Southern OREGON UNIVERSITY

OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 13, 2022

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

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

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

Topics of the meeting will include a report from the provost including updates on Higher Education Coordination Commission biannual evaluation, the Provost's Council, and the Tuition Advisory Council. There will be a vice president's report offering a review of the enrollment management dashboard as well as updates on the Enrollment Council, the Banner student information system, and other general updates.

Action items include a consent agenda consisting of past meeting minutes and a curriculum update with discussion and action on program approvals for a Bachelor of Arts/Bachelor of Science Degree in Sustainable Tourism Management. Information and discussion topics include a student withdrawal survey, campus recreation and student engagement, and an overview of the Social Justice and Equity Center.

The online meeting will occur as follows:

Thursday, January 20, 2022
12:00 p.m. to 3:30 p.m. (or until business concludes)
Visit governance.sou.edu for meeting materials.
To view the proceedings, visit https://sou.zoom.us/j/82855360547 at the time of the meeting.

Public Comment
Members of the public who wish to provide public comments for the meeting are invited to submit their comments in writing at least 24-hours in advance of the meeting during this period of pandemic protocols. Please send written comments to the board's email address: trustees@sou.edu. Public comments also may be sent to the board via U.S.

mail addressed to SOU Board of Trustees, 1250 Siskiyou Blvd., Ashland, OR 97520, or hand delivered to Churchill Hall, Room 107, at this address.

If special accommodations are required, please contact Pamela Tomac at (541) 552-8055 at least 72 hours in advance.

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

Call to Order / Roll / Declaration of a Quorum

Board of Trustees
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Thursday, January 20, 2022
12:00 p.m. – 3:30 p.m. (or until business concludes)
https://sou.zoom.us/j/82855360547

AGENDA

Persons wishing to provide public comment shall do so in writing.
Please note: timings are approximate and items may be taken out of order.

Theme: Ensuring Student Engagement to Enhance the Student Experience

	1	**Call to Order/Roll/Declaration of a Quorum**	Chair Jonathon Bullock
	1.1	Welcome and Opening Remarks	
	1.2	Roll and Declaration of a Quorum	Sabrina Prud'homme, SOU, Board Secretary
	1.3	Agenda Review	Chair Bullock
	2	**Public Comment**	
5 min.	**3**	**Consent Agenda (Action)**	
	3.1	November 18, 2021 Minutes	Chair Bullock
15 min.	**4**	**Provost's Report**	Dr. Susan Walsh, SOU, Provost and Vice President for Academic Affairs
	4.1	Update on Higher Education Coordinating Commission Biennial Evaluation	Provost Walsh
	4.2	Provost's Council Update	
	4.3	Tuition Advisory Council Update	
20 min.	**5.0**	Vice President's Report	Dr. Neil Woolf, SOU, Vice President for Enrollment Management and Student Affairs
	5.1	Enrollment Management Dashboard	

Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, January 20, 2022
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AGENDA (Continued)

	5.2	Enrollment Council Update	
		5.2.1 Student Affinity Groups	
		5.2.2 Development of Faculty-Share Program Update	
	5.3	Banner Student Information System Update	
	5.4	Other General Updates	
	6	**Action, Information and Discussion Items**	
20 min.	6.1	Curriculum Update	Dr. Susan Walsh
		6.1.1 New Program Proposal: Bachelor of Arts/Bachelor of Science Degree in Sustainable Tourism Management (Action)	Dr. Pavlina McGrady, Assistant Professor; Dr. Vincent Smith, Division Director/Associate Professor
35 min.	6.2	Student Withdrawal Survey	Dr. Carrie Vath; SOU, Dean of Students; Dr. Matt Stillman, Assistant Vice President for Enrollment Management and University Registrar
20 min.	6.3	Campus Recreation and Student Engagement	Hugues Lecomte, Director of Campus Recreation and the Student Recreation Center
25 min.	6.4	Social Justice and Equity Center Overview	Trustee janelle wilson, SOU, Associate Dean of Students and Director of Engagement and Support Programs
	6.5	Future Meetings	Chair Bullock
	7	**Adjournment**	Chair Bullock

Public Comment

Consent Agenda

(Action)

Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, November 18, 2021

MINUTES

Theme: "Taking Stock: How are we doing eight weeks into the fall term?"

Call to Order/Roll/Declaration of a Quorum

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

Chair Jonathon Bullock called the meeting to order at 12:05 p.m. The secretary recorded the roll and a quorum was verified.

Other trustees in attendance: Lyn Hennion, President Linda Schott.

Other attendees and Zoom webinar panelists included: Greg Perkinson, Vice President for Finance and Administration; Toya Cooper, Vice President for Equity, Diversity, and Inclusion; Dr. Susan Walsh, Provost; Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Janet Fratella, Vice President for University Advancement; Dan DeNeui, Associate Provost; Dr. Karen Stone, Associate VP for Academic Resource Management; Chris Stanek, Director of Institutional Research; Dr. Vince Smith, Director of Business, Communication, and the Environment; Sabrina Prud'homme, Board Secretary; Josh Lovern, Director of Budget and Planning; Danielle Hammer, University Seminar; Bonnie Drennen, Bridge Program Student; Kate Stoneham, Bridge Program Student; Trent Allen, Bridge Program Student; Pamela Tomac, Office of the Board Secretary; and various members of the community.

Public Comment
No members of the public provided comments.

Consent Agenda
Board Chair Santos moved to approve the consent agenda as presented. Trustee Rosenberg seconded the motion, and it was passed unanimously.

Provost's Report
Discussing a summer recap, as well as organizational, curriculum, Provost's Council, SB 233, and Transfer Council updates, Provost Walsh said that summer was spent working with the Educational Advisory Board (EAB) to have the Academic Performance Solutions including predictive analytics.

Provost Walsh led directors at a retreat in July and discussed compassion fatigue for students, faculty, and staff; plans have been adopted for this year. Additional topics included recommitting to the wildly important goals (WIGS); gaining efficiency in academic resource management; the impacts of the pandemic and housing costs in Ashland on faculty members; and exit interviews to help change the items within SOU's control. Also discussed were rewarding faculty for activities that do not fit into research, scholarship, and service, and the use of Governor's Emergency

Education Relief funding targeted for technology to upgrade 14 hybrid classrooms.

Regarding organizational updates, Dr. Jody Waters took a new position as associate provost of institutional improvement at Claremont College. Dr. Dan DeNeui is the new associate provost.

Forthcoming curricula include new majors in sustainable tourism management, music industry and production studies, and theatre performance; minors in coaching and officiating as well as marketing; and certificates in environmental communication, sports and recreation management. Trustee Vincent remarked that in the last five years, SOU has added remarkably more new certificates and programs outpacing the last 20 years. Now with30 micro credentials, Provost Walsh agreed and said these are part of SOU's efforts to remain relevant, keep the heritage of the liberal arts, and deliver what students and employers want and need.

The Provosts' Councils from the universities and community colleges (CCs) had a retreat and discussed leveraging partnerships more effectively. Transfer SB 233 passed, so common course numbering (CCN) was a big topic. The Transfer Council met once and consists of 15 voting members with the HECC convening the meetings. The council is responsible for setting policies, considering options for transfers, and doing other work.

Answering Board Chair Santos, Provost Walsh said the Student Voices Legislation is being led by Ben Cannon so the expectation is to hear more about that soon, as the Provost's Council will be meeting with Mr. Cannon monthly. Dr. Woolf added that Jeanne Stallman is helping track that and building a group of students. Board Chair Santos observed that Teresa Alonso Leon is on the committee, who pushes out information far and wide about the important work done here. President Schott said she and Ms. Stallman met with Alonso Leon, informing her that SOU wanted to help with that work and expressed enthusiasm to serve as a resource.

Vice President's Report

Dr. Woolf first announced the organizational changes, remarking that Carrie Vath, the new dean of students, will be providing an update to pandemic lessons learned later in the meeting. SOU was one of the first universities to have the benefits navigator position filled; Jason Piazza moved over from financial aid. Dr. Jesse Watson has joined as an equity coordinator for veterans and military family members, and Julia Mace is the new assistant director of recreation and wellness.

In 2021, there was a smaller cohort of students, but only 43 fewer degrees were awarded overall than previous years. The number of master's degrees increased by 6.3 percent though the graduation rate is at 41 percent, which is down from 46 percent the previous year. Board Chair Santos asked about Oregon being 41st in the nation in continuation rate, and Dr. Woolf replied that this is about normal for an institution like SOU. A one-year dip may occur but over time the graduation rate has been increasing, it is better to be more focused on a long-term trend.

Recruitment and marketing subcommittees are co-chaired by Nicolle Aleman and Zac Olson, who is working on expanding adult learning as the micro-credentials are really hot in the community. Demand builder has increased our prospective student base by a hundred thousand students each year, and giving good results. The dual admit program that was started with RCC will now be expanded to Klamath Community College (KCC), Shasta, and others in the region this year.

The parent communication has a specific portal each year and in three months last year that group had about 1400 participants compared to this year where there were about 2000 parents

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joined. Not only does this allow parent issues to be resolved, but Janet Fratella's team with Ms. Aleman has also been building brand awareness. Pre-college program matriculation strategies have been another focus in the community.

Dr. Woolf met with the principles of both North and South Medford High Schools to discuss the concept of a faculty share program. This would let people know about the academic experience by introducing them to SOU faculty by starting with a lunchtime meet and greet with the high achievers. The committee to grow student success and retention's main focus this year will be how to move and improve achievement gaps, with more information about how to close those gaps later in this meeting under-enrollment.

Trustee Vincent later asked where will the markets grow and what is in the forecasting, to which Woolf said the administration performs that type of forecasting and is getting better at it. The territory management process reviews demographic data and primary through tertiary markets which can be shared at a future meeting. Trustee Vincent adds that when Oregon's land-use planning is reviewed, the jurisdictions that will have huge single-family growth forecasts lead towards the knowledge of where the multifamily and single-family homes are predicted. Another item that was noted was Umpqua Community College and KCC are about equidistant, and Trustee Vincent could see KCC students likely to drive here. Additionally, the micro-subtleties of local areas could be beneficial to recruiting students.

The financial aid committee is using Ruffalo Noel Levitz (RNL) to manage and monitor that SOU has the correct size of financial aid awards for students based on merit and need. A universal return on investment (ROI) calculator is being created to measure that focus. American Rescue Plan Act (ARPA) provided $5.2M in block grants for eligible students affected by COVID, with the added ability now to award to Deferred Action for Childhood Arrivals (DACA) and use on SOU preexisting balances.

There is a growing national partnership with Straighter Line, an online learning provider that offers very low-cost, lower division, self-paced courses that allow students to align for transfer to SOU. This provides an easy re-entry experience for adult learners, and for those students who fall out of sequencing to realign pathway towards graduation. Academic Advancement is evaluating those courses that could benefit and supplement SOU students, and in joining the Straighter Line network of national students, SOU would become another valuable place for their transfer credits.

Peter Buckley's Southern Oregon Success (SORS) is working with Connect Oregon, a statewide referral platform for social services. In Jackson County, 61 agencies are signed up that offer services such as clothing, education, employment, food assistance, legal services, income support, and more to provide a broad depth and scope of social services. By joining the network, SOU will get 25 licenses for 25 staff to put student referrals into that system. The referral agency will provide direct support. The network is interested in the micro-credentials that SOU offers and so referrals will come our way from those people needing educational services. This will expand our network of support services. Jason Piazza, in the benefits navigator position, will be involved in this project.

Student Health and Wellness Center (SHWC) has been working 24/7 to get the campus ready for the return to campus. Large efforts went into reviewing over 3K students to verify vaccination status, and about 300 students and staff are tested weekly. Since fall, there have been 3-4

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students who tested positive.

Responding to Trustee wilson, Dr. Woolf said the information on enrollment trends will be provided in the next agenda item.

Trustee Thalden asked where and why does the percent of students not graduating go, to which Dr. Woolf replied that all departing students are interviewed. Before they leave, the administration intervenes to ask what is going on and have found that the issues are as individual as the person. Some of the trends are lost jobs, COVID expenses, financial aid, mental health issues, families moved; it is wide-ranging. The process of intervening before they leave allows SOU to try to help those students, and the university actively recruits those students back as well. By staying in touch with those students, if an issue is found to be under our control, such as customer service relations, then that can be fixed and apologized through. There is some National Survey of Student Engagement (NSSE) data that provides real-time clarity. Chair Bullock added that a deeper dive on retention and graduation rates in a later meeting would be appreciated.

Action, Information and Discussion Items

Fall Enrollment Overview and Completion Update, and Strategies for Closing Achievement Gaps

Dr. Woolf began by sharing the national picture that undergraduate enrollment is declining, but graduate enrollment is growing. Oregon's enrollment trends are that steep changes related to the pandemic are evident in the long-term trend, with declines for community colleges--which does not bode well for transfer students for SOU-- so partnerships will be expanded. Oregon Public Universities' (OPUs) enrollment increased or stabilized at some and fell at others. Oregon Institute of Technology declined, the University of Oregon (UO) and Oregon State University (OSU) admitted more applicants, Portland State University (PSU) dropped, and SOU is Oregon's largest Technical and Regional University (TRU).

Answering Trustee Rosenberg and Board Chair Santos, Woolf said Oregon ranks 41st in the nation at 69 percent for college continuation post-high school--it is called the competition factor. In Oregon, there are 42K high school (HS) graduates, and about 13 percent leave the state to go to college and pay more. The remaining 12K students left after the big institutions take the majority is for the smaller colleges to attract.

Providing a sense of affordability, Dr. Woolf provided an overview of parent income. For first-year Free Application for Federal Student Aid (FAFSA) filers, resources are provided. Roughly 22 percent of SOU students are first-generation. Responding to Chair Bullock, Dr. Woolf replied that the income ranges are from $0 to millions but the income range from $100-125K is the biggest group and the next range is $40-60K. And, though the high school GPA rose significantly, the students with 2.8 to 3.2 GPAs did not go to college this year. He reviewed SOU's fall enrollment trends—the university was down in new students, flat in total enrolled students, a mixture of increases and decreases among students by race/ethnicity, and a positive preview of the fall 2022 funnel.

Responding to Trustee wilson, Dr. Woolf replied that it was expected to have a higher percentage drop for students of color compared to national levels, but a comparison is not available.

Responding to Trustee Vincent, Dr. Woolf said that Boise is a tertiary market. Between northern Idaho and western Montana, some recruiting is done there but there are so many

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options for those students, it is a hard market.

Returning to retention, regarding grades of drop, withdraw, failure and incomplete rates, Academic Affairs is working with the Center for Advanced Learning to identify resources and close gaps. Based on a successful model with the American Samoan students who retain at higher percentages, and with Trustee Hennion's help, SOU hired Ria Galo for support, and the administration will now ask campus for additional affinity group volunteers to build those communities. Strategies will differ by groups' needs. There are over 2K parent portal users who will be invited to participate in those groups as they develop, to build communities within and outside SOU.

Responding to Trustee Thalden, Dr. Woolf commented that the plan to build those communities is to invite those on campus to participate and then start asking what is missing, what is needed, introducing the students to various people and organizations such as a faith-based groups and other community service organizations to make connections.

Board Chair Santos asked for more information on the high school GPA but lower freshman headcount. Dr. Woolf said that a financial analysis was reviewed and there is enough financial aid available, so the team is analyzing other issues. Chair Bullock offered that at the K -12 level, resources and time are limited due to COVID, such as college preparation and guidance counselors' time, and that influences the numbers. In the 2.8 to 3.2 GPA range, that group is getting left out of receiving the necessary support, and Dr. Woolf agreed that this is the group not showing up in SOU application numbers.

<u>Bridge Program Update</u>
Chair Bullock said the university has been having conversations about being a student-ready university, and why it's important now, more than ever. Provost Walsh introduced the topic noting that $500K of funding helped support the existing, robust Bridge Program.

Dr. Danielle Hammer said the funding has allowed the expansion of the cohort, mentors and mentor training to enable greater focus on already high-risk students that reported being impacted substantially with learning loss, mental health struggles, financial losses, or the loss of a loved due to the pandemic. The funds also will be used to work toward integrating a mental wellness component, mentor tutoring sessions, and integrating study sessions in the Bridge courses, focusing on math and writing.

Trenton Allen is an SOU sophomore and Bridge mentor. Mr. Allen shared his struggles and successes as a first-generation college student and 2nd-year mentor. He noticed a lack of socialization and social skills as students struggle to get to know each other in an online environment. He said that during the pandemic, Bridge achieved the goals of helping the students with academic and financial needs.

Bonnie Drennen is one of the first cohort members and now is a mentor-student. Ms. Drennan finds two main recurring issues. She noticed that students are uneducated as to how to get mental health assistance. Implementing more education on campus, as well as allowing students to connect with a counselor event, or other events to centralize self-care would provide learning opportunities. Ms. Drennen was fortunate because she found resources through the Bridge program, through that community of students, and with a mentor who is always there for her. She looks forward to becoming a mentor next year. As the communications coordinator

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with the Bridge program, she has met with 4 high schools in the Roseburg area, drawing in at least nine students to SOU who she is helping with applications for the coming year.

Much discussion ensued among trustees and the students regarding their personal circumstances, challenges, and how Bridge has helped them with their college goals.

In concluding the item, Dr. Hammer said additional goals are to ramp up the in-person experiences and refer earlier for diagnoses and wrap-around support. Dr. Woolf noted that a pillar position for a health promotion specialist was just hired. Chair Bullock said that to be a student-ready university, it requires that each and every student is prepared.

Positive Pandemic Programming

Continuing the spring conversation with the committee and recognizing the good work happening on campus, Vice President Woolf and Provost Walsh discussed "lessons learned." These include conversions to paperless processes; better forms of communication; more electronic delivery of information; improved standards for service delivery; higher-quality prospective student engagement; greater prospective student participation; virtual high school/community college visits with farther reach; virtual one-on-one appointments with admissions counselors; virtual information sessions targeted at traditional, transfer, territory- specific, and adult learner populations; virtual application workshops with "admissions on the spot," and more.

Under the "employer of choice" efforts, positives include the hybrid work environment; disaster-proofing operations; more individual flexibility and attention; higher levels of care and concern; and increased bonds of loyalty and teamwork. Responding to Trustee Rosenberg's inquiry regarding possible problems in this area, President Schott said that she has not heard any and would need more data, and added that some employees told her directly that they felt the university handled the furloughs and unemployment benefits well, enabling people to stay employed. The consensus was that everyone's health and safety have been a top priority.

Much discussion ensued among trustees regarding national trends in workforce shortages; related turnover and the exodus of employees across industries; some high school graduates going straight into the workforce as jobs are paying higher; academic institutions being affected as much as industries with shortages; and a desire to understand how this trend is affecting the SOU workforce. Board Chair Santos and Committee Chair Bullock asked to receive information for SOU in this area.

Trustee Thalden commented that he believes the next step is to take advantage of what has been learned by doing more online teaching and learning, perhaps with SOU inviting well-respected teachers from other countries.

Academic Performance Solutions (APS)

In June, Dr. Karen Stone and Chris Stanek talked to the committee about the Academic Program Planning Toolkit, of which APS is a part. Dr. Vincent Smith joined to discuss APS and demonstrate the tool. Academic Performance Solutions (APS) is a decision-support platform that enables individuals across institutional departments to easily access data and peer benchmarks around course offerings, faculty workload, course completion rates, department-level costs, and other key performance indicators.

Dr. Stone reported that APS allows the division directors access to data to make efficient,

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informed decisions from monitoring valuable information such as enrollments, class planning, student credit hours, fill rate, and course completion rates. The APS tool helps the bottom line by providing information about using faculty as a resource, hiring decisions, and timely progression to graduation and completion.

Chris Stanek said the tool provides fantastic long trend analyses with five-year data uploaded to the system. It provides comparative data against other schools like SOU to identify challenges; delivers a single source of the data, where in the past there were multiple data systems to search for information; and it helps to organize the data to connect financial and academic priorities. Mr. Stanek presented dashboards of the types of information APS can provide.

Dr. Smith explained that programs are reviewed every third year. The goal is to have dependable data for program chairs to be able to act nimbly opportunities are identified. Dr. Smith demonstrated the tool and showed several examples of how data has been utilized.

President Schott said this tool will provide helpful data for enrollment management and ensuring the curriculum students want. Board Chair Santos thanked everyone for their work.

Proposed 2022-2023 Committee Meeting Schedule (Action)
Last year, the committee approved the 2022 schedule, and today is being asked to approve the 2023 schedule so the board can maintain a projected 2-year calendar. Trustee Rosenberg encouraged the committee to ensure there were no conflicts with the Jewish holy days. There being none, Board Chair Santos moved to adopt the committee meeting schedule as proposed. Trustee Thalden seconded the motion, which passed unanimously.

Future Meetings
The committee's next meeting will be on Thursday, January 20, 2022.

Adjournment
The meeting adjourned at 3:20 p.m.

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Provost's Report

Biannual Evaluation for the Higher Education Coordinating Commission (HECC)

and

Accreditation Reporting to the Northwest Commission on Colleges and Universities (NWCCU)

What is the HECC Biannual Evaluation?

Passed by the Oregon legislature in 2013, **Senate Bill 270 (SB 270)** established individual governing boards at the University of Oregon and Portland State University. It also established a process for the other five Oregon public universities to establish individual governing boards, which they subsequently did. In addition, the bill required the Higher Education Coordinating Commission (HECC) to conduct annual evaluations of the universities. During the 2017 Legislative Session, the legislature amended ORS 352.061 requiring the HECC to evaluate each public university once every two years. The Stipulations required by the bill are codified in Oregon Revised Statute (ORS) 352.061.

ORS 352.061(2)

ORS 352.061(2) stipulates that the HECC's evaluations of universities must include:

a) A report on the university's achievement of outcomes, measures of progress, goals and targets; and

b) An assessment of the university's progress toward achieving the mission of all education beyond high school as described in ORS 350.014 (the 40-40-20 goal).

c) An assessment of how well the establishment of a governing board at the university comports with the findings set forth in ORS 352.025.

ORS 352.061(2) (continued)

ORS 352.061(2)(c) also requires that the HECC assess university governing boards against the findings set forth in ORS 352.025, including that governing boards:

a) Provide transparency, public accountability and support for the university.

b) Are close to and closely focused on the individual university.

c) Do not negatively impact public universities that do not have governing boards.

d) Lead to greater access and affordability for Oregon residents and do not disadvantage Oregon students relative to out-of-state students.

e) Act in the best interests of both the university and the State of Oregon as a whole.

f) Promote the academic success of students in support of the mission of all education beyond high school as described in ORS 350.014 (the 40-40-20 goal).

Context

ORS 352.025 notes four additional Legislative findings:

a) Even with universities with governing boards, there are economy-of-scale benefits to having a coordinated university system.

b) Even with universities with governing boards, shared services may continue to be shared among universities.

c) Legal title to all real property, whether acquired before or after the creation of a governing board, through state funding, revenue bonds or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the governing board.

d) The Legislative Assembly has a responsibility to monitor the success of governing boards at fulfilling their missions, their compacts and the principles stated in this section.

University Evaluation Framework

The University Evaluation Framework is used annually for measuring institutional performance and success at Oregon's public universities with governing boards. The framework is used to collect quantitative and qualitative data and information which meet the criteria established in ORS 352.061(2) and to prepare an annual report to the legislature, the HECC (Commission), and the public. The report was first issued in 2015.

Evaluation Process

- The evaluation process is iterative
- HECC staff populates the evaluation templates using data from the Student Centralized Administrative Reporting File (SCARF) and prior years' evaluations
- SOU responds with corrections and updates information

Final Report

The final HECC Biannual Evaluation report contains approximately 40 pages of quantitative and qualitative information within 8 primary categories:

1) Accreditation
2) Student Access and Success
3) Affordability
4) Academic Quality and Research
5) Collaboration
6) Shared Administrative Services
7) Financial Health and Assessment
8) Board of Trustees

What is Accreditation?

Accreditation is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public. In the United States this recognition is extended largely through nongovernmental, voluntary membership associations that establish accreditation criteria, evaluate institutions against that criteria, and approving institutions that meet the criteria.

Oregon Community Colleges and Universities that are accredited or pre-accredited by the Northwest Commission on Colleges and Universities (NWCCU) are required to examine their own missions, goals, operations, and achievements. The Commission then provides expert analysis by peer evaluators, and, later, commendations for accomplishments and recommendations for improvement from the accrediting body. Since the accreditation status of an institution is reviewed periodically, institutions are encouraged toward continued self-study and improvement.

Accreditation Criteria and Procedures

While accreditation criteria and procedures of accrediting agencies differ, the principles underlying eligibility and levels of expectation are similar in their intent to:

- foster excellence through the development of criteria and guidelines for assessing educational quality and institutional effectiveness;
- encourage institutional improvement through continuous self-study and evaluation;
- ensure the educational community, the general public, and other organizations that an institution has clearly defined and appropriate educational objectives, has established conditions under which their achievement can reasonably be expected, appears in fact to be substantially accomplishing them, and is so organized, staffed, and supported that it can be expected to continue to do so; and
- provide counsel and assistance to established and developing institutions.

Process for Obtaining Accreditation

In order to be considered for accreditation by NWCCU, a school must:

- Primarily exist to provide higher learning/higher education;
- Have similar characteristics to other higher education institutions; and,
- Meet the Eligibility Requirements, Standards for Accreditation, and Policies that NWCCU has adopted.

NWCCU Requirements

What Does The NWCCU Mean By These Requirements?

- They ask that institutions have programs that are degree related and that those programs are designed to build on knowledge, abilities, or skills that students normally would have achieved by completing high school or a similar form of education.
- They ask that the programs at an institution are based on knowledge that is verified by competent experts.
- They require that the institution must also continue to meet the Eligibility Requirements, the Standards for Accreditation, and the Policies that NWCCU has put in place to make sure institutions are effective, offer a high-quality education, and are constantly working to improve.

Receiving Accreditation

When granted, accreditation by the Northwest Commission on Colleges and Universities is not partial. It applies to the entire institution in operation at the time of the most recent comprehensive evaluation. It indicates that the institution as a whole is substantially achieving its mission and that it meets the Commission's expectations for compliance with the accreditation criteria.

Seven-Year Accreditation Cycle

Once accredited, schools have a schedule of accreditation-related activities known as the seven-year cycle, as well as the constant obligation to abide by the Eligibility Requirements, Standards, and Policies of NWCCU. These activities include:

- A yearly institutional update report;
- Scheduled self-study reports in the first, third, and seventh year of the institution's cycle;
- Any additional reports requested by the Board of Commissioners; and,
- Reporting any changes that fall under the Commission's Substantive Change Policy.
- Throughout the seven-year cycle, every institution is reviewed by NWCCU staff, teams of peer evaluators, and the Board of Commissioners in order to be sure that the institution is improving any problem areas, is still an effective school, offers a high-quality education, and is working to fulfill its mission.

The Importance of Accreditation

Accreditation is critically important because:

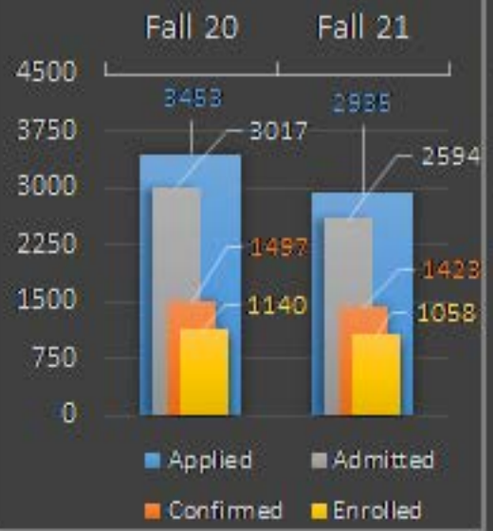
- It creates a set of quality standards for all educational institutions or programs
- It provides access to federal and state funding
- It makes transferring credits easier
- It ensures accountability of schools and degree programs which boosts public trust and confidence
- Accredited institutions are able to attract a higher caliber of faculty than unaccredited institutions

Questions?

VP's Report

Admission Funnel

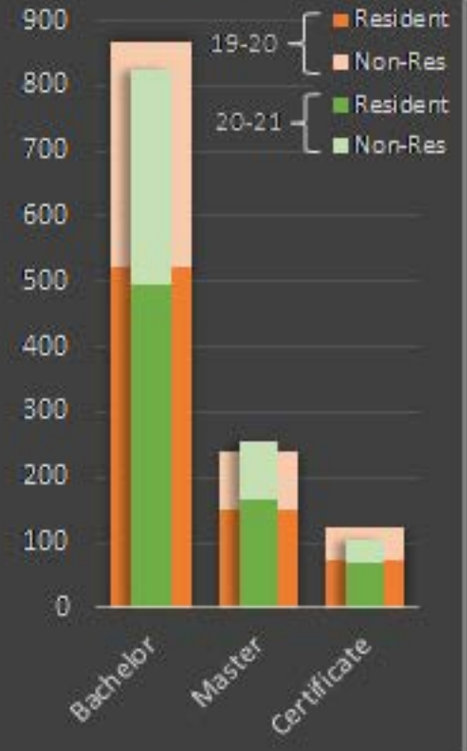
Final Report



Degrees Awarded

End of December

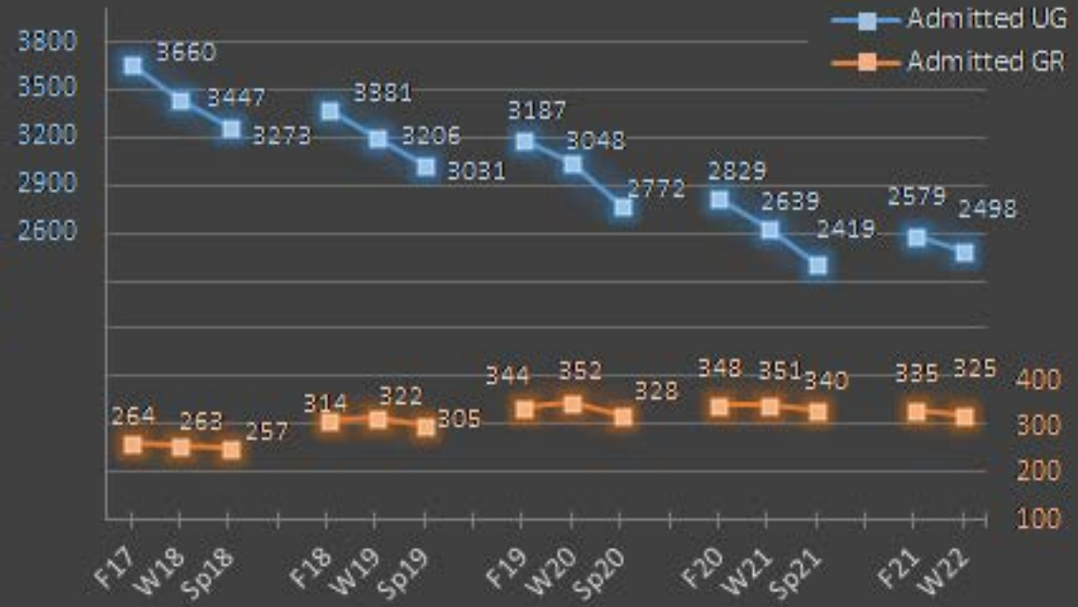
Final Report



All charts updated on 1/10/2022.

Academic Year FTE

Admitted Students



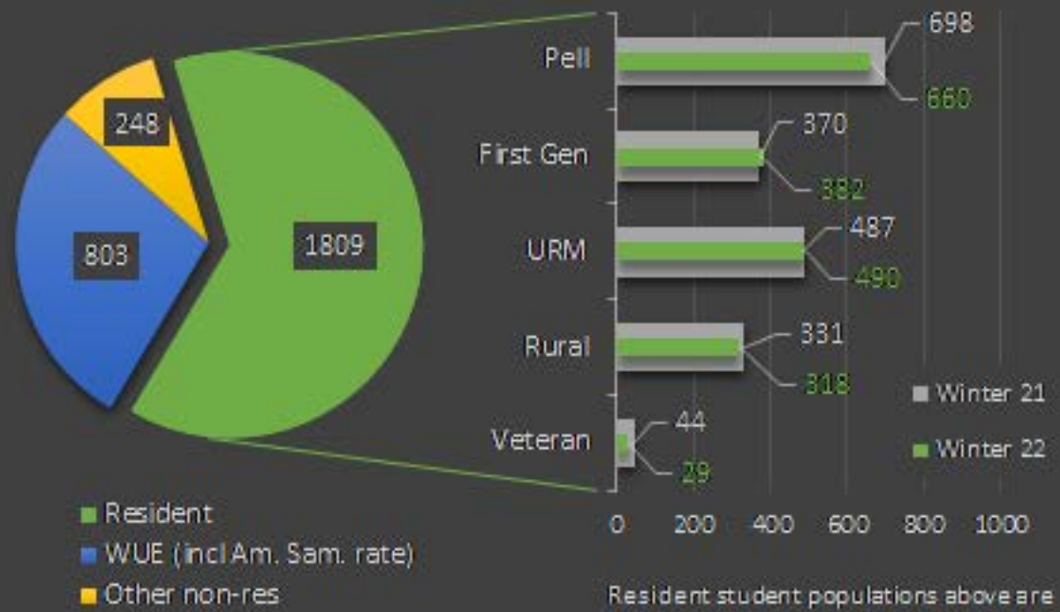
Winter 22 as of 1st week. All other data as of end-of-term.

Summer FTE

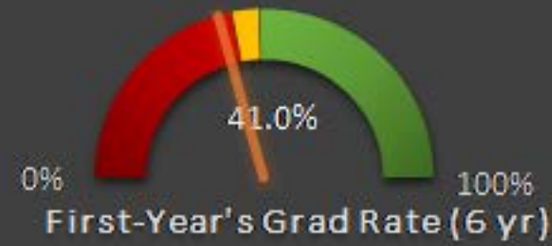
Summer data as of end of term.

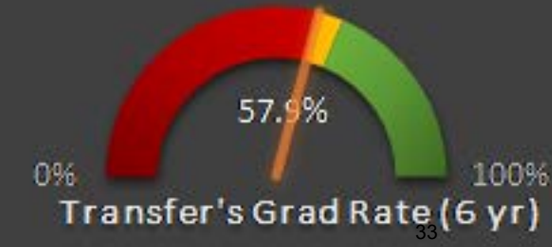
Winter 22 Admitted UG Students

End of First Week

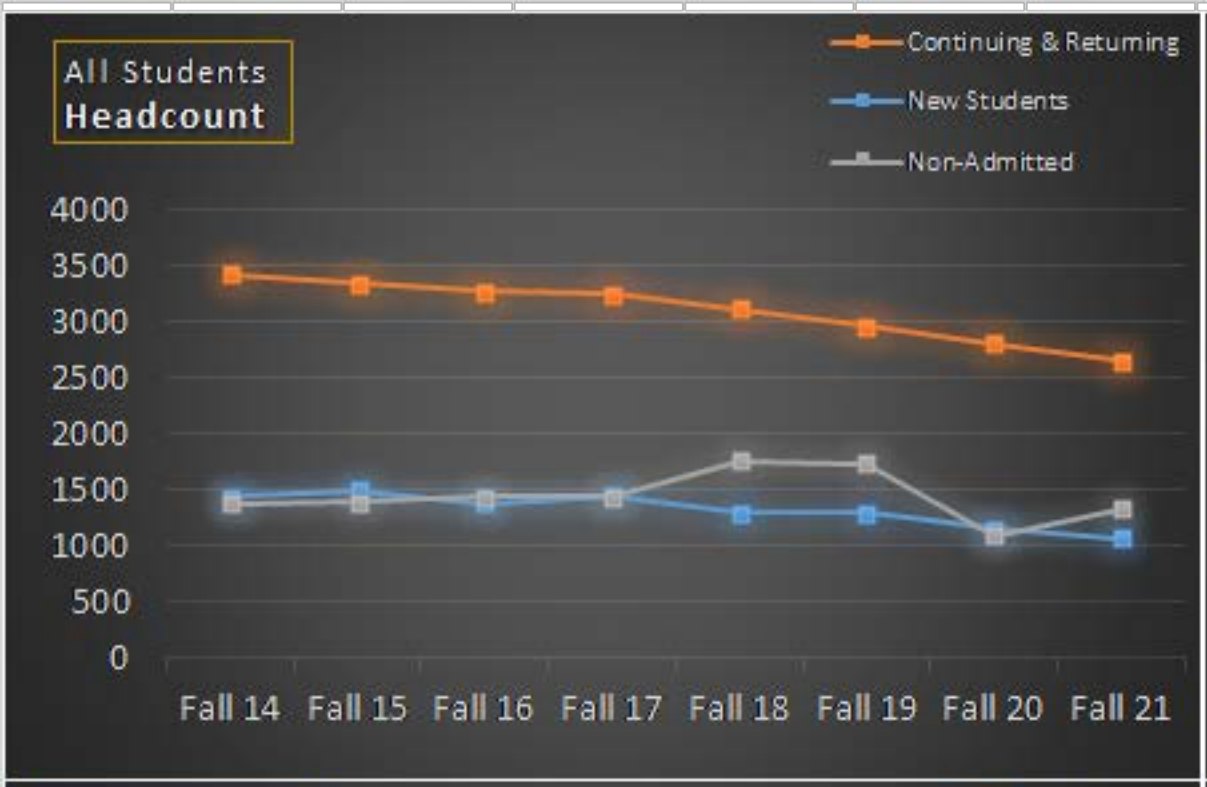


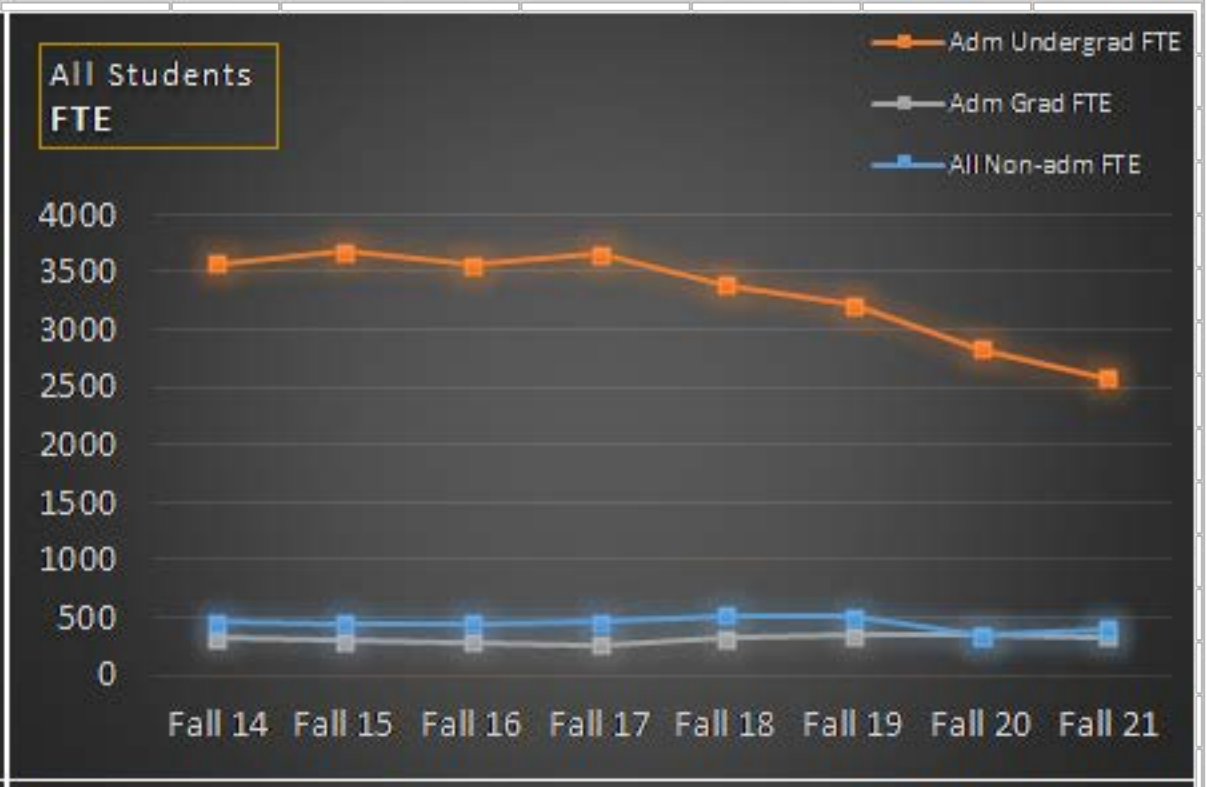
Resident student populations above are bonuses included in the funding model.

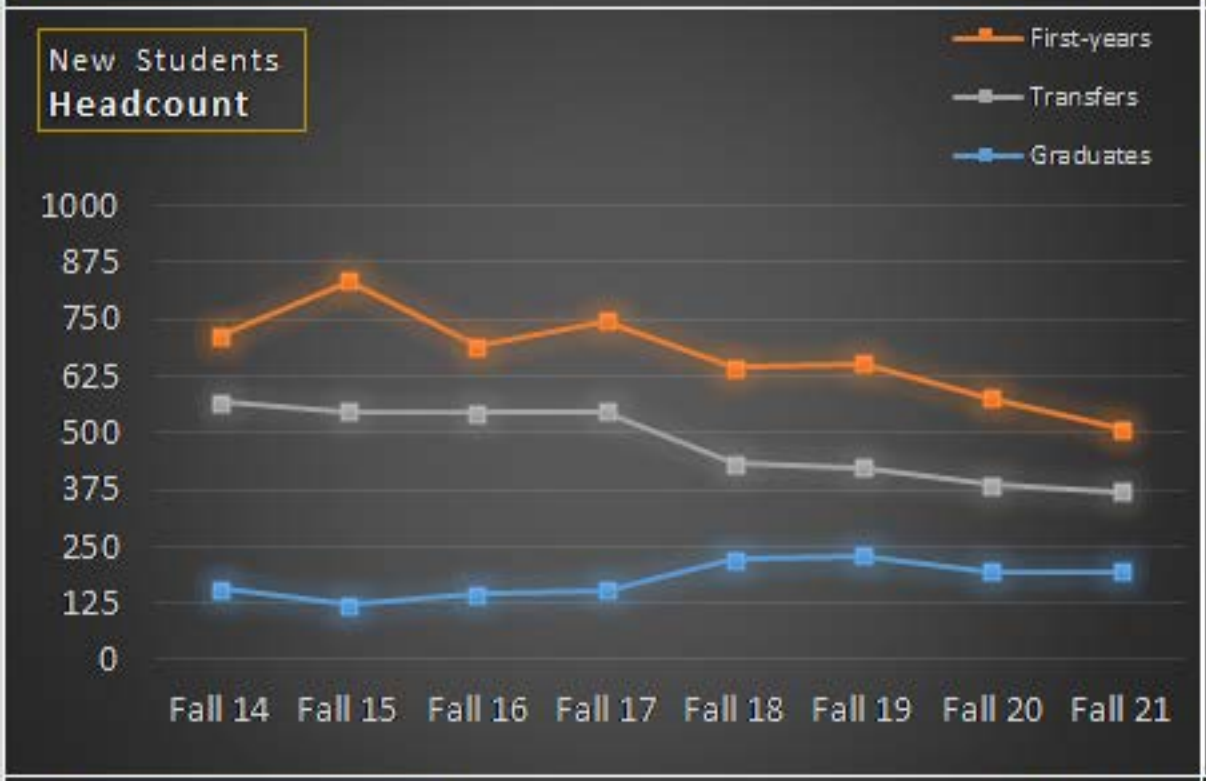


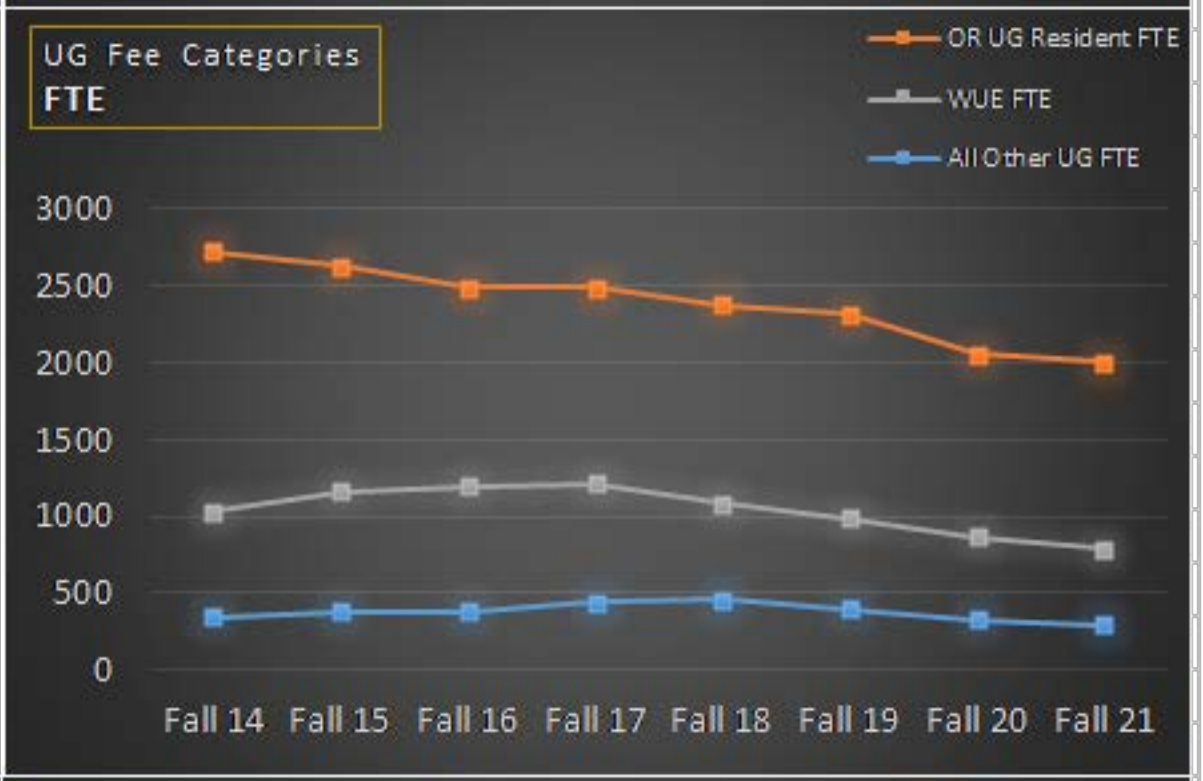


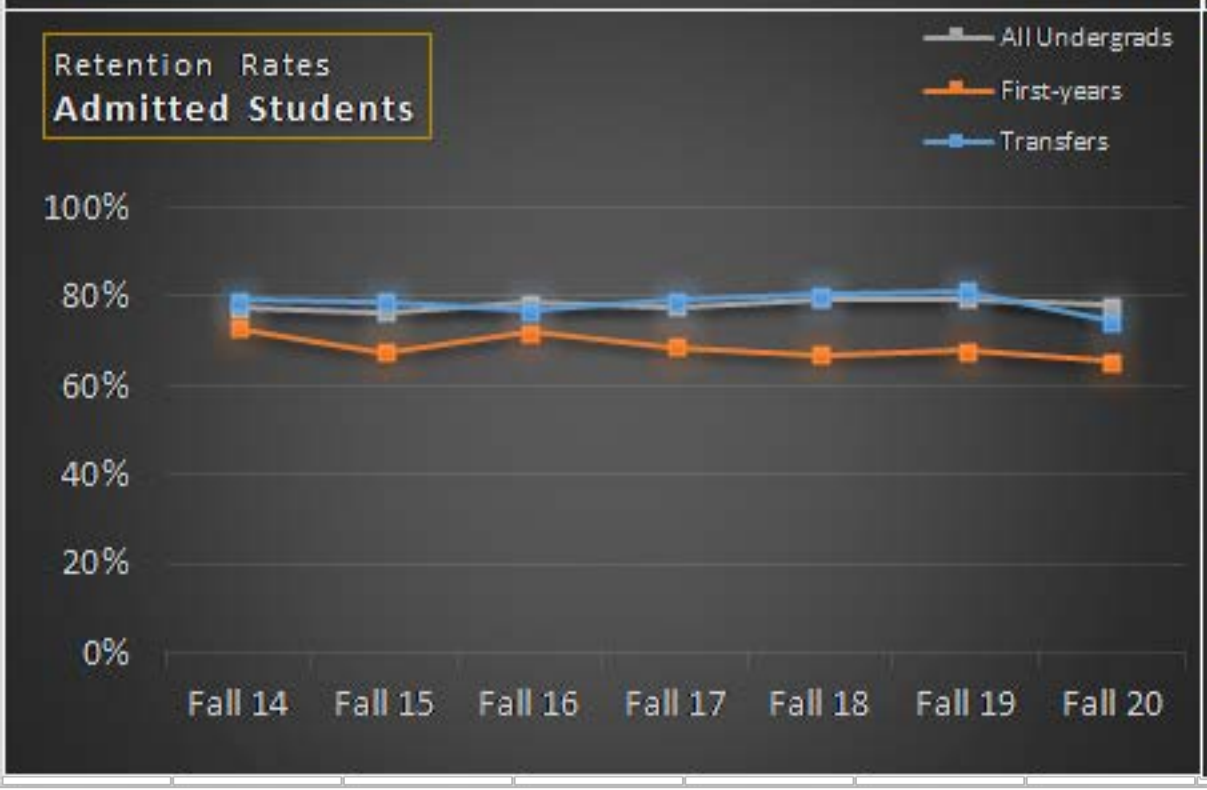
Yellow zones indicate prior year values.

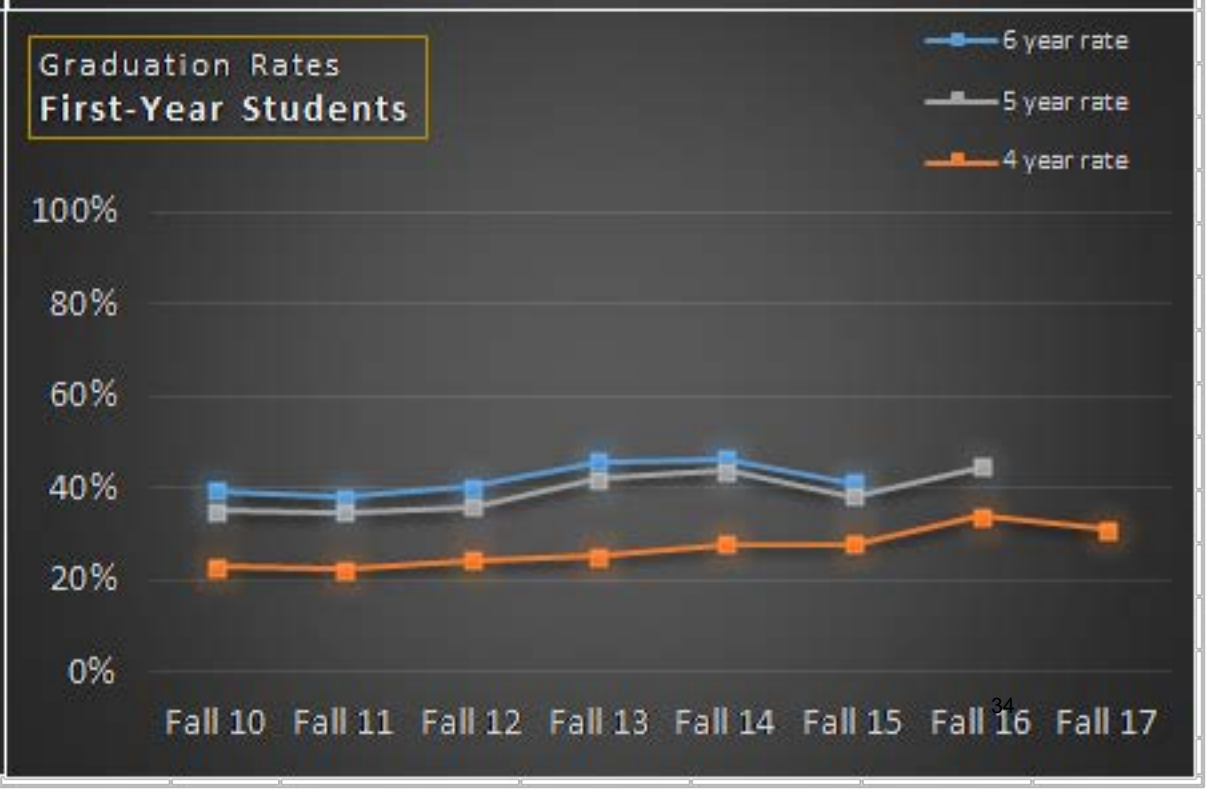

All Students
Headcount
Continuing & Returning
New Students
Non-Admitted
4000
3500
3000
2500
2000
1500
1000
500
0
Fall 14
Fall 15
Fall 16
Fall 17
Fall 18
Fall 19
Fall 20
Fall 21


All Students
FTE
Adm Undergrad FTE
Adm Grad FTE
All Non-adm FTE
4000
3500
3000
2500
2000
1500
1000
500
0
Fall 14
Fall 15
Fall 16
Fall 17
Fall 18
Fall 19
Fall 20
Fall 21


New Students
Headcount
First-years
Transfers
Graduates
1000
875
750
625
500
375
250
125
0
Fall 14
Fall 15
Fall 16
Fall 17
Fall 18
Fall 19
Fall 20
Fall 21

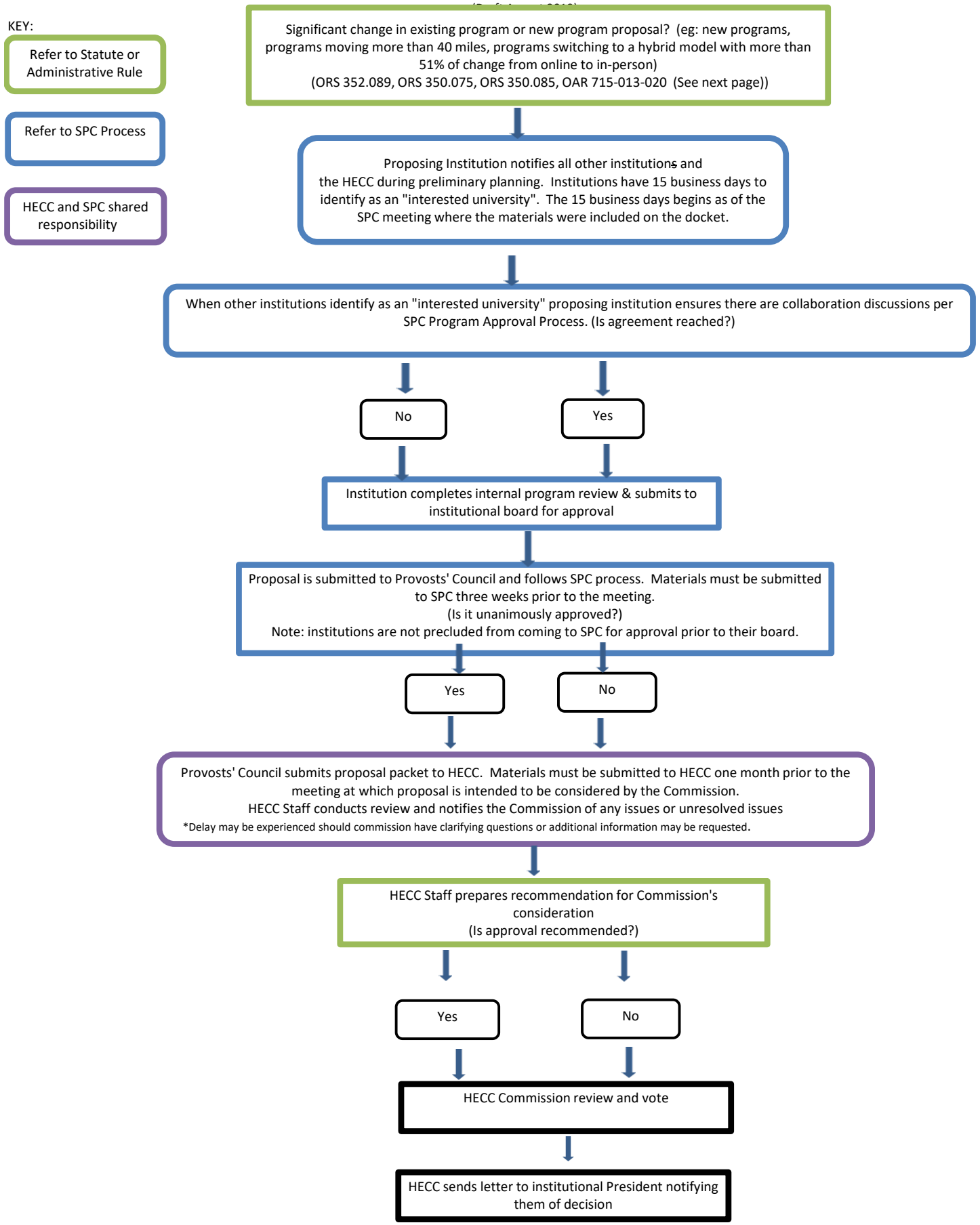

UG Fee Categories
FTE
OR UG Resident FTE
WUE FTE
All Other UG FTE
3000
2500
2000
1500
1000
500
0
Fall 14
Fall 15
Fall 16
Fall 17
Fall 18
Fall 19
Fall 20
Fall 21


Retention Rates
Admitted Students
All Undergrads
First-years
Transfers
100%
80%
60%
40%
20%
0%
Fall 14
Fall 15
Fall 16
Fall 17
Fall 18
Fall 19
Fall 20


Graduation Rates
First-Year Students
6 year rate
5 year rate
4 year rate
100%
80%
60%
40%
20%
0%
Fall 10
Fall 11
Fall 12
Fall 13
Fall 14
Fall 15
Fall 16
Fall 17

Curriculum Updates

Approval Flow Chart for University Programs



New Program Proposal:
Bachelor of Arts/Bachelor of Science Degree in Sustainable Tourism Management

(Action)

Sustainable Tourism Management

Proposal

Academic and Student Affairs Committee Meeting

Jan 20, 2021

Tourism at a Crossroads

- *"The tourism sector is at a crossroads right now – there is an awakening that we must apply new thinking and acquire new skills beyond destination marketing and customer service if we are to truly advance sustainability within tourism destinations and within the industry itself. The future demands that the next generation of leaders deeply understands the negative impacts that the epic levels of tourism have had across the globe and solid training on the practical solutions to address community planning and placemaking, visitor management, world-class visitor experience development, land management to support high use, and stewardship of the natural environment and existing indigenous cultures. Skills needed will be critical thinking, future thinking, scenario planning, facilitation, peace-making, community engagement, negotiation, communication, public policy development, DEI awareness and aptitude, and strong, adaptable project management skills."*

Kristin Dahl, Crosscurrent Collective (previously with Travel Oregon)

https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Sustainable Tourism

- *"Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities“*

United Nations World Tourism Organization (UNWTO)

Program Description

- A multidisciplinary program designed to prepare individuals for leadership roles in destinations and tourism organizations looking to commit to sustainable practices

- Will provide learners with strategies and tools for developing and managing a sustainable tourism destination and/or business while minimizing the potentially negative effects of the tourism sector, fostering community empowerment, and addressing global issues such as inequality, climate change, globalization/localization, and environmental

Program Objectives

- Evaluate tourism as an economic activity in destination development and sustainability within different geo-cultural contexts
- Develop strategies for sustainable destination planning and mediation of impact on local/global environments and livelihoods
- Explore the complex nature of community, and community-based action, advocacy, capacity-building, and mechanics of change towards sustainable development
- Recognize the role of sustainability in tourism business, as it relates to corporate strategy, business operations, financial objectives, and social responsibility

Alignment with University Mission

- **SOU's Vision**
  - *Southern Oregon University will become an inclusive, sustainable university for the future that guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose*

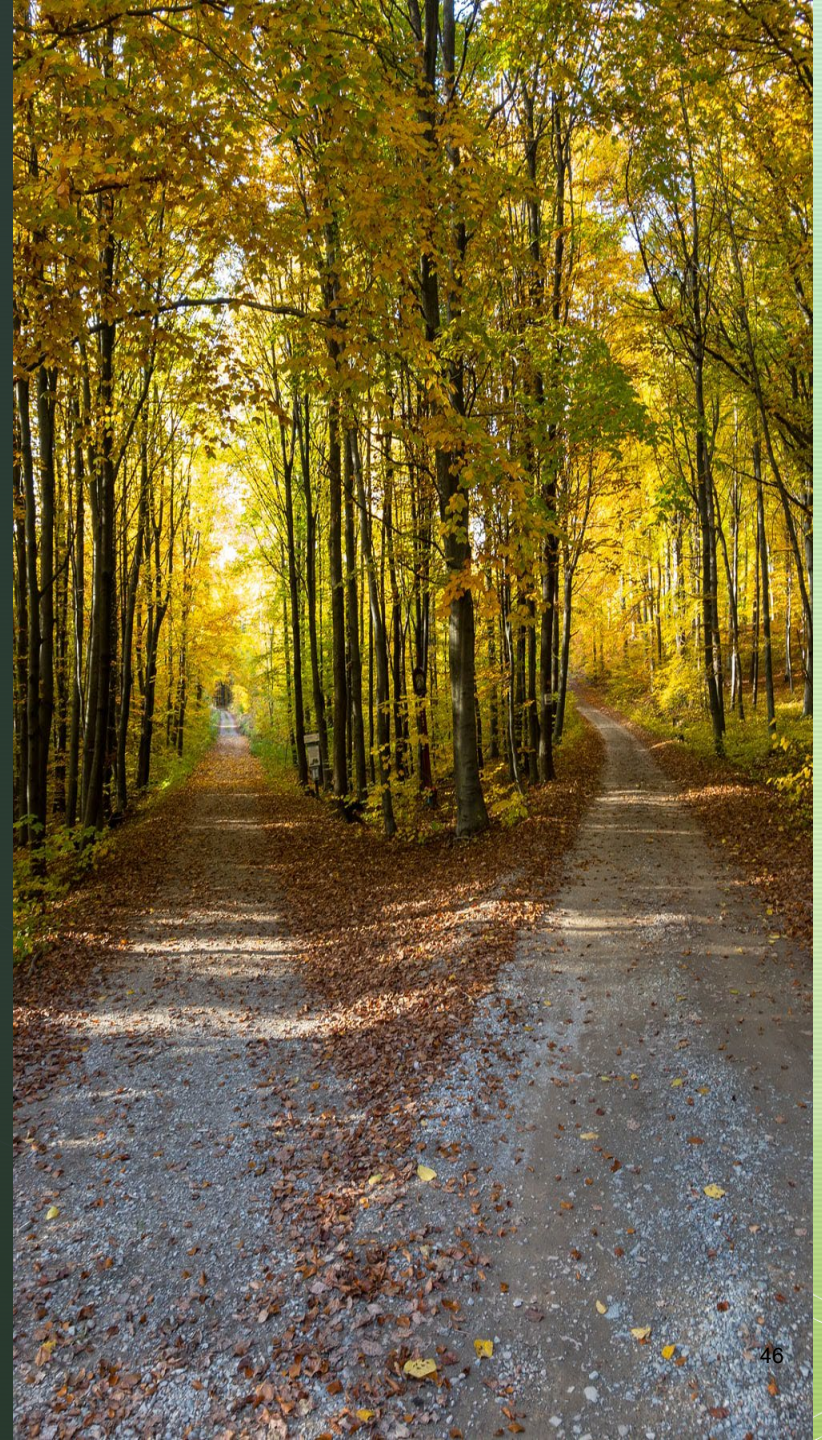
- **STM Program**
  - In line with SOU's "sustainability" brand
  - Will prepare learners as leaders in sustainable travel industry, addressing issues for sustainable development
  - In line with SOU's strategic direction III (Goal 3) for actively modeling an environmentally sustainable campus to promote ecologically-resilient bioregion
  - Includes courses exploring frameworks and principles for improving local community (EDI), region, and the world through travel and tourism

Alignment with Statewide Needs and Goals

- **US**: In the United States, tourism contributes nearly $1.5 trillion to the U.S. GDP, representing year-over-year growth of 35.6% ($393 billion) (WTTC, 2021)
- **Oregon:** Travel is the fourth largest export-oriented industry in Oregon, making up 2.3% of Oregon's GDP
  - Re-strategizing, new initiatives for sustainable destination management
- **Ashland:** Tourism is a key economic driver
  - Rebranding of Ashland as a sustainable destination
- Needs and opportunities for new jobs in sustainable tourism destination management – locally and globally!

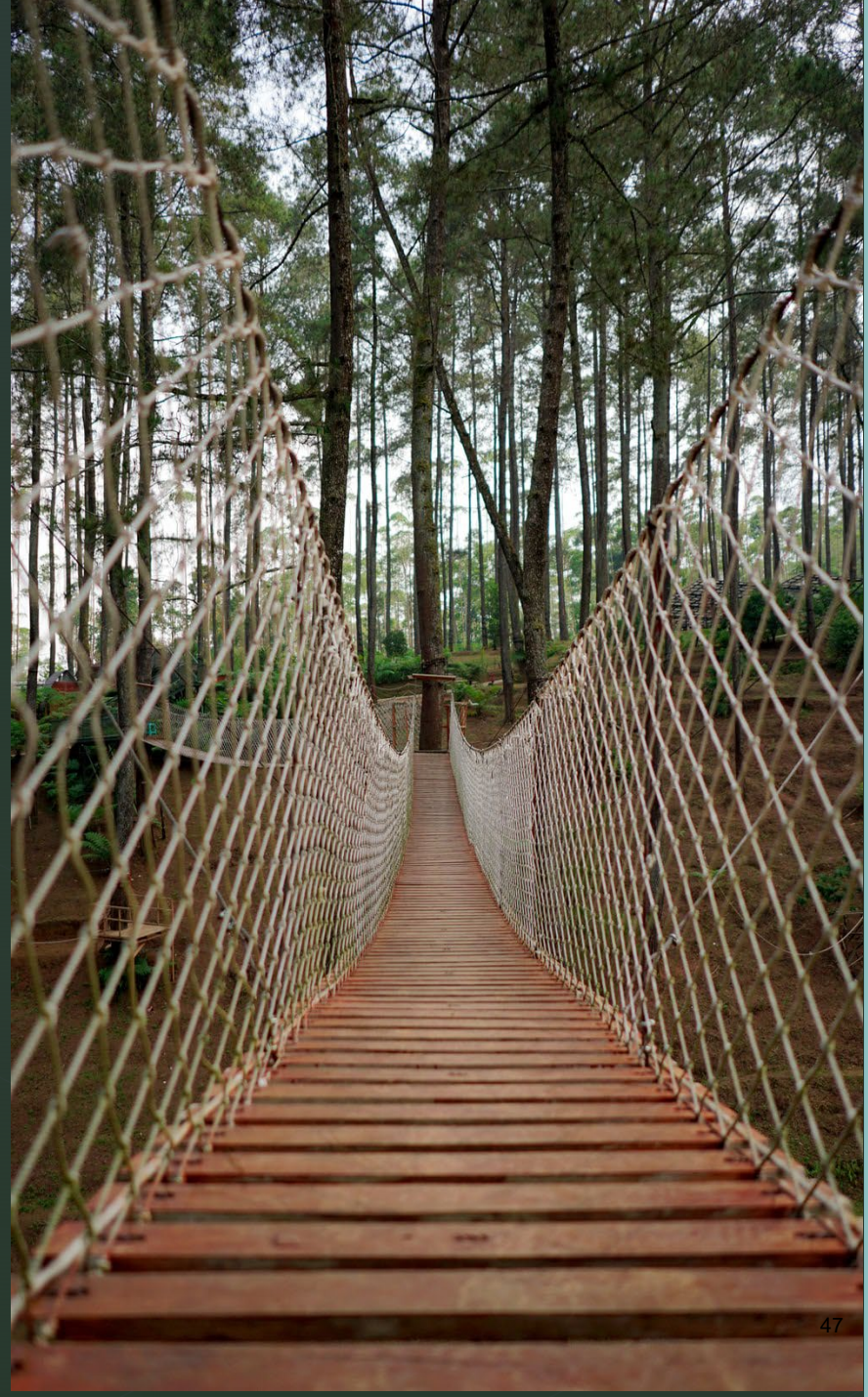
Potential Careers

- Destination manager – Sustainability
- Sustainable travel program coordinator
- Corporate sustainability officer (tourism)
- Sustainability specialist/consultant/advisor
- Public agency/policy tourism coordinator/advisor
- Urban and regional planner (tourism)
- Travel agent – sustainability
- Ecolodge operator
- Sustainability research associate
- Resort/Hotel sustainability manager/coordinator



Curriculum - Lower Division Core (32-36 credits)

- ES 103 Introduction to Environmental Science: Social Science (4 credits)
- ECON 201 Principles of Microeconomics (4 credits)
- ECON 202 Principles of Macroeconomics (4 credits)
- Math 243 Intro to Statistical Methods (4 credits)
- BA 131 Business Computer Applications (4 credits)
- **BA 208 Introduction to Tourism and Sustainability** (4 credits)
- BA 282 Applied Business Statistics (4 credits)
  - or MTH 244 Applied Statistical Methods (4 credits)
- BA 211 Financial Accounting (4 credits)
- BA 213 Managerial Accounting (4 credits)



Curriculum
Upper Division Core (52 credits)

- **Tourism-Specific Courses:**
- BA 411 Sustainable Tourism (4 credits)
- BA 413 Tourism Economics (4 credits)
- BA 415 Tourism Policy and Planning (4 credits)

- **Business:**
- BA 385 Principles of Finance (4 credits)
- BA 386 Advanced Business Applications: Excel (4 credits)
- BA 490 Case Studies in Corporate Sustainability (4 credits)

- **Community and Society:**
- SOAN 420 Environmental Sociology (4 credits)
- SOAN 311 Community Studies (4 credits)

- **Environment:**
- ES 439 Land Use Planning (4 credits)
- ES 421 Ecological Economics and Sustainable Development (4 credits)

- **Research and Internship:**
- BA 429 - Applied Research I (4 credits)
- BA 495 – Applied Research II (4 credits)
- BA 409 - Internship (4 credits)

Curriculum - Electives (12 credits)

***Select any three courses from the list below:**

- **Business Electives**:
- BA 330 Principles of Marketing (4 credits)
- BA 374 Principles of Management (4 credits)
- BA 382 Management Information Systems (4 credits)
- BA 410 Event Management (4 credits)
- BA 450 GIS (4 credits)
- BA 476 Business Ethics (4 credits)
- BA 483 Sustainability Leadership (4 credits)
- BA 480 Non-Profit Theory and Leadership (4 credits)
- BA 488 Project Management (4 credits)

- **Community and Communication Electives:**
- SOAN 451 Cultural Ecology (4 credits)
- SOAN 452 Global Environmental Movements (4 credits)
- COMM 342 Persuasion (4 credits)
- COMM 441 International Communication (4 credits)
- COMM 445 Conflict Management (4 credits)

- **Environment Electives:**
- ES 327 Energy and Climate Change (4 credits)
- ES 351 Environmental Policy and Impact Analysis (4 credits)
- ES 354 Marine Conservation (4 credits)
- ES 379 Biodiversity (4 credits)
- ES 408 (4 credits)
- ES 423 Sustainability and Natural Resources (4 credits)
- ES 437 Conservation in the USA (4 credits)
- ES 442 Valuation of Ecosystem Goods and Services (4 credits)

- Thank you!
- Q & A

New Program Proposal

New Program Name: Sustainable Tourism Management, BS

CIP Code: (Classification of Instructional Program)**: 03.0207**

The proposed multidisciplinary Sustainable Tourism Management program is designed to prepare individuals for leadership roles in destinations and tourism organizations looking to commit to sustainable practices. The program will provide learners with strategies and tools for developing and managing a sustainable tourism destination and/or business while minimizing the potentially negative effects of the tourism sector, fostering community empowerment, and addressing global issues such as inequality, climate change, globalization/localization, and environmental degradation (and working towards the United Nations' 2030 Agenda for Sustainable Development).

Objectives:

1. Evaluate tourism as an economic activity in destination development and sustainability within different geo-cultural contexts.
2. Develop strategies for sustainable destination planning and mediation of impact on local/global environments and livelihoods
3. Explore the complex nature of community, and community-based action, advocacy, capacity-building, and mechanics of change towards sustainable development
4. Recognize the role of sustainability in tourism business as it relates to corporate strategy, business operations, financial objectives, and social responsibility.

The vision of SOU is to be an *inclusive, sustainable university for the future that guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose*. The proposed program aligns well with the University's vision and mission - preparing learners as leaders in sustainable tourism management, addressing issues for sustainable development. The Sustainable Tourism Management program coursework will enhance learners' knowledge related to SOU's values of equity, diversity, and inclusion, economic vitality and environmental sustainability. Additionally, the program is in line with SOU's strategic direction one for actively modeling an environmentally sustainable campus to promote ecologically-resilient bioregion. Learners in the Sustainable Tourism Management program will become experts in integrating sustainable planning, practices, and policies in the growing tourism industry of Southern Oregon and beyond. Lastly, the program includes courses exploring frameworks and principles for improving the local community, the region, and the world through travel and tourism.

<u>Impact statement:</u>

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

   This major within the School of Business will serve students with interests in tourism management and sustainability. Many business requirements will remain identical between Business and Sustainable Tourism Management majors. The program will likely serve to increase enrollment in several of the existing sustainable business courses within

the Business program as well as Environmental Science and Policy and Social Science courses.

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

   No major impact besides the new courses to replace BA 310 and BA 311, but ES&P, SOAN, and potentially Comm, and INL courses might be affected as courses from those disciplines will be included in the required/elective courses of the major.

3. Program Resource evaluation:

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

      No immediate needs are anticipated. This major will use existing courses in Business, ES&P, Comm, and SOAN. Two to three new courses in sustainable tourism management will be added, but they will replace current courses in the Tourism Management program, focusing on hospitality. Additionally, INL capstone course will be used in the first few years of the new program as the capstone in INL is in line with the capstone of the new program – guiding students through an applied research project. A new capstone course for the new major will be developed as enrollment increases. Additionally, if there is a dramatic increase in enrollment in the first several years, some of the courses (e.g. BA 411, BA 490) might have to be offered twice per year (especially considering the new Sustainability major in ES&P).

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

      No additional or new space will be needed to host this new major.

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

      Yes. Report attached.

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

      No.

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

   See below.

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

   See attached.

Sustainable Tourism Management, BS

Requirements for the Major

1.

Fulfill baccalaureate degree requirements. Complete a total of 180 credits including a minimum of 55 credits in upper division Business or related courses, 36 credits of which must be completed at SOU.

2.

Students must have no grade lower than a C- in all coursework that will be applied to the major and have a minimum 2.5 GPA in SOU Sustainability courses required for graduation. Note: Only the practicum (BA 409) is available as P/NP; no other Sustainable Tourism Management core courses may be taken P/NP.

3. Complete the requirements for the Sustainable Tourism Management major.

Sustainable Tourism Management Requirements (100 credits)

Required Lower Division Core (36 credits):

ES 103 Introduction to Environmental Science: Social Science (4 credits)

ECON 201 Principles of Microeconomics (4 credits)

ECON 202 Principles of Macroeconomics (4 credits)

MTH 243 Intro to Statistical Methods (4 credits)

BA 131 Business Computer Applications (4 credits)

BA 208 Introduction to Tourism and Sustainability (4 credits)

BA 211 Financial Accounting (4 credits)

BA 213 Managerial Accounting (4 credits)

BA 282 Applied Business Statistics 4 credits or MTH 244 Applied Statistical Methods (4 credits)

Upper Division Core (Required) Courses (52 credits)

Tourism-Specific Courses:

BA 411 Sustainable Tourism (4 credits)

BA 413 Tourism Economics (4 credits)

BA 415 Tourism Policy and Planning (4 credits)

Business:

BA 385 Principles of Finance (4 credits)

BA 386 Advanced Business Applications: Excel (4 credits)

BA 490 Case Studies in Corporate Sustainability (4 credits)

Community and Society:

SOAN 311 Community Studies (4 credits)

SOAN 420 Environmental Sociology (4 credits)

Environment:

ES 439 Land Use Planning (4 credits)

ES 421 Ecological Economics and Sustainable Development (4 credits)

Research and Internship:

BA 429 Applied Research I (4 credits)

BA 495 Applied Research II (4 credits)

BA 409 Internship (4 credits)

Electives (12 credits)

***Select any three courses from the list below:**

Business Electives:

BA 330 Principles of Marketing (4 credits)

BA 374 Principles of Management (4 credits)

BA 382 Management Information Systems (4 credits)

BA 410 Event Management (4 credits)

BA 450 GIS (4 credits)

BA 476 Business Ethics (4 credits)

BA 480 Non-Profit Theory and Leadership (4 credits)

BA 483 Sustainability Leadership (4 credits)

BA 488 Project Management (4 credits)

Community and Communication Electives:

SOAN 451 Environmental Sociology(4 credits)

SOAN 452 Global Environmental Movements (4 credits)

COMM 342 Persuasion (4 credits)

COMM 441 International Communication (4 credits)

COMM 445 Conflict Management (4 credits)

Environment Electives:

ES 327 Energy and Climate Change (4 credits)

ES 351 Environmental Policy and Impact Analysis (4 credits)

ES 354 Marine Conservation (4 credits)

ES 379 Biodiversity (4 credits)

ES 408 (4 credits)

ES 423 Sustainability and Natural Resources (4 credits)

ES 437 Conservation in the USA (4 credits)

ES 442 Valuation of Ecosystem Goods and Services (4 credits)

Potential Careers:

- Destination manager – Sustainability
- Sustainable travel program coordinator
- Corporate sustainability officer (tourism)
- Sustainability specialist/consultant/advisor
- Public agency/policy tourism coordinator/advisor
- Urban and regional planner (tourism)
- Travel agent – sustainability
- Ecolodge operator
- Sustainability research associate
- Resort/Hotel sustainability manager/coordinator

HIGHER EDUCATION COORDINATING COMMISSION

Proposal for a New Academic Program

Institution: Southern Oregon University

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

Department/Program Name: School of Business

Degree and Program Title: Major in Sustainable Tourism Management

1. Program Description

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

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The proposed multidisciplinary Sustainable Tourism Management program is designed to prepare individuals for leadership roles in destinations and tourism organizations looking to commit to sustainable practices. The program will provide learners with strategies and tools for developing and managing a sustainable tourism destination and/or business while minimizing the potentially negative effects of the tourism sector, fostering community empowerment, and addressing global issues such as inequality, climate change, globalization/localization, and environmental degradation (and working towards the United Nations' 2030 Agenda for Sustainable Development).

The program includes courses from Business, Environmental Science and Policy, and Sociology and Anthropology.

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

1. Evaluate tourism as an economic activity in destination development and sustainability within different geo-cultural contexts.
2. Develop strategies for sustainable destination planning and mediation of impact on local/global environments and livelihoods
3. Explore the complex nature of community, and community-based action, advocacy, capacity-building, and mechanics of change towards sustainable development
4. Recognize the role of sustainability in tourism business, as it relates to corporate strategy, business operations, financial objectives, and social responsibility.

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

The curriculum is in parallel with other majors in the Business program at SOU with a suite of core courses and electives totaling 180 credits.

To be awarded the Sustainable Tourism Management degree, students must complete the course requirements listed below and the SOU requirements for a BA or BS degree or the transfer equivalent. Majority of the credits must be taken at SOU. All courses taken for the major must be completed with a grade of C- or better. Students must maintain a minimum GPA of 2.5 or higher in all major courses.

Sustainable Tourism Management Requirements (100 credits)
Required Lower Division Core (36 credits):
ES 103 Introduction to Environmental Science: Social Science (4 credits)

ECON 201 Principles of Microeconomics (4 credits)

ECON 202 Principles of Macroeconomics (4 credits)

Math 243 Intro to Statistical Methods (4 credits)

BA 131 Business Computer Applications 4 credits

BA 208 Introduction to Tourism and Sustainability (4 credits)

BA 282 Applied Business Statistics 4 credits or MTH 244 Applied Statistical Methods (4 credits)

BA 211 Financial Accounting (4 credits)

BA 213 Managerial Accounting (4 credits)

Upper Division Core (Required) Courses (52 credits)
Tourism-Specific Courses:

BA 411 Sustainable Tourism (4 credits)

BA 413 Tourism Policy and Planning (4 credits)

BA 415 Tourism Economics (4 credits)

Business:

BA 385 Principles of Finance (4 credits)

BA 386 Advanced Business Applications: Excel (4 credits)

BA 490 Case Studies in Corporate Sustainability (4 credits)

Community and Society:

SOAN 311 Community Studies (4 credits)

SOAN 420 Environmental Sociology (4 credits)

Environment:

ES 439 Land Use Planning (4 credits)

ES 421 Ecological Economics and Sustainable Development (4 credits)

Research and Internship:

BA 429 - Applied Research I (4 credits)

BA 495 – Applied Research II (4 credits)

BA 409 - Internship (4 credits)

Electives (12 credits)
***Select any three courses from the list below:**

Business Electives:

BA 330 Principles of Marketing (4 credits)

BA 374 Principles of Management (4 credits)

BA 382 Management Information Systems (4 credits)

BA 410 Event Management (4 credits)

BA 450 GIS (4 credits)

BA 476 Business Ethics (4 credits)

BA 483 Sustainability Leadership (4 credits)

BA 480 Non-Profit Theory and Leadership (4 credits)

BA 488 Project Management (4 credits)

Community and Communication Electives:

SOAN 451 Cultural Ecology (4 credits)

SOAN 452 Global Environmental Movements (4 credits)

COMM 342 Persuasion (4 credits)

COMM 441 International Communication (4 credits)

COMM 445 Conflict Management (4 credits)

Environment Electives:

ES 327 Energy and Climate Change (4 credits)

ES 351 Environmental Policy and Impact Analysis (4 credits)

ES 354 Marine Conservation (4 credits)

ES 379 Biodiversity (4 credits)

ES 408 Workshop (4 credits)

ES 423 Sustainability and Natural Resources (4 credits)

ES 437 Conservation in the USA (4 credits)

ES 442 Valuation of Ecosystem Goods and Services (4 credits)

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The program would be offered on the Ashland campus utilizing existing courses and two new courses that will replace two existing courses in hospitality management.

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

e. Adequacy and quality of faculty delivering the program.

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

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

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

g. Other staff.

A full-time faculty member will coordinate the program.

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

Considering that all courses are existing or replacing existing courses, the degree will not substantially impact general facilities at SOU.

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

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

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

i. Anticipated start date.

The program will begin Fall 2022.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The mission of SOU is to be *inclusive, sustainable university for the future that guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose*. The proposed major aligns well with the University's mission - preparing learners as leaders in sustainable travel industry, addressing issues for sustainable development. Moreover, the Sustainable Tourism Management major coursework will enhance learners' knowledge related to SOU's values of equity, diversity, and inclusion, economic vitality and environmental sustainability. Additionally, the program is in line with SOU's strategic direction one for actively modeling an environmentally sustainable campus to promote ecologically-resilient bioregion. Learners in the Sustainable Tourism Management program will become experts in integrating sustainable planning, practices and policies in the growing tourism industry of Southern Oregon and beyond. Lastly, the

program includes a few courses which will explore frameworks and principles for improving local community, region, and the world through travel and tourism.

Tourism is a sector with tremendous impact at a local and global level– economically, socially, and environmentally. In 2019, there were over 1.5 billion international travelers (United Nations World Tourism Organization, 2020). Similarly, Travel Oregon (2021) reported that tourism in Oregon is an $12.8 billion industry which generates more than 117,500 jobs in Oregon. Although the COVID pandemic had "slowed down" tourism in 2020, projections are that post-pandemic, the industry will experience a "boom," leading to potential challenges. The tourism sector is at a crossroads right now – there is "an awakening" that the travel industry must apply new thinking and travel professionals and destination managers must acquire new skills beyond destination marketing and customer service if the sector to truly advance sustainability within tourism destinations and within the industry itself. Booking.com's Sustainable Travel report (2021) highlights that 83% of global travelers think sustainable travel is vital, with 61% saying the pandemic has made them want to travel more sustainably in the future. Almost half of travelers (49%) still believe that in 2021, there were not enough sustainable travel options available, with 53% admitting they get annoyed if somewhere they were staying stopped them from being sustainable. Therefore, the future demands that the next generation of leaders deeply understands sustainability in tourism context, particularly focusing on the negative impacts that the high levels of tourism have had across the globe and solid training on the practical solutions to address community planning and placemaking, visitor management, world-class visitor experience development, land management to support high use, and stewardship of the natural environment and existing indigenous cultures is required (Dahl, 2021).

The new Sustainable Tourism Management program will address these demands preparing leaders in sustainable destination development and management, providing dep understanding of the positive and negative impacts of the tourism sector at the economic, environmental, and economic level, while planning and developing for sustainability. Moreover, the degree supports the institution's mission and strategies for sustainability, economic vitality, equity, inclusion and diversity, while preparing learners as leaders working on addressing those challenges on a global scale.

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

The Sustainable Tourism Management major answers a need from one the state's fastest growing sectors. Pre-pandemic, the Oregon tourism industry saw growth in tourist numbers and tourism spending for eight consecutive years (Travel Oregon, 2020). Again, although tourism was at halt in 2020, it has already starting recovering with expectations for a strong come back. With this growth and opportunity for a more sustainable industry post pandemic, comes the need for a trained workforce in the sector, with knowledge on how the tourism industry as a whole, as well as all its business parts (i.e. lodging operators, restaurants, travel outfitters, and destinations themselves) can continue growing in a sustainable manner - ensuring residents participation and satisfaction, region's economic vitality and environmental preservation.

The proposed Sustainable Tourism Management major will provide statewide and regional support for learners and community members interested in advancing destinations and the tourism sector towards sustainability. Given that Oregon's rural and outdoor recreation sectors are on the rise, the program will serve a diverse learner mix that will include first generation college students. In addition, the Sustainable Tourism Management degree will offer learners various opportunities for working with local agencies and businesses, providing applied research, and helping further existing destination/business strategies for sustainability.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
    i. improve educational attainment in the region and state;
    ii. respond effectively to social, economic, and environmental challenges and opportunities; and
    iii. address civic and cultural demands of citizenship.

The tourism industry in Southern Oregon is growing rapidly and is an important part of the local economy. As such, workforce development for the region's tourism industry is an important area of collaboration that institutions of higher education need to address. In Southern Oregon, tourism is a $1 billion industry, providing over 11 000 jobs (Travel Southern Orgon, 2020). Oregon has had a long history of being sustainability pioneer - from the passing of one of the nation's first comprehensive bottle bills and recycling programs, to progressive land use laws, to developing one of the most diverse transportation systems in the United States – Oregon has been at the forefront of protecting and preserving natural and human capital. This new major will provide professionals in sustainable tourism with substantive knowledge about ways of addressing social, economic and environmental challenges and opportunities. Learners will work on case studies and projects addressing issues on poverty, globalization, environmental degradation and preservation, social equity, and more, all through the power of sustainable tourism. Key topics addressed will include tourism planning and policy, community building and engagement, tourism economic sustainability, social and environmental stewardship, land use planning, and corporate sustainability, among others.

3. Accreditation

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

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

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

NA

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

NA

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.
NA

4. Need

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

As a new program, the anticipated enrollment would be 10-20 students in the first year. As the region's tourism industry grows, we anticipate more demand for the major and will adapt or respond as needed. Eventually, residents from the community wishing to work in the tourism industry may also be attracted to the program. It is with hopes that the program will also establish partnerships with international universities already works together with – e.g. Harz University in Germany and Guanajuato University in Mexico, as well as establishing new collaborations.

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

Over the next five years, it is anticipated there will be approximately 60-80 Sustainable Tourism Management degrees awarded based on the average of 15-20 per year.

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

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

d. Evidence of market demand.

The tourism industry growth (pre-pandemic), halt (during pandemic) and expected boom (post -pandemic) puts the sector at a cross-road, particularly thinking about sustainability. The Future of Tourism coalition (2021) highlights that decades of "unfettered" growth in travel have put the world's treasured places at risk – environmentally, culturally, socially, and financially. Now, the tourism industry faces a precarious and uncertain future. Therefore, re-centering around a strong set of Guiding Principles is vital for long term deep-rooted growth.

Kristin Dahl, a destination development manager at Travel Oregon for over fifteen years corroborates with the above statement, adding that there is an awakening that the sector leadership must apply new thinking and acquire new skills beyond destination marketing and customer service if the industry is to truly advance sustainability within tourism destinations and transform globally. The future demands that the next generation of leaders deeply understands the negative impacts that the epic levels of tourism have had

across the globe and solid training on the practical solutions to address community planning and placemaking, visitor management, world-class visitor experience development, land management to support high use, and stewardship of the natural environment and existing indigenous cultures. Discussions with industry leaders in Southern Oregon reveal the need for more travel and tourism professionals with knowledge in sustainability (see Appendix with support letters).

Similarly, Travel Oregon is increasingly working on addressing sustainability issues through various programs and initiatives. In 2020, Travel Oregon released the "Take Care Out There" campaign for tourists and a new communication toolkit for indsutry professionals - to help promote responsible recreation in Oregon and ensure outdoor opportunities for health, connection and joy for generations to come. Travel Oregon had also placed a very strong focus on social sustainability of the sector - focusing on community engagement through rural tourism studios - a robust training program designed to help rural communities develop and offer high-value, authentic experiences to travelers—in a sustainable, manageable way. The Rural Tourism Studio helps strengthen Oregon's position as a premier destination while also stimulating the local economy, protecting and enhancing local resources, and fostering community pride. Travel Oregon, the destination management organization in Oregon, also offers various workshops, focus groups, and other community and industry meetings, showing its commitment towards sustainable Oregon. Lastly, in its most current Oregon Governor's conference on tourism (in May 2021), sustainability of the tourism sector was the main focus for the first time, again showing the destination management organization's commitment to position Oregon as a sustainable destination of the future. All these relatively new efforts on sustainability evidence the need for better understanding of sustainability as it pertains to tourism and the opportunities for new jobs in the sector as pertaining to a regenerative tourism industry.

e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There are no similar programs at other Oregon four-year public universities. The only somewhat similar program is the Tourism, Recreation, and Adventure Leadership (TRAL) with concentration in Sustainable Tourism Management at Oregon State University. Yet, the program is more in line with outdoor leadership and is focusing on natural resource management, rather than destination development.

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

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

- Destination Manager – Sustainability
- Destination Development - consultant
- Sustainable Travel Program Coordinator

- Corporate sustainability officer (tourism)
- Sustainability specialist/consultant/advisor
- Public agency/policy tourism coordinator/advisor
- Urban and regional planner (tourism)
- Travel agent – sustainability
- Ecolodge operator
- Sustainability research associate
- Resort/Hotel sustainability manager/coordinator

Potential employers locally: e.g. Travel Oregon – destination development coordinator/manager; Seven tourism regions in Oregon - destination management, as well as individual convention and visitor bureaus and chambers of commerce – e. g. Travel Ashland and Travel Medford. Other local organizations include Green Lodging Partners, Go Green Tool Guide, The City of Portland's BEST Business Center, Metro Recycle at Work, 3E Strategies, Sustainable Business Oregon, Sustainable Industries, GreenBiz.com, Oregon Business.

Globally, some potential employers will include – The Global Sustainable Tourism Council, Sustainable Travel International, Responsible Travel International, The Center for Responsible Travel, The Destination Stewardship Center, Green Destinations, Tourism Cares, The Travel Foundation, Intrepid Travel, G Adventures, and many other destination development organizations, travel agencies and tourism businesses looking for sustainable tourism management consultants and managers.

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

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The Sustainable Tourism Management program is designed to prepare individuals for leadership roles in tourism destinations and organizations committed to sustainable practices. The program will provide learners with an understanding of managing a sustainable tourism destination while addressing global issues such as poverty, climate

change, globalization/localization, and environmental degradation (and working towards the United Nations' 2030 Agenda for Sustainable Development).

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

1. Evaluate tourism as an economic activity in destination development and sustainability within different geo-cultural contexts.
2. Develop strategies for sustainable destination planning and mediation of impact on local/global environments and livelihoods
3. Explore the complex nature of community, and community-based action, advocacy, capacity-building, and mechanics of change towards sustainable development
4. Recognize the role of sustainability in tourism business as it relates to corporate strategy, business operations, financial objectives, and social responsibility.

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

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

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

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

6. Program Integration and Collaboration

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

At SOU – the most closely related program is the Sustainability major. Other programs that might overlap with the new major include Environmental Science and Policy (ESP) and Outdoor Adventure and Leadership (OAL). Yet, it can be argued that all programs, together, position SOU as sustainability leader.

Broadly, in Oregon, the only somewhat similar program is the Tourism, Recreation, and Adventure Leadership (TRAL) with concentration in Sustainable Tourism Management at Oregon State University. Yet, the program is more in line with outdoor leadership and is focusing on natural resource management, rather than destination development.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The closest related program at SOU is the Sustainability program. We view these programs as complementary - establishing SOU as a leader in sustainability. Relationships with programs from community colleges offering hospitality and tourism program will be established (e.g. Chemeketa Community College, Mt. Hood Community College, Rogue Community College).

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

NA

d. Potential impacts on other programs.

N/A

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Revised May 2016

M E M O R A N D U M

TO: Pavlina McGrady and Jeremy Carlton, Business Program

FROM: Melissa Anderson, Subject Librarian for Business & Emily Miller-Francisco, Collection Development Librarian

DATE: July 01, 2021

SUBJECT: Resources to support proposed Sustainable Tourism Management major

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

DATABASES

Hannon Library provides access to several databases that could be used by students researching topics in sustainable tourism. Included in the library's collection of relevant databases are *ABI/Inform, Business Insights: Global, IBISWorld, LexisNexis Academic, Mintel,* and *Statista.* Other specialized databases that might also support research in sustainable tourism include *BioOne, EBSCO GreenFile,* and *Biological Abstracts*. *ProQuest Central* is a very large, multi-disciplinary, academic full-text database that will likely also prove useful.

JOURNALS

Through various library subscription packages, SOU students have electronic access to articles in a number of key tourism and sustainability-related journals, including *Tourism, Tourism Management, Tourism Planning and Development, Current Issues in Tourism, International Journal of Tourism Research, Journal of Sustainable Tourism, Journal of Environmental Management and Tourism, Sustainability,* and more. Our print journal subscriptions have decreased greatly in the past several years, and we do not currently subscribe to any academic print journals in this area. We do have subscriptions to popular journals related to tourism, such as *Outdoor* and *Climbing.* Through electronic access to articles through database subscriptions and use of our interlibrary loan service, the library has been able to meet student needs for academic journal articles.

BOOKS

Currently Hannon Library's collections include over 1300 books and ebooks books relating broadly to tourism published in the past ten years. When limited to titles directly addressing sustainable tourism, however, that number shrinks to less than 200. Neverthless, this is a burgeoning field and an area of focus for collection development and the number of titles in Hannon Library's collection in this area will likely increase in coming years. The library's budget for print books supporting the business program ($860) has proved adequate in recent years, although if demand continues to shift to more expensive ebooks, the library may need additional funding to further develop this area of the collection. SOU students also have access to print books from other libraries in our consortium, which nearly doubles the number of recent books on tourism and on sustainable tourism that students can access.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED SUSTAINABLE TOURISM MANAGEMENT MAJOR

Hannon Library holdings are currently adequate to support the proposed Sustainable Tourism Management major, since it will utilize holdings currently maintained to support the Business program generally, the Sustainable Tourism certificate, and current offerings in Environmental Science and Policy and other current programs. The library is not requesting additional funding for print or electronic materials to support this proposed major. Therefore, these are the amounts to use in the HECC Budget Outline Form:

Library/Printed	**$0**
Library/Electronic	**$0**

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

Pavlina McGrady <mcgradyp1@sou.edu>

Sustainable Tourism

Vincent Smith <smithv3@sou.edu> Thu, Jun 17, 2021 at 12:38 PM
To: "J. Carlton" <carltonj@sou.edu>, "McBee, Joan" <mcbeej@sou.edu>, Pavlina McGrady <mcgradyp1@sou.edu>

Jeremy,

For the past several months I have been chatting with Pavlina about a possible new major in sustainable tourism or sustainable tourism management. I just want to express my support for this idea. I think we have some human resources in ES&P that could contribute to this program, I think Pavlina is well connected to the tourism industry in this region, and I think it could help us further brand BCE as innovative. If you would like to see this move forward as a proposal this summer, I am happy to contribute my time.

Vincent M. Smith, PhD
Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy
Director, The Farm at SOU: A Center for Sustainability
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520
541-552-6802 | Science Hall 069
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Why I'm at SOU: https://www.youtube.com/watch?v=Ski0MzPd5IM

August 31, 2021

Southern Oregon University
1250 Siskiyou Blvd.
Ashland, OR 97520

To Whom it May Concern,

Travel Oregon's vision is a better life for all Oregonians through strong, sustainable local communities that welcome a diversity of explorers. This includes supporting communities in leveraging the state's $6.5 billion tourism economy and creating meaningful jobs. Travel Oregon believes that education is fundamental to the future success and sustainability of the tourism industry and its workforce.

Oregon's tourism economy has been greatly impacted by the COVID-19 pandemic. Employment directly related to travel declined by 22.1% from an average of approximately 118,500 jobs in 2019 to 92,300 jobs in 2020 – in Southern Oregon, nearly 2,000 tourism-related jobs were lost. Travel Oregon is supportive of efforts to regain and foster the tourism workforce as we believe it is essential to ensure statewide economic recovery. Destination management organizations and tourism businesses must reimagine and transform their strategies, and thoughtful workforce development initiatives will be critical in ensuring our industry recovers and evolves.

The proposed program curriculum references many of the most innovative national and international tourism management concepts and case studies to date. The knowledge and skills that graduates of this program possess will prepare them to become critical components of Oregon's statewide tourism ecosystem. Approving this program will ensure that businesses in Southern Oregon and around our state will benefit from and be able to retain and offer rewarding career paths to many of the program graduates.

We strongly support approval of the proposed Sustainable Tourism Management program at Southern Oregon University as it will positively contribute to Oregon's workforce by preparing the next generation of tourism professionals to lead innovative social and environmentally responsible initiatives.

Sincerely,

Todd Davidson
CEO, Travel Oregon

August 11, 2021

Re: Letter of Support for Sustainable Tourism Management Program at SOU

Please accept this strong Letter of Support for Dr. Pavlina McGrady's proposal to create a Sustainable Tourism Management program at Southern Oregon University.

This program is very timely as the tourism industry is at a crossroad - it is a time of opportunity for the sector to rethink ways of progress, management, and long-term planning and sustainability. Travel Oregon, the destination management organization in Oregon, has developed three phases of response to the pandemic - mitigate impact, rebuild industry, and transform tourism. Therefore, the state, and the tourism industry broadly, needs leaders with deep understanding of sustainability and long-term vision for planning of travel and tourism; destination management organizations and tourism businesses will need to grow capacity and expand knowledge on how to rebuild and most importantly, how to transform the sector for a long-term success and sustainability.

As outlined in Dr. McGrady's proposal, learners in the new program will become experts in integrating sustainable planning, practices and policies in the tourism industry of Southern Oregon and beyond, which is in line with the rebuilding and transforming stages of the Travel Oregon Rebuild Framework. Travel Southern Oregon supports this new program and we hope to collaborate with SOU students in the near future, helping shape the new sustainability leaders of tomorrow.

Supportively,

Robert Hackett
Executive Director
Travel Southern Oregon
bob@southernoregon.org
541.326.2640

Southern OREGON UNIVERSITY

Pavlina McGrady <mcgradyp1@sou.edu>

Statement of support

2 messages

Kristin Dahl <kristin@crosscurrentcollective.com> Wed, Jun 16, 2021 at 9:08 AM
To: Pavlina McGrady <mcgradyp1@sou.edu>

Good morning Pavlina –

Here is a statement to support your program! Please let me know if this works okay -

Also I meant to say, you might want to check out “Scrum Masters”. I think what they teach in these certification programs is exactly what young people need to be learning. Our old models of “project management” are pretty outdated and not sufficient for what’s needed in today’s dynamic work places.

~~~~~~~~~~~~~~~

Pavlina –

I’m delighted to hear that you are creating a B.A. in sustainable tourism for Southern Oregon University. There is a shortage of high-quality, in-depth programming in the U.S. to support professionals seeking to achieve sustainable tourism. There are a few great programs being offered, but there’s an opportunity to serve the increasing demand in this space. The tourism sector is at a crossroads right now – there is an awakening that we must apply new thinking and acquire new skills beyond destination marketing and customer service if we are to truly advance sustainability within tourism destinations and within the industry itself. The future demands that the next generation of leaders deeply understands the negative impacts that the epic levels of tourism have had across the globe and solid training on the practical solutions to address community planning and placemaking, visitor management, world-class visitor experience development, land management to support high use, and stewardship of the natural environment and existing indigenous cultures. Skills needed will be critical thinking, future thinking, scenario planning, facilitation, peace-making, community engagement, negotiation, communication, public policy development, DEI awareness and aptitude, and strong, adaptable project management skills.

I look forward to supporting Pavlina as she finalizes the program offerings. Once the program gets off the ground, I would be happy to discuss the opportunity to provide real-life opportunities for students undertaking this degree.

Sincerely,

Kristin Dahl, Founder/CEO

Crosscurrent Collective

Hood River, Oregon
~~~~~~~~~~~~~~~

Phone: 503.784.1072 | Email: Kristin@CrosscurrentCollective.com

IG: @crosscurrent_collective | www.CrosscurrentCollective.com

Pronouns: she/her/hers

CROSSCURRENT COLLECTIVE

Pavlina McGrady <mcgradyp1@sou.edu> Wed, Jun 16, 2021 at 9:27 AM
To: Kristin Dahl <kristin@crosscurrentcollective.com>

Thank you so much for taking the time to meet the other day, Kristin - it was a pleasure chatting with you!
...and thank you for the great recommendations, I am not familiar with Scrum Masters - I will definitely look into it - it seems very interesting.

Thank you for the great support statement as well!

I am looking forward to collaborating!
Wishing you a fast recovery after the surgery next week - have a very relaxing weekend!

Best Regards,
Pavlina
[Quoted text hidden]
--

Pavlina McGrady, Ph.D., CHE, CHIA

Assistant Professor, School of Business

Tourism Management coordinator

Certificate in Sustainable Tourism coordinator

Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

541-552-6895

Zoom ID: https://sou.zoom.us/j/6570872423

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Pavlina McGrady <mcgradyp1@sou.edu>

Regarding potential new program - Sustainable Tourism Management

Erik Palmer <palmere@sou.edu> Wed, Jul 7, 2021 at 3:55 PM
To: Pavlina McGrady <mcgradyp1@sou.edu>, Precious Yamaguchi <yamaguchp@sou.edu>, Andrew Gay <Andrew.Gay@sou.edu>

Looks great to me, although I note that Precious is our summer chair and Andrew is taking over as our Program Chair this Fall, so they should weigh in on your proposal, and further inquiries should be directed to them.
Best wishes,
ep
[Quoted text hidden]
--

Erik Palmer, Ph.D.

Associate Professor of Communication, Southern Oregon University

2019-20 U.S. Fulbright Scholar, University of Ghana

Southern OREGON UNIVERSITY

Pavlina McGrady <mcgradyp1@sou.edu>

Regarding potential new program - Sustainable Tourism Management

Precious Yamaguchi <yamaguchp@sou.edu> Thu, Jul 8, 2021 at 12:53 PM
To: Erik Palmer <palmere@sou.edu>
Cc: Andrew Gay <Andrew.Gay@sou.edu>, Pavlina McGrady <mcgradyp1@sou.edu>

Thank you, Pavlina and Erik. The proposal looks good to me too.

Precious
[Quoted text hidden]

Pavlina McGrady <mcgradyp1@sou.edu>

Regarding potential new program - Sustainable Tourism Management

Jessica Piekielek <piekielj@sou.edu> Mon, Jun 14, 2021 at 4:55 PM
To: Pavlina McGrady <mcgradyp1@sou.edu>

Hi Pavlina,

Thank you for sharing the proposal for Sustainable Tourism Management, and I'm pleased that SOAN will be able to contribute to this program!

Please note that SOAN may not be in a position to regularly offer SOAN 311 Community Studies, so I would suggest including this as a Culture/Community elective.

Other possibilities to include in the Culture/Community elective list:
-SOAN 319: Cultures of the World could be appropriate, when the topic is region/culture-specific. I've attached the version I've taught about Mexico. No prerequisite.
-SOAN 355: People and Forests, syllabus attached, no prerequisite.
-SOAN 462: Cultural Resource Management, syllabus attached. ES 103 is prereq.
SOAN 355 & 462 include content on people's social relationships to places/environments, and how those places are managed, so I think fit nicely. Please let me know if you have any questions.

Best,
Jessica

Jessica Piekielek
Professor of Anthropology
Chair, Sociology and Anthropology
Make an appointment with me by email or in Navigate
541-552-6599
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

https://www.youtube.com/watch?v=YSXHZfUSGGE

[Quoted text hidden]

3 attachments

SOAN 319 - Piekielek - W 2019 - CRN 3536.docx
139K

SOAN 355 - Shibley - Sp 2019 - CRN 6038.docx
34K

SOAN 462 - Tveskov - Sp 2019 - CRN 6044.pdf
126K

Pavlina McGrady <mcgradyp1@sou.edu>

Regarding potential new program - Sustainable Tourism Management

Jessica Piekielek <piekielj@sou.edu> Tue, Jun 15, 2021 at 9:00 AM
To: Pavlina McGrady <mcgradyp1@sou.edu>

Hi Pavlina,

I'm pleased that Sociology and Anthropology will be able to contribute to and support the Sustainable Tourism Management major, especially the Community & Culture and Environment blocks included in the proposed curriculum.

Best,
Jessica

Jessica Piekielek
Professor of Anthropology
Chair, Sociology and Anthropology
Make an appointment with me by email or in Navigate
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https://www.youtube.com/watch?v=YSXHZfUSGGE

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Student Withdrawal Survey

Student Withdrawal Survey: Summary & Implications

January 20, 2022
Academic & Student Affairs Committee
SOU Board of Trustees

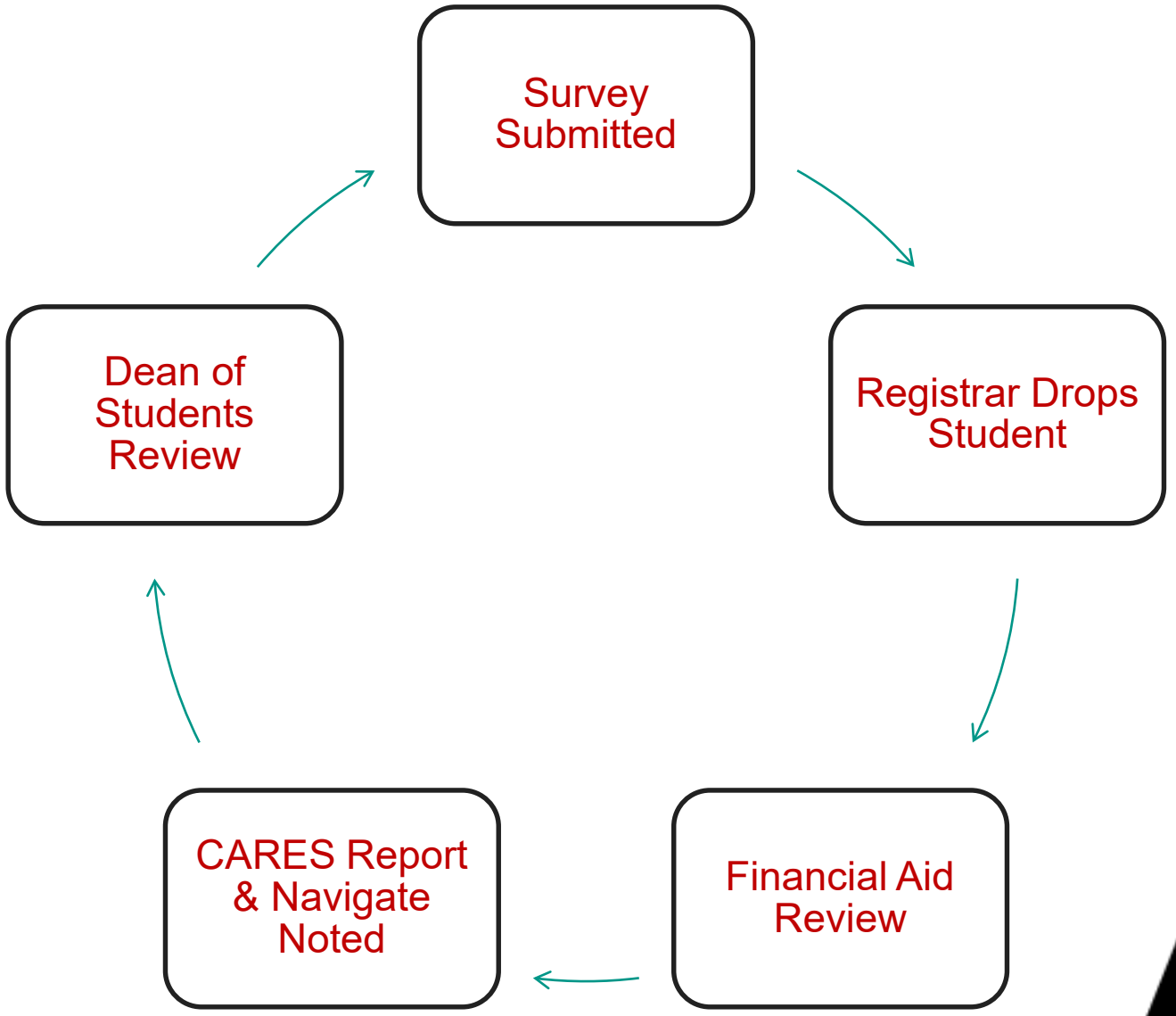
Dr. Carrie Vath
Dean of Students

Dr. Matt Stillman
University Registrar
Assistant Vice President for Enrollment Management

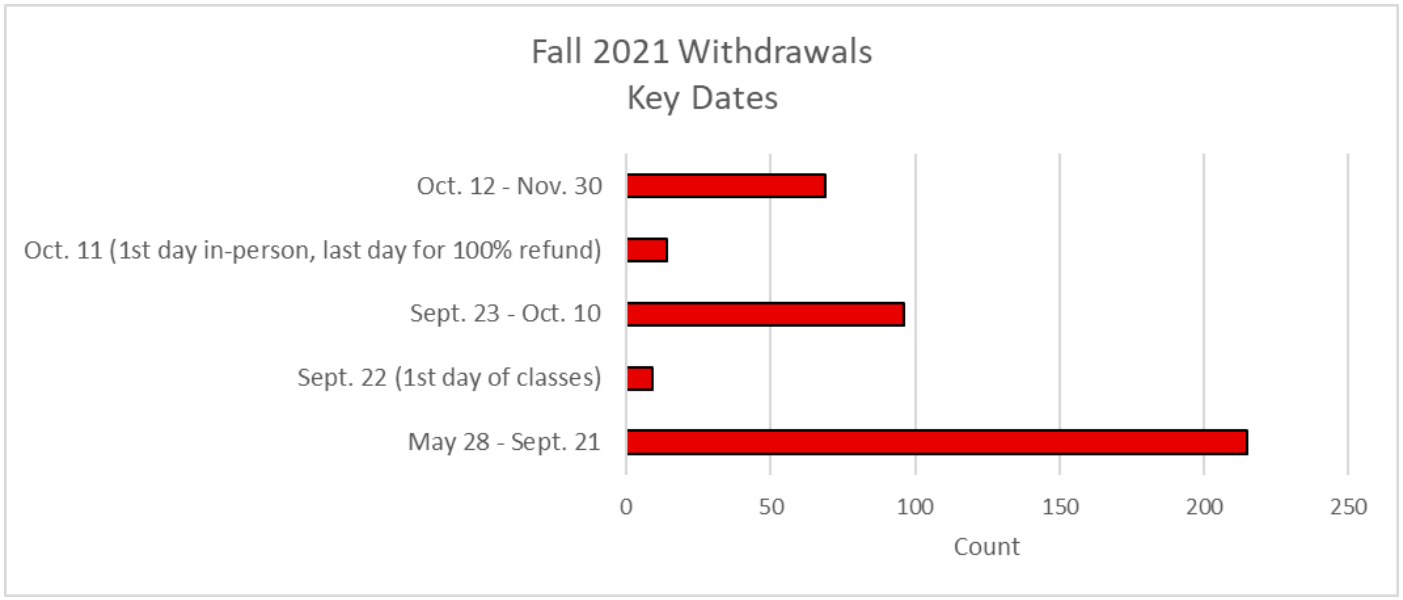
Introduction:

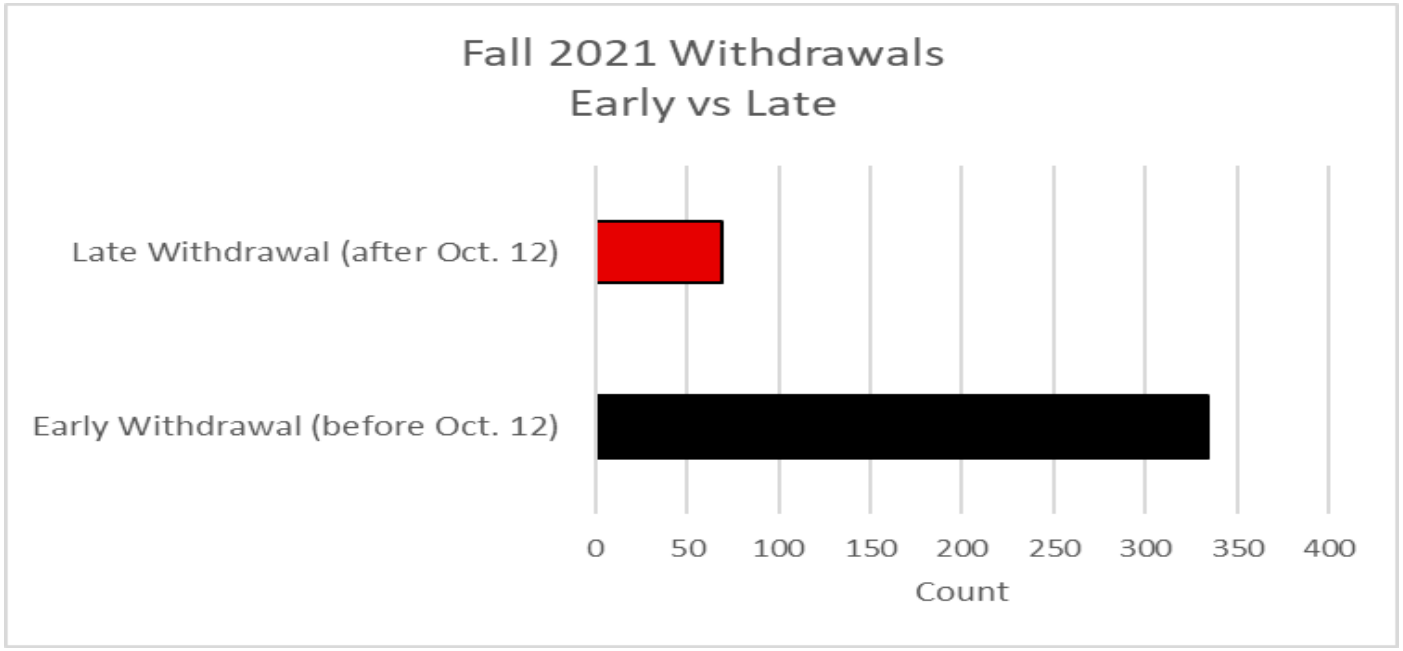
- What prompted this?
- Began Fall 2020
- Students must complete survey instead of being able to withdraw on their own
- System automatically guides students to survey when they attempt to withdraw

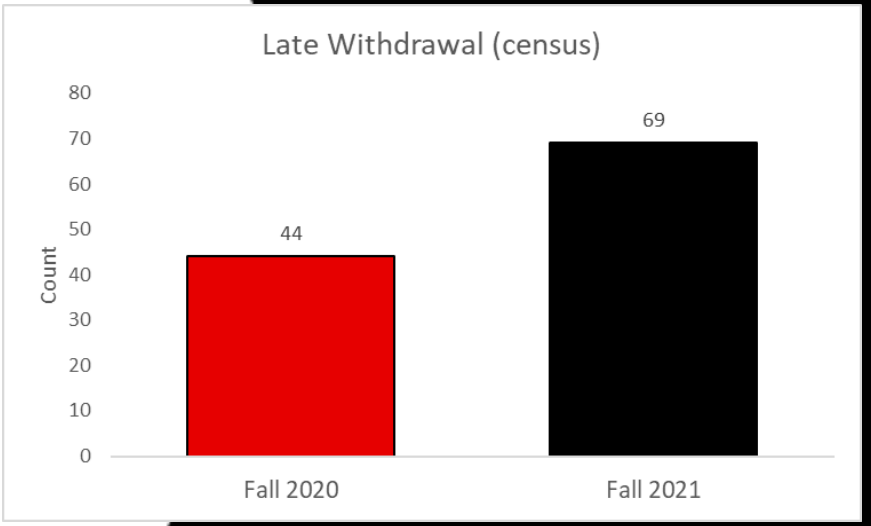
Process:


Survey Submitted
Registrar Drops Student
Financial Aid Review
CARES Report & Navigate Noted
Dean of Students Review

Withdrawal Trends







Demographics Considered:

Class standing

Residency

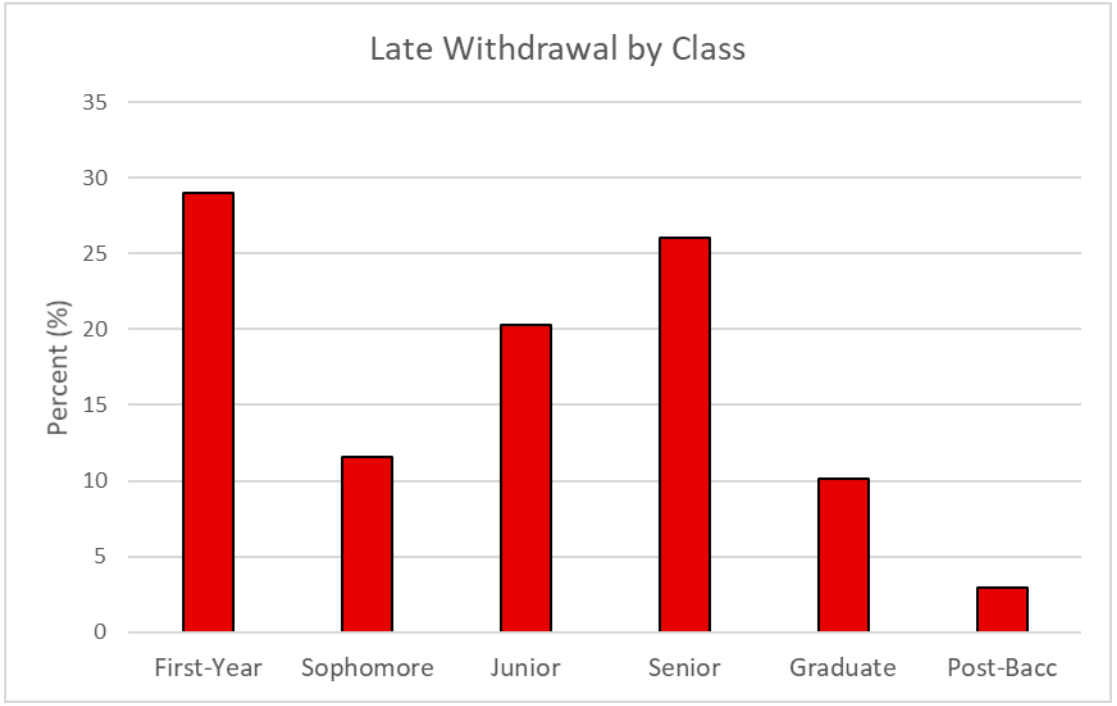
Gender

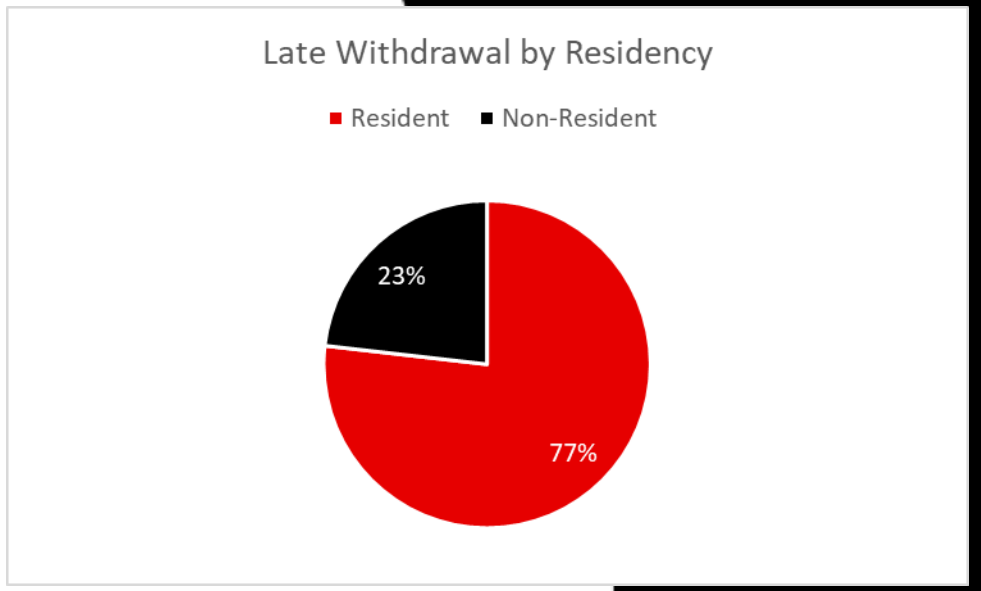
Race/Ethnicity

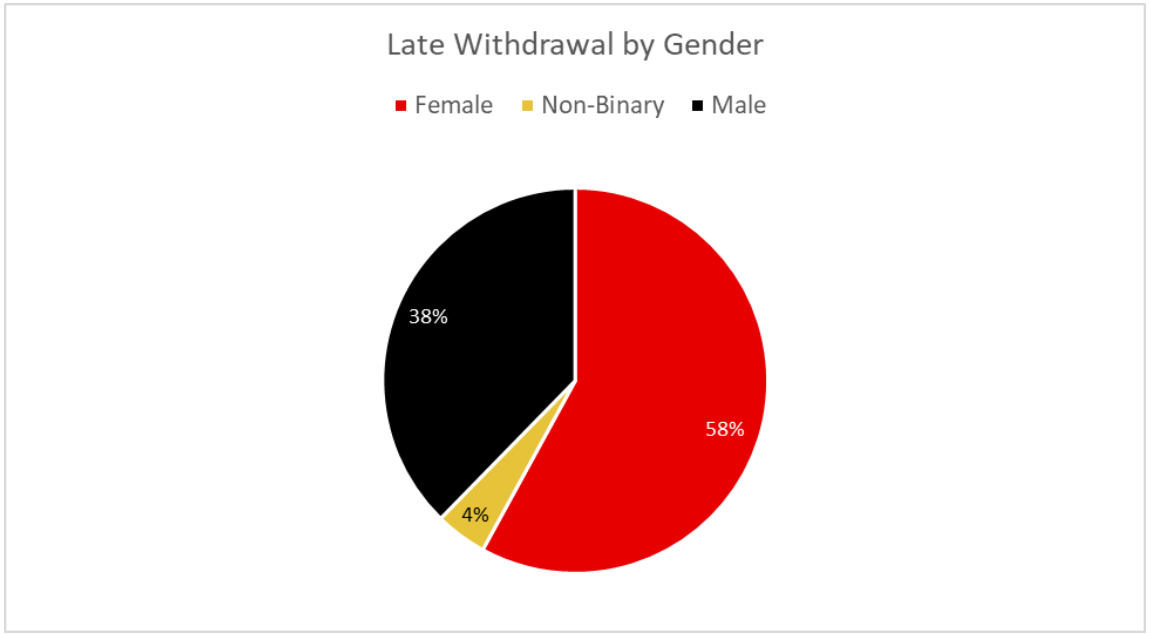
First-Gen

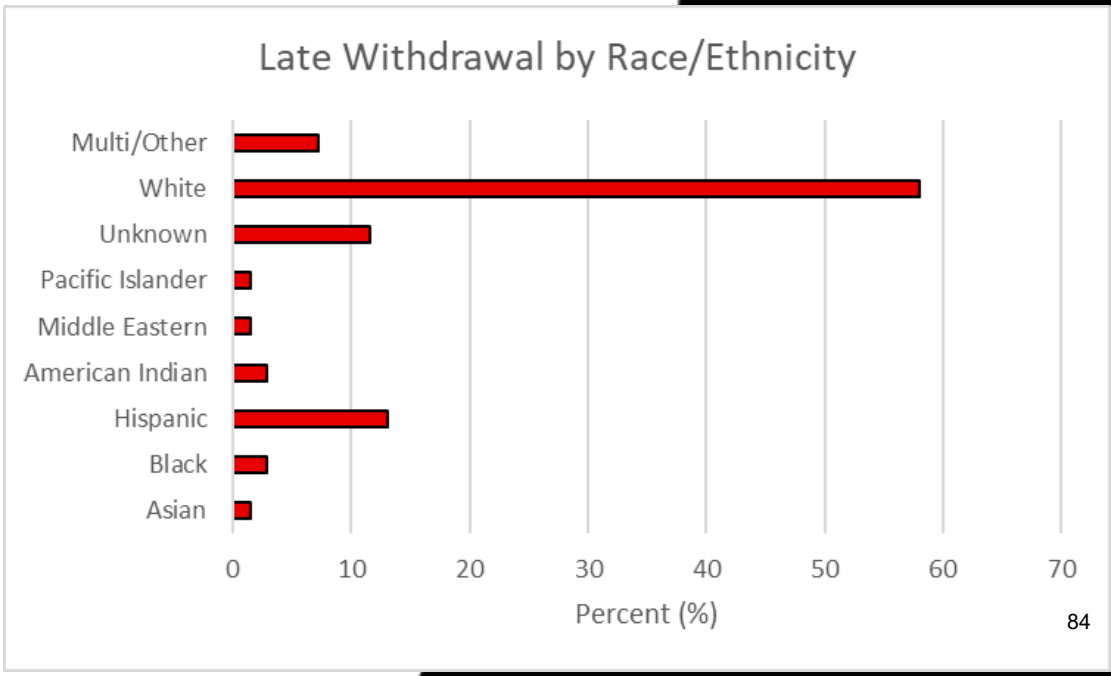
Pell Eligible

Major


Late Withdrawal by Class
35
30
25
20
15
10
5
0
Percent (%)
First-Year
Sophomore
Junior
Senior
Graduate
Post-Bacc


Late Withdrawal by Residency
Resident
Non-Resident
23%
77%


Late Withdrawal by Gender
Female
Non-Binary
Male
38%
58%
4%


Late Withdrawal by Race/Ethnicity
Multi/Other
White
Unknown
Pacific Islander
Middle Eastern
American Indian
Hispanic
Black
Asian
0
10
20
30
40
50
60
70
Percent (%)

Fall 2021 Undergraduate (UG)
Late Withdrawal by Ethnicity/Race

UG Ethnicity/Race	Late Withdrawn	Total UG	Percent Withdrawn
White	28	1652	1.69
Hispanic	6	398	1.51
Unknown	7	342	2.05
Multi/Other	5	306	1.63
Asian	1	69	1.45
Black	1	68	1.47
American Indian	2	41	4.88
Pacific Islander	1	35	2.86
Middle Eastern	1	21	4.76

Late Withdrawal Trends

Table 1. Fall 2021 late withdrawal individuals opening an outreach letter from Clinical Care Coordinator and re-enrollment in Winter 2022 term

Method of Contact	Returned Winter	Did Not Return	Row Total
No outreach	**9**	**17**	**26**
Opened outreach	9	14	**23**
Did NOT open outreach	8	12	**20**
Column Total	**26**	**43**	**69**

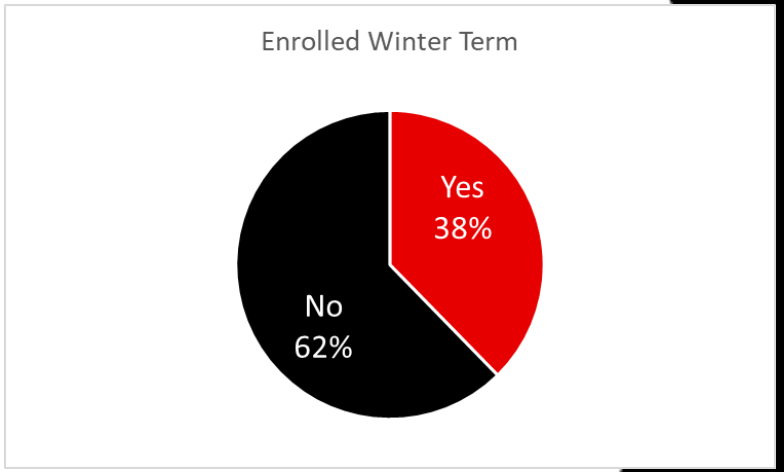
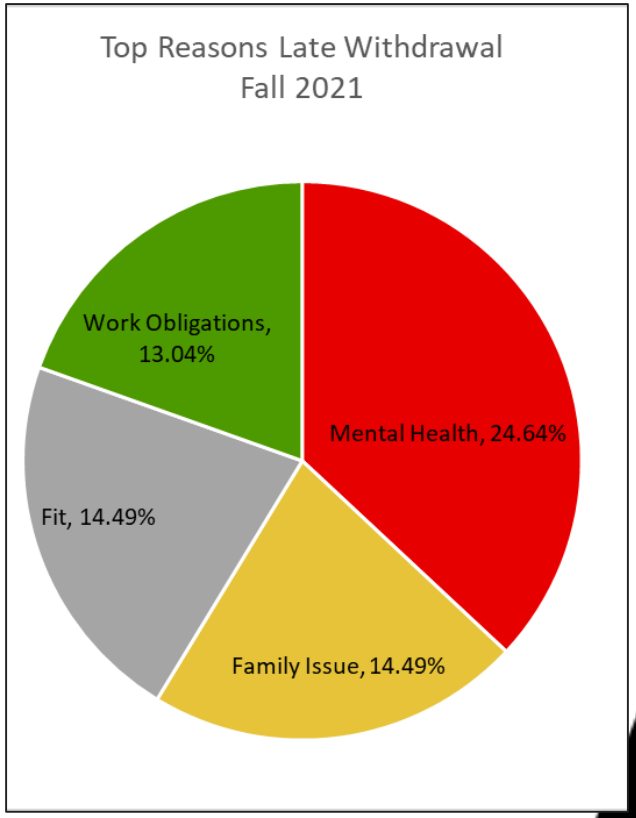


Table 2. Fall 2021 late withdrawal individuals meeting with a Clinical Care Coordinator and re-enrollment in Winter 2022 term.

Method of Contact	Returned Winter	Did Not Return	Row Total
No outreach	**9**	**17**	**26**
Met with CC	5	5	**10**
Did NOT meet with CC	12	21	**33**
Column Total	**26**	**43**	**69**

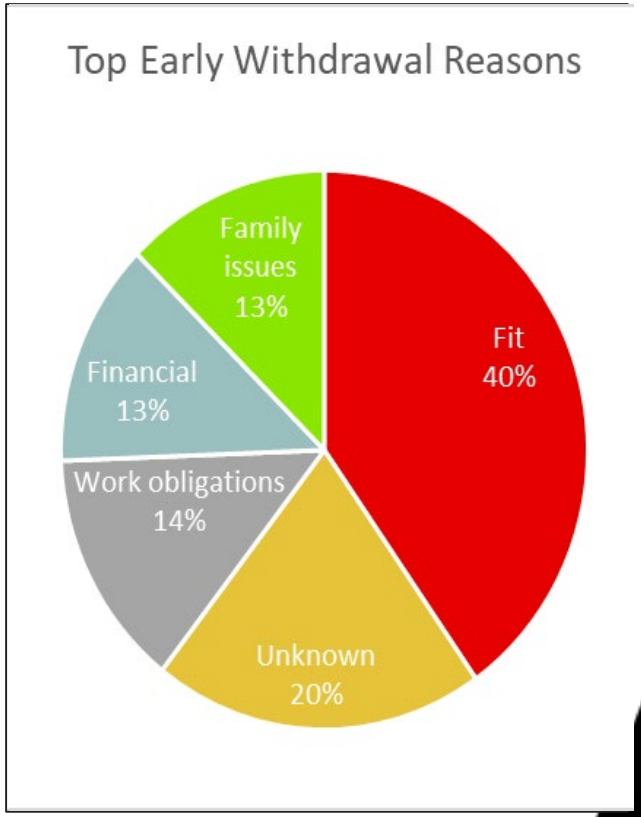
Late Withdrawal Trends

Reason	Count
Mental health	17
Family issues	10
Fit	10
Work obligations	9
Health issues	8
Unknown	8
Other	3
Covid-19(mask/vaccine mandate)	2
Financial	2
TOTAL	**69**



Early Withdrawal Trends

Reason	Count
Fit	99
Unknown	50
Work obligations	34
Financial	32
Family issues	31
Health issues	24
Covid-19 mandates	18
Mental health	18
Online Start	14
Other	14
TOTAL	**334**



Main Takeaways & Next Steps:

- Consistent with student satisfaction surveys, NSSE, Navigate data, etc.
- Focus on mental health & anxiety
- Looking forward to having data to do longer-term comparisons and dig into more detail
- Pandemic vs. post-pandemic examination
- Eventually recommend resourcing around this work
- Use data to help influence programming, systems, resources, etc.
- Continue to engage in strong collaboration (e.g. Student Success Coordinators, Financial Aid, others)
- What did you take away from the information?

Questions/Discussion

Campus Recreation and Student Engagement

QUICK FACTS

Mission

Campus Recreation enhances the educational experience of the SOU community by promoting wellness, personal development and leadership through inclusive programs, services, and facilities.

Values

Play is essential

Lead with integrity

Have courage and accept challenge

Commit to engage

Build community

Be compassionate

Live well (ness)

About

The Campus Recreation department was **established in 2018**

The Student Recreation Center opened on April 23rd, 2018

Part of the **EMSA division**

Team of **6 professional staff** and about **50 student-employees**

$1.6M overall budget ($975K from the SRC fee, $625K from the Incidental fee)

4 engagement areas: Outdoor Program, Intramural Sports, Sport Clubs and Wellness

2 main facilities: Student Recreation Center and the Boat Barn

The Student Recreation Center is **open 50hrs/week**, Monday-Friday 10am-8pm

SRC fee = $104/term

Southern Oregon University

RECREATION STATS

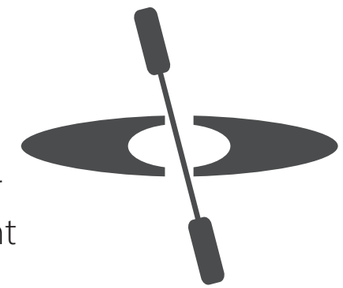
306
Climbing Routes

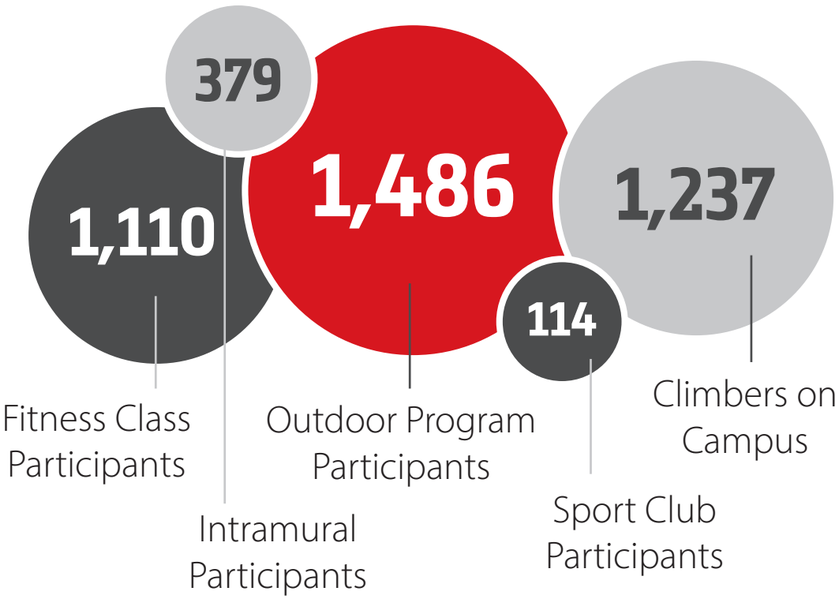
That's equivalent to
10,440 feet of climbing.

59,527
Water Bottles Filled

103
Intramural Games Played

1,200
Total Adventure Gear Items Available to Rent





3,853
Student Development Hours

105,506
Total Entries to the SRC

Miles on Treadmills **22,234**

Miles on Bikes **11,905**

67.7 MWh
Generated by Solar Panels

Busiest Day: **April 22**
578 Entries

That's the equivalent of traveling
1.37
times around the Earth.

Sport Clubs
traveled to **12** cities across **4** states.

That's the equivalent of planting
2,641 trees.

SOU CAMPUS RECREATION

Data collected between July 2018 and June 2019.

Social Justice and Equity Center Overview

SOUTHERN OREGON UNIVERSITY

Social Justice & Equity Center

Updates and new directions

Social Justice & Equity Center Organizational Structure

Dr. Carrie Vath
Dean of Students

janelle wilson
Associate Dean of Students

Lexi Sylvester
Assistant Director for Equity and Access

Dr. Jesse S. Watson
Equity Coordinator for Veterans and Military Families\

Shemaina Maeve
Equity Coordinator for Gender and Sexuality Justice

Jill Smedstad
Equity Coordinator for Sustainiability and Basic Needs

Marvin Woodard
Equity Coordinator for Racial Justice

OUR MISSION

The Social Justice and Equity Center provides advocacy, education, community, and resources at Southern Oregon University; centering the needs of Black students, Indigenous students, students of color, queer and trans students, women and femmes, as well as veterans and military families. We work toward a sustainable world.

MEET THE TEAM

SHEMAINA

Equity Coordinator
Gender & Sexuality Justice

JILL

Equity Coordinator
Sustainability & Basic Needs

JESSE

Equity Coordinator
Veterans & Military Families

MARVIN

Equity Coordinator
Racial Justice

Grants

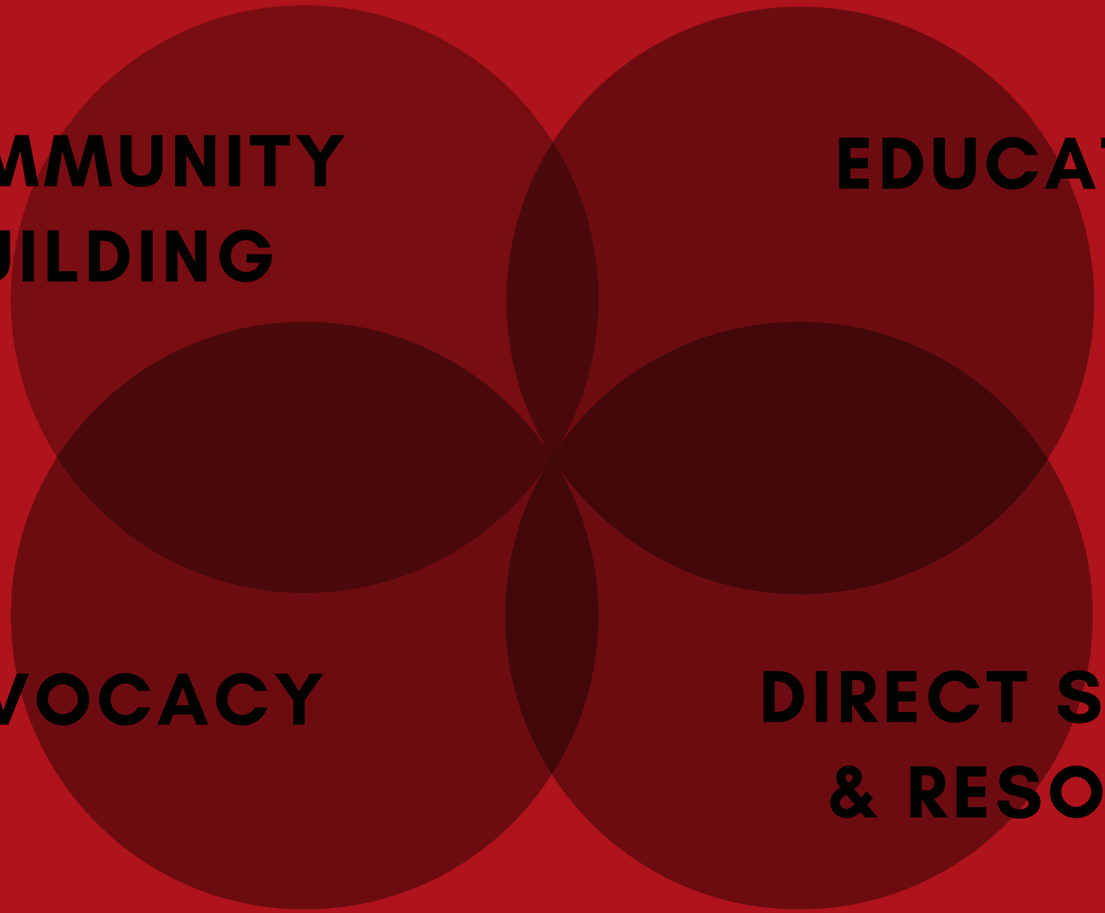
Oregon Department of Veterans' Affairs

Dr. Jesse S. Watson secured $58,000 from the Oregon Department of Veterans' Affairs to support student veterans at SOU in their retention and persistence, while on campus and their transition as they search for employment or further education.

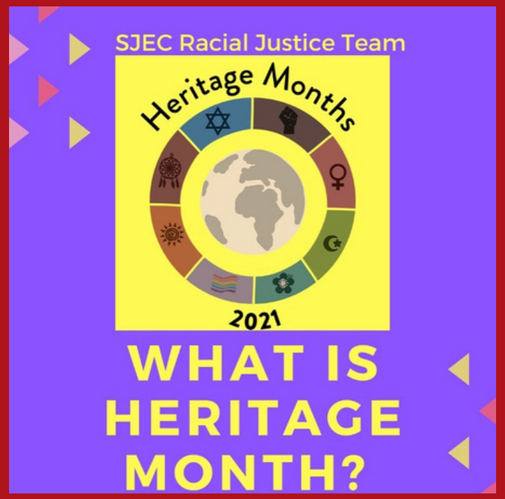
Second Nature

Jill Smedstad secured $6,900 from Second Nature as part of a Climate Change Acceleration Fund Grant to host the first ever Climate Justice and Resilience Conference.

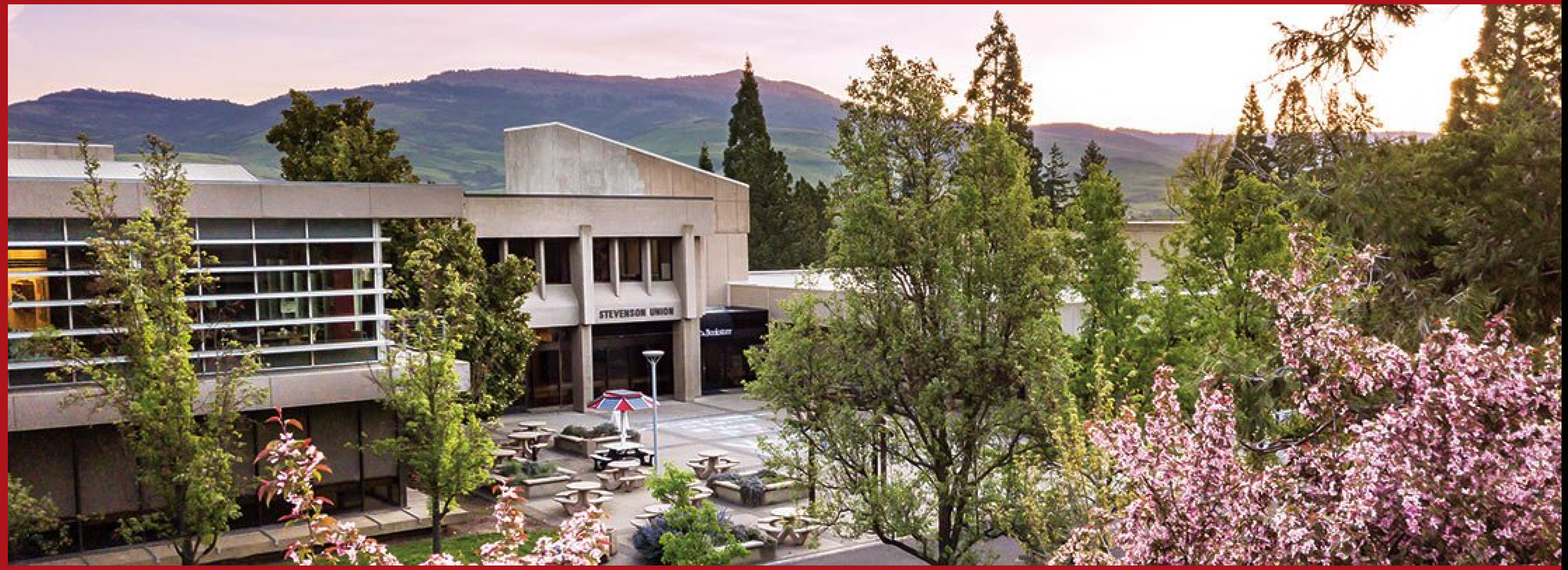
FOCUS AREAS


COMMUNITY BUILDING
EDUCATION
ADVOCACY
DIRECT SERVICES & RESOURCES

PROGRAMS & EVENTS



DIRECT SERVICES
OUR NEWEST FOCUS AREA



Grand Reopening: Featured Artists

BOBBY SANCHEZ

Poet and Activist

INTISAR ABIOTO

Muralist

ELEANOR SOLIEL

Muralist

JOSE RIVERA

Muralist

ELEANOR SOLIEL

104

Muralist

Instruction, Final: To Brown Poets from Black Girl with Silver Leica - Nikky Finney

What is a thing of beauty / if not us? - Samiya Bashir

INTISAR ABIOTO

JOSE RIVERA

106

Muralist

Future Meetings

Adjournment