. It forms a strong foundation for strategic planning and for curricular planning. Much work remains to be done. SOU will probably never be a “resource rich” state university. However, this plan provides a foundation for SOU to become a sustainable and engaging environment for faculty, staff, and students and an increasingly valuable contributor to the region it serves.

Southern Oregon University  
**Budget Plan for Targeted Savings**  
**FINAL PLAN 2008 - 2010**  
Monday, March 12, 2007

Division	Target Amount	Currently Identified	TBD	Realization					
				FY08	%	FY09	%	FY10	%
Academic Affairs	\$ 2,756,000	\$ 2,438,063		\$ 1,411,343	57.9%	\$ 2,262,324	92.8%	\$ 2,438,063	100.0%
Finance & Administration	784,000	834,582		793,658	95.1%	834,582	100.0%	834,582	100.0%
Institutional Advancement	88,000	88,000		88,000	100.0%	88,000	100.0%	88,000	100.0%
Student Affairs	372,000	373,550		262,740	70.3%	373,550	100.0%	373,550	100.0%
	<u>\$ 4,000,000</u>	<u>\$ 3,734,195</u>	<u>\$ 265,805</u>	<u>\$ 2,555,741</u>	<u>68.4%</u>	<u>\$ 3,558,456</u>	<u>95.3%</u>	<u>\$ 3,734,195</u>	<u>100.0%</u>

**Academic Affairs**  
**FY 2010 Targeted Savings By Department**

Department	School of Business	School of Arts & Letters	School of Social Science	School of Science	School of Education	Other Departments	Misc.	Total
Non-Profit Management	\$ 24,761							\$ 24,761
TBD	25,000							25,000
	<u>\$ 49,761</u>							
Art		\$ 40,846						40,846
English		220,617						220,617
Communication		105,812						105,812
History		63,226						63,226
Music		78,387						78,387
Foreign Language		106,779						106,779
Theater		11,998						11,998
Philosophy		2,721						2,721
Reduce Enrollment Reserve		6,700						6,700
Residual Salary Savings		25,000						25,000
		<u>\$ 662,086</u>						
Criminology			\$ 15,460					15,460
Economics			99,965					99,965
Women's Studies			25,783					25,783
Political Science			67,697					67,697
Health/PE			109,408					109,408
International Studies			36,349					36,349
Geography			103,179					103,179
Psychology			35,133					35,133
New Chair Backfill			(4,460)					(4,460)
			<u>\$ 488,516</u>					
Environmental Studies				\$ 35,682				35,682
Biology				210,161				210,161
Chemistry				62,502				62,502
Computer Science				128,572				128,572
Math				12,000				12,000
Geology				108,676				108,676
Physics/Engineering				3,600				3,600
				<u>\$ 561,193</u>				
Education					\$ 45,000			45,000
					<u>\$ 45,000</u>			
Honors						\$ 100,000		100,000
Extended Campus Programs						209,662		209,662
University Seminar						(160,266)		(160,266)
Library						84,580		84,580
Rogue Valley TV						10,000		10,000
International Programs						10,000		10,000
Small Business Development Center						10,000		10,000
College of Arts & Sciences						203,012		203,012
Information Technology						67,224		67,224
Provost's Office						59,860		59,860
						<u>\$ 594,072</u>		
Professional Development							\$ 10,875	10,875
Summer Chairs							26,560	26,560
							<u>\$ 37,435</u>	
<b>Total Academic Affairs</b>								<u><b>\$2,438,063</b></u>

**Education & General Funds History & Projections  
Southern Oregon University**

OUS Tuition Projections

	FY2007 Budget	FY2008 Projection	FY2009 Projection	FY2010 Projection
State Support	16,084,297	16,888,512	17,732,937	18,619,584
Tuition (Academic Yr) (Enrollment -2% FY07)	18,300,645	18,886,266	19,660,603	20,820,578
Other Tuition (Summer Session & ECP For-Credit)	3,431,208	3,541,007	3,686,188	3,903,673
Resource Fees & Other Departmental Income	3,298,130	3,403,670	3,543,221	3,752,271
Less: Fee Remissions	-1,855,603	-1,874,159	-1,895,265	-1,892,901
<b>TOTAL REVENUES</b>	<b>39,258,677</b>	<b>40,845,295</b>	<b>42,727,684</b>	<b>45,203,205</b>
Salaries	23,379,176	24,328,680	25,446,398	26,616,975
Benefits	12,595,362	13,523,968	14,162,789	14,815,136
Services & Supplies	9,314,431	9,500,720	9,690,734	9,884,549
Capital Outlay	479,072	729,072	729,072	729,072
Net Transfers		0	0	0
Service Credits				
a. Assessment to Auxiliaries & Des.Operations	-1,669,070	-1,722,480	-1,793,102	-1,898,895
b. Other Service Credits	-2,668,778	-2,748,841	-2,831,307	-2,916,246
	-4,337,848	-4,471,322	-4,624,409	-4,815,141
<b>NET EXPENDITURES</b>	<b>41,430,193</b>	<b>43,611,118</b>	<b>45,404,585</b>	<b>47,230,592</b>
Surplus (Shortfall) Before Adjustments	-2,171,516	-2,765,823	-2,676,902	-2,027,386
Carryforward requests from prior year	-377,907	-500,000	-500,000	-500,000
Approved New Expenditures	-371,735	0	0	0
Shifts of Costs/Responsibilities	-36,121	0	0	0
	-2,957,279	-3,265,823	-3,176,902	-2,527,386
Transfer Auxiliary Cash Balance	250,000			
Temporary Savings Targets	1,248,000			
Permanent Budget Reduction	500,000			
Chancellor Contribution		1,350,000		
Annualized Impact of Reductions		2,567,925	3,556,443	3,732,182
Change to Operating Balance	-959,279	652,102	379,541	1,204,796
Projected Ending Fund Balance	1,286,226	1,938,328	2,317,870	3,522,666
Percent of Revenues	3.3%	4.7%	5.4%	7.8%

