

In October 2007, EOU's Interim President, Dixie Lund, created a Budget and Repositioning Team (BART) consisting of leadership from four vice presidential units, three colleges, and DDE. This team's purpose was to present a compelling case to the Oregon State Board of Higher Education that EOU could remain viable and could demonstrate sustainability through radical reorganization that would reduce operating expenses by \$3.1M.

BART FINAL REPORT SYNOPSIS

The Implementation Plan focuses on creating a strategy for the long-term sustainability and growth of the institution through institutional repositioning. Areas of emphasis include partnerships, enrollment management, and program consolidation, integration, and leveraging.

A synopsis of the repositioning features includes the following:

- The consolidation of the College of Education and College of Business into one unit. The newly formed Colleges of Business and Education will house teacher education, early childhood programs, Headstart, business, physical activity and health programs, fire service administration, geography and regional planning.
- The integration of the Division of Distance Education into the culture and infrastructure of Academic Affairs and all Student Services including financial services.
- The reorganization and repositioning of academic, student services, and finance and administration, that streamlines, consolidates, and reduces the total number of administrators and administrative assistants to a minimum model necessary to insure the success of the University.
- The creation of a Student Access Center that consolidates recruiting, matriculation, and financial aid services.
- The creation of a Student Success Center that accommodates student testing, disability services, and learning support services for students.
- The reformation and redesign of a Student Life Center that consolidates athletics and recreation, student health and safety, and campus life and support services.
- Optimization of flexible schedules and delivery of academic programs to most efficiently provide all EOU students with access to a high quality educational experience. This process resulted in the reduction of staffing of academic programs by 10.1 FTE in the College of Arts & Sciences, and 8.02 FTE in the Colleges of Education and Business.
- As a result of analysis of program efficacy, the following programs will not be offered: the Physics major, the English Literature/Film concentration on the La Grande campus, and the German minor.

BART REVIEW — 2010

PROVOST'S OFFICE

In identifying positions slated for reduction in Provost's Office, the Provosts' (Miller and then Jaeger) highest priority was to protect academic programs and personnel that directly affected students.

Criteria Used

The Provost applied the following criteria in determining reductions/eliminations:

- Are the services supportive of the university mission and strategic plan?
- Are services collectively efficient? Is there unnecessary duplication?
- Will reduction, consolidation, or elimination of a service adversely affect the quality of direct service to students? Personnel providing direct student support services will be protected.
- Will reduction or elimination of a service adversely affect the health and safety of employees and students?
- Are services currently aligned with the needs and interests of current and/or potential students?
- Support for the undergraduate core (General Education) will be protected.
- Support for campus partners (OHSU, OSU-Agriculture, and the ODS Dental Hygiene Program) will be protected.

Provost's Office—Continuing, Reduced, and Eliminated Positions

Position	Category	Continuing	Moved/Reduced	Eliminated	FTE
Provost	Executive	x			1.0
Executive Asst.	Admin Faculty	x			1.0
AVP	Executive	x			1.0
Admin Asst.	Admin Faculty	x			1.0
IR Assistant	Classified	x			1.0
Budget Analyst	Classified	x			1.0
IR Dir	Admin Faculty			x	1.0
Grants Dir	Admin Faculty		M-Univ Adv		1.0 (?)
International Prog Director	Admin Faculty			x	1.0
International Prog Coord.	Classified		M-Admissions R-.5		0.5
Undergrad Studies Dir	Faculty			x	1.0
Study Abroad	Classified			x	1.0
IR & Grants Support	Classified			x	1.0
Undergrad Studies Support	Classified			x	1.0
Student	Provost's Ofc			x	@0.25
Student	Provost's Ofc			x	@0.25

Continuing positions are indicated in blue; moved or reduced in green; eliminated in red

Through restructuring, responsibility for grants shifted completely to University Advancement. Although data analysis was a high priority in the effective functioning of the Provost's Office, a determination was made to rely on the IR Assistant for IR/IT data needs. Responsibilities in International Programs and Study Abroad were consolidated, reduced and moved to the Admissions area; the EPCC, GE and Assessment, and in 2008 the FYE components of the Undergraduate Studies area were absorbed by the AVP (FYE HUM program has since migrated to the Learning Center and then to Student Affairs), Orientation was absorbed by the Administrative Assistant (since 2010 the event moved to Student Affairs), and Advising was restructured into Enrollment Management Services.

Reorganization

The reorganization and consolidation of functions resulted in the following changes:

- The Provost and Executive Assistant with enlarged duties
- The Associate Vice President Academic Affairs and Assistant with consolidated responsibilities in collective bargaining, accreditation, undergraduate (extended) orientation, assessment and CTL, EPCC, General Education, Honors.
- IR/IT Assistant reporting to the Provost
- Budget Analyst reporting to the AVPAA

Review—Strengths

Elimination of the IR position most immediately impacted the functioning of the Provost's Office. The remaining IT/IR position consequently needed to strengthen its function in the IR area by monitoring student enrollment, retention, and graduation and working with the AVP in the routine verification and submission of institutional reports to IPEDS, OUS (Performance Indicators), NWCCU (Annual), and any other information requests made by internal or external agencies (the Associated Academic Professionals on-campus faculty union, for example).

The Administrative Assistant position has been strengthened post-BART by moving Orientation and FYE Humanities programming from the Provost's Office to Student Affairs. This has increased time dedicated to curriculum and assessment planning (EPCC, GEC, academic portfolios, TracDat and accreditation).

Review--Weaknesses

Since the AVP position is migrating more towards coordination and reporting on *institutional*-level assessment and planning processes, there is a growing need for a respected faculty member or members to assume leadership of faculty professional development and research in the teaching and learning area.

DIVISION OF ENROLLMENT SERVICES

In the first BART process, one of the fundamental notions we grappled with was that, if we were to evolve as an institution, we needed to recognize quite deliberately that we were one institution, serving one student body, with a united faculty and a cohesive set of student services. From that notion emerged the DDE integration, in an effort to recognize and deal accordingly with our then-bifurcate (or as some would say, trifurcate) student population, and the concomitant and undesirable bi/trifurcation of our institutional culture. Our culture had evolved around two major entities that were becoming ever-increasingly separate and distinct: those of the on-campus student population, and the off-campus student population, each with its own distinct attendant cultural earmarks. Very briefly:

- On-campus students were taught, naturally, by on-campus faculty, and their loads computed on the traditional, full- time equivalent model. Educational support services to these students were primarily provided on a face-to-face model: "...come into our office between 8 and 5 and we'll take care of it." (sometimes those hours were more like 9 to 4). Co-curricular activities and opportunities were provided in a very traditional fashion.
- Off-campus students (whether online or onsite, which considers the notion of the trifurcate population) were taught by a combination of on- and off-campus faculty (generally adjunct at the instructor rank for off-campus staff), and compensated by the overload formula (a certain rate per SCH). Educational support services were provided through phone calls or e-mails, and were much less likely to get taken care of promptly. Co-curricular activities and opportunities were essentially non-existent.

[This latter culture had evolved out of the very early days of the Division of Continuing Education, later to become the Division of Extended Programs, and eventually the Division of Distance

Education. The budget for that unit was initially self-support, and therefore profit driven. Consequently, instruction was compensated on a per student credit hour basis, which allowed classes to be taught regardless of their possible small numbers. More importantly, instruction was largely provided by our campus faculty, but on an overload arrangement. Additionally, the predominant technological delivery mode of the early days was called Independent Study (essentially postal correspondence), and – believing this to be in the best interest of the students – we allowed up to three terms for students to complete a course. This unwittingly bred a culture of procrastination, on the part of both the students and the faculty. Broadly generalizing, students felt free to turn everything in at the last minute, and faculty consequently felt no compulsion to grade assignments/exams promptly. Campus course work had much stricter timelines, after all, and that workload constituted the ‘real job’ for faculty. Off-campus / overload / DDE took second place. By and by, technology evolved, computer-based instruction became the norm, enrollment numbers grew, and the extended completion times for courses all but went away – but the culture of dealing differently with this entire segment of our student population did not.]

It was the perception of the BART that integrating the administrative functions of DDE into the colleges and administrative support services would help to overcome this distinction by bringing the management of off-campus instruction closer to the academic deans, allowing for more deliberate integration of inload and overload teaching assignments. We would also – hopefully – see more collegiality develop between the on-and off-campus faculty.

Additionally, services to these students were provided in a very inconsistent manner, the necessary educational support services having been historically divided amongst various VP areas. Combining these services into a new unit of Enrollment Services was designed to provide more consistent delivery, as well as to recognize that students were all entitled to the same degree of service, regardless of their location.

Despite the efforts of BART, we as an institution remain a divided culture. Instruction and course programming for off-campus students are still often given a back row seat in the minds of many faculty. Campus students are availed of a wide array of services, both academic and co-curricular, that off-campus students have not experienced at all.

Why bother? Whether we believe we are the “online, onsite, on-campus” deliverer of higher education in Oregon, or the “university that works with you”, we’re not going to flourish unless we solve this dilemma. So...

ONLINE COURSE DELIVERY

Nothing that EOU could possibly do would compare to doing online courses/programs well. We have an already established (albeit waning) reputation for distance education, and this can be viewed as either a blessing or a curse. It’s a blessing in that we’re established with a certain clientele, regional representation, experienced staffing, etc., and we could approach this from the point of view of ‘simply’ needing to polish what we already have. But the curse is that we have developed certain habits, and let some details go untended to the extent that it might appear to have become engrained in culture, and it could be very difficult to reverse that pattern. I prefer to take the former approach, but am prepared for pushback based on the latter.

Such a ‘reformation’ need not be at the expense of on-campus, face-to-face instruction, as some will undoubtedly assert. Indeed, most successful distance learning practitioners believe that a solid campus program is the best foundation for a good distance learning program, and that the two can and should grow together synergistically rather than antagonistically and apart.

Most all of the issues raised in the mind-map diagram are symptomatic of an institution that has simply not fully embraced its own identity. Many faculty and staff alike continue to regard distance courses and the students who subscribe to them as second class. The institution as a whole lacks the coherent vision of how distance learning fits into what EOU does, and I’m sorry to say that BART failed wholesale in

conveying that important message. Few, if any, of these issues are significant enough to ‘shut the machine down’. Left alone and untended, however, that may be exactly what will happen. Students who encounter these barriers time and again will simply tire of the lack of professionalism and service, and move elsewhere – and the ‘elsewheres’ will by that time have figured out what they need to do to take over this share of the market, and will be waiting on these students with open arms and tuition coffers. By ‘tending to’ these issues we cannot just attack the details of the variety of processes involved; that’s what we’ve been doing for decades, and we’re still dragging the ball and chain of naysayers. Rather, I believe that there must be an overarching influence of institutional leadership to convey that this is who we are; folks must be willingly aligned and engaged with this notion, or we’ll be struggling for as long as it takes for others to pass us by.

LEARNING CENTER

Review — Benefits of the BART reorganization

1. The University was able to save essential programs and operations.
2. The University’s presence in and commitment to the region was strongly felt and acknowledged. From our conversation with students, we understood that they appreciated that EOU had rallied to remain vital to the region and support them in their educational pursuits.
3. In acquiring an OS-2, we were able to assign a level of responsibility more appropriate to an Accommodations Specialist for Disability Services.
4. Working with Testing Services provided the Learning Center with an opportunity to incorporate the ACCUPLACER into Testing Services, which is a more appropriate home for placement testing. This incorporation also made it possible for the University to administer placement testing to incoming students in their home communities.
5. While part of the Learning Center, the Testing Services Coordinator made strides in reducing postage and personnel costs by promoting electronic transmission of tests and assignments for online classes.
6. As part of the Learning Center, Testing Services developed a stronger campus presence and strengthened its capacity to serve students both on campus and online. The Testing Center Coordinator position was also reclassified from Office Specialist 2 to the more appropriate designation of Information Technology Consultant.

NOTE: As of July 2010, the Learning Center is now housed in Academic Affairs with a direct reporting line to the Provost. This governing arrangement facilitates and strengthens the “academic support” foundation in which the Learning Center and its programs are grounded.

Review — Disadvantages of the BART reorganization

In the BART reorganization, the Learning Center lost an Office Specialist 1 (OS-1) position largely because the individual in the position was a recent hire who did not have any bumping rights. Subsequently, we acquired two Office Specialist 2 (OS-2) positions directly from the dissolved Division

of Distance Education (DDE). One of the positions was the Testing Coordinator and the other was a position that was dedicated to tracking all incoming course materials from distance classes. It was this individual's role to record hundreds of assignments and tests from students, to distribute them to faculty and then return corrected assignments to students. These functions were completely incompatible with the Learning Center's mission, virtually transforming the Learning Center into a mailroom. The Learning Center Director worked with the Dean of Enrollment Services to have the function moved out of the Center, a process that took approximately six months.

The Office Specialist 2, who was formerly assigned the role of tracking online assignments and tests, was reassigned to Disability Services as the Accommodations Specialist. Her strengths were in gathering information, computer applications and more behind the scenes type of work including researching accommodation resources, creating audio texts and scheduling testing for disabled students. We have moved the Accommodations Specialist to an environment where she can more readily fulfill the essential functions of her role. We are relying on students to complete the Office Specialist 1 duties in the Learning Center hub. This over-reliance on student employees has caused problems in the LC which were outlined in a memo requesting to reinstate the position and, dated Oct. 5, 2010.

Immediately following the BART reorganization, long time LC staff members spent a good deal of focused energy helping our two new staff members move from a fairly quiet environment with a top-down management system to an intensive student-centered environment where self-direction, initiative and team work are highly valued. Potential cost savings that were assumed to be part of the BART plan actually increased costs within the Center given the time that veteran LC staff had to invest in retraining new staff who were unfamiliar with and not well-suited for the LC environment. During this time we were also training and struggling to support an inexperienced CORE 101 Coordinator. The CORE 101 position was new; the original job description called for the individual to teach the CORE seminars, train new CORE facilitators and assist the Director with tutor supervision and training. There was little time for the Director to work with the CORE 101 Coordinator given the demands of recovering the Learning Center from its sudden immersion into mail service for online classes and integrating Testing Services into the LC's spectrum of programs. In her second year in the position, the CORE 101 Coordinator was given new responsibilities through the Provost's Office and directed to coordinate the HUM 101 First Year Experience seminars for all freshmen. This decision had a negative impact on CORE programming which we are now trying to address.

NOTE: The coordination of HUM/FYE, along with the CORE 101 Coordinator FTE mentioned above, were transferred to the Division of Student Affairs in Fall 2010. The Learning Center hired two CORE facilitators on fixed term contracts and reassumed oversight of CORE programming.

LIBRARY

BART Impacts on the Pierce Library

- Librarian Shirley Roberts, moved from full time 12 month contract to a half time 9 month contract. Duties were altered and Shirley focuses almost exclusively now on teaching Lib 127 and Lib 307 online.
- Librarian Sally Mielke, moved from full time 12 month position to full time 9 month contract. Some peripheral duties removed from position.

The library has managed to absorb the first impact, but the second has had a noticeable detrimental effect. Sally's duties are in the area of acquisitions and electronic resource management; they extend year round and cannot easily be fitted into a 9-month window. The specific problems related to this reduction are as follows:

- Sally ends up coming in to the office occasionally during the summer months out of a sense of duty and professionalism. She could not reasonably do her job without doing some work during the summer months, and she does take off equivalent time during the winter. This arrangement works for Sally, but we can't expect it to work for anyone in that position.
- We've already had to admit that some of Sally's duties were being done by our serials/gov doc specialist, and we ended up re-classing that position to a higher level, so the savings from the reduction have already been eroded.
- We are finding that the library is too lightly staffed during the summer months, making it difficult to keep the basic services going. This year we were able to compensate by using some salary savings to hire back Katie Townsend for most of July. Next year we may not have that option. Our usage statistics show that 20% of our year-round use occurs during the summer months.
- The library director and staff so far haven't been able to come up with any workable solution to these three problems other than to re-instate Sally to a full 12 month contract. Other librarian positions are more amenable to a 9-month reduction, but the union contract dictated that Sally's was the position to be cut first.

COLLEGE OF BUSINESS

BART Reorganization Summary

The major reorganization of the colleges of Business and Education involved recombining them into one College. The Colleges of Education and Business are comprised of: Education, Physical Education and Health Studies, Business, Fire Services Administration, Headstart, the Small Business Development Center, Summer Session, and potentially any other degree program that would connect to professional careers related to these programs.

Business Summary of Changes

Some current administrative positions were to be consolidated to achieve this reorganization. Specific changes included:

- Elimination of 2.0 FTE administrative faculty members
- Elimination of .5 FTE program assistant
- The upgrade of two office specialists to program assistants
- Increase two office specialists positions from .75 FTE to 1.0 FT

There were no changes recommended in the residential faculty positions. Current loads of faculty are substantial and long-term retention of quality faculty is an issue.

Off-campus DDE enrollments also were high and justified continued attention to supporting asynchronous courses and the (Eastern Oregon Collaborative Colleges Center (EOCCC) connection with Treasure Valley and Blue Mountain Community Colleges.

The extended residential program in Business at Mt. Hood Community College is strong. A minor set of reductions was recommended in administration.

The MBA program was continued and phased into a “just-in-time” delivery modality. This new system offers courses asynchronously through various media available at anytime on the internet.

Fire Services Administration (FSA) program had double-digit graduates -- through online and intensive on site courses. The program has potential for expansion and should be aligned with other academic programs on campus. A .5 FTE academic lead was planned to teach and administer the current program. Based on program growth and cost savings of not hiring adjuncts for the load of the academic lead faculty, the cost of this addition will be offset by additional revenues generated through national marketing of FSA.

BART Impacts Discussion

Elimination of 2.0 FTE administrative faculty members

No reason to revisit this issue at this time. More efficiency in moving the FTE to classified staff.

Elimination of the Dean, College of Business

No reason to revisit this issue at this time. The split of the Colleges and the move to hire an additional dean was premature based on the economic realities of duplicating services and personnel. The current view is that on some date this would be a positive move, but only at a point when the on campus population and business faculty grew to a point to prove this level of administrative sustainability.

Elimination of .5 FTE program assistant and the upgrade of two office specialists to program assistants

Adjustments are working. The advent of the MBA in Portland will require additional support at MHCC, however.

Increase two office specialists positions from .75 FTE to 1.0 FTE

Adjustments have been positive.

Close the Chemeketa outreach center

No reason to revisit this decision. Student numbers never materialized.

Education Summary of Changes

The following administrative and fixed-term reductions were recommended:

- The division chair position will be eliminated. (NOTE: this reduction did not occur.)
- Data and file systems will be consolidated into a current staff position saving a .5 FTE position.
- One Tenure Track position will be eliminated (NOTE: this reduction did not occur).
- One fixed-term faculty member position will be eliminated. (Greene)
- A 1.0 FTE administrative assistant position at an extended residential site will be reduced. (MHCC)
- Staff positions involved in student teaching placement will be reduced. (NOTE: it is not clear that this occurred.)
- Some fixed-term positions will be reduced. (Woodward was the only position reduced.)
Summer Session Summer session primarily serves the needs of starting and completing Master of Teacher Education programs and a modicum of general education courses. The summer session budget will be reduced to support only those courses and programs that yield predictable, minimum enrollments. Approximate savings per year is \$25,000. Summer Session will continue to support the Oregon High School Initiative.

Summary Reductions by Position Type:

Year 1

Education Faculty Tenure Track	1.0 FTE (elimination) (Marla Greene)
Classified Staff	0.5 FTE (elimination) absorbed into one position (McGilravy)
Administrative Faculty	0.5 FTE (reduction) at MHCC

Year 2

Education Faculty Fixed Term	1.0 FTE (.25 red. + .25 red. + .50 elimination)
Division Chair	\$3,125 (elimination) did not occur
Administrative Faculty	0.50 FTE (0.5 elimination) absorbed into one position (McGilravy)
Summer Session budget	\$25,000 (elimination)

Year 3

Education Faculty Fixed Term	1.25 FTE (elimination) Woodward position is on tap for replacement
Administrative Faculty	0.25 FTE (reduction)

BART Impacts Discussion

The current Dean and Education faculty feel that only two areas are worth revisiting:

The arbitrary reduction in summer offerings vis-a-vis the budget reduction of \$25k, and

The reduction of a self-support faculty member, Marla Greene. This made no sense, but as she was retiring, it was a reduction in total salary. This person was earning her own keep by offering a program for transitional license. The current Dean believes that a new member of the Education faculty could easily do the same by diversifying the graduate offerings and working on recruitment and retention of practicing teachers.

In the end, the consensus in the current College is that the only real thing they would recommend would be the collapse of our two dean positions into one position. Otherwise, the College took too many hits considering the productivity of programs.

COLLEGE OF ARTS AND SCIENCES

BART Reorganization Summary *(from the Final BART Report)*

The College of Arts and Sciences will streamline programs and focus on creating a successful educational basis for other integrations that will be taking place at EOU. This will result in a reduction of some programs and a repositioning of infrastructure to meet new challenges for CAS.

Reorganization

For the reduction plan, CAS will:

1. Retain the minors in Physics and Pre-engineering, but not offer the Physics major.
2. Retain the Major in Modern Languages and Global Cultures, but not offer the German minor.
3. Retain the off-campus Literature/Film Concentration, but not offer the on-campus English/Writing Literature/Film Concentration, and will reduce course offerings in English/Writing.
4. Retain the major in Mathematics and the minor in Geology, but reduce course offerings.
5. Undergo a streamlining of course offerings that will optimize student enrollment numbers and modes of delivery in all departments.
6. Undergo a regular cycle of internal and external assessment that will be developed at the Provost level for all CAS programs.
7. Retain the Community School of the Arts through 2008-2009 as it becomes self-sufficient. It will be under the aegis of the Office of Marketing, Development, and Public Affairs.

In addition, CAS will:

1. Maintain the current three-division structure.
2. Assign enhanced duties to the Chairs, particularly those associated with the integration of the distance education division into the University, and the development of flexible delivery and accountability in course scheduling.

In the creation of opportunities, CAS faculty and programs will explore the following areas:

1. The Media Arts program will develop a liberal studies pre-approved program degree for Mass Communication/Journalism. The program also will develop a more in-depth capstone course in curricular reform.
2. The Philosophy, Political Science, and Economics (PPE) program will develop a liberal studies pre-approved program in Public Administration.
3. A Mathematics Studies degree will be developed to serve the need for mathematics teachers.
4. The Geology and Physics faculties will examine a possible interdisciplinary focus in a liberal studies pre-approved program in the Physical Sciences.
5. CAS programs will continue to create and expand partnerships with OHSU, OSU- Agriculture, OIT, Oregon Dental Service (ODS), Oregon Department of Fish and Wildlife (ODFW), community colleges and other groups to leverage projects and resources.

CAS Programs - Serving the Regional Mission of EOU

The College of Arts and Sciences will be serving the regional mission of Eastern Oregon. Repositioning the University to focus on student access and student success through flexible delivery will be supported by the CAS in the following ways, as it relates to the University mission:

Arts & Letters programs: Art, English/Writing, Media Arts, Music, and Theatre Arts serve the region beyond general education. The Division will continue to work on external partnerships in that area. All of the remaining Arts and Letters programs heavily contribute to the cultural and social climate of eastern Oregon. Faculty and student writings, artwork, and presentations express the regional northeast Oregon identity and are appreciated by the community. Thousands of people come to view the productions and presentations offered by arts and humanities faculty.

Science, Mathematics, and Technology programs: Biology/Botany, Biochemistry/Chemistry, Computer Sciences/Multimedia, Psychology, and service courses in Mathematics and Physics are crucial to the economic and educational health of eastern Oregon. Some examples of regional access and outreach are the Girls in Science, which has garnered four national awards, the Lego Robotics Tournament, and the High School Mathematics Day. The Division is distinguished for its emphasis on student research, and for the past two years faculty have developed an undergraduate research focus that is solid in both design and accomplishment. Through numerous programs in SMT, collaborations exist with partners such as OSU, ODFW, OHSU, Pacific Northwest Research Station (PNWRS). Division faculty serve the region with concrete research and accessible pedagogy. These activities serve the core mission of providing intellectually challenging and flexible programs of instruction, faculty and student research, and engaged service.

Social Science/Modern Language programs: Anthropology/Sociology, Gender Studies, History, Modern Languages and PPE already have interdisciplinary teaching approaches and outreach that are adapted for General Education and degree programs to enhance innovative community engagement. From Physical Anthropology, Spanish for Health Professionals, Public Finance, to Native American courses; from Haven from Hunger to a new online project, Regional Voices, Division faculty are delivering courses relevant to the region of eastern Oregon in terms of addressing economic and social needs, as well as understanding and preserving regional culture. The repositioning will allow even more optimization and creativity in thinking about serving the region. For example, as mentioned above, the PPE faculty will explore a Liberal Studies degree in Public Administration that can be offered on campus and online.

In conclusion, the repositioning will result in a variety of reductions, streamlining, and reorientation of faculty effort. The remaining programs serve the mission of the University and are of concrete social, economic, and cultural benefit to Eastern Oregon.

BART Impacts Discussion

While the College of Arts and Sciences was generally successful in achieving the aims of the BART process at the same time that it was able to maintain a high level of quality academic programming and student and community services, several impacts of the BART process should be noted. These impacts center on three primary areas:

1. The enhanced duties that were to be assigned to Division Chairs in terms of integrating the administration of online/at-a-distance programs into the larger set of on campus program offerings.
2. The centralization of college professional advisors into the structure of Academic and Career Advising in the new Division of Enrollment Services.
3. The reduction of key faculty positions necessary for supporting planned and evolving academic program development.

Division Chair Duties: While the duties of Division Chairs were indeed enhanced, particularly with regard to increased responsibility for annual course planning and scheduling, the separation of duties

between Division Chairs and Discipline Representatives remains unclear in many regards. The primary factor in this lack of clarity stems from the duties of the discipline representatives being almost completely uncompensated, either in terms of workload credit or additional administrative stipends. While this structure does ostensibly save money on the front end, the net effect is to ensure that there is a lack of continuity and consistency in terms of how the duties are met from year to year.

While the Chairs have largely integrated online/at-a-distance programming into the larger set of College offerings in terms of course development and scheduling, much of the actual administrative work related to distance education is performed by the College's office staff. Given the range of other duties assigned the Chairs, who occupy .5FTE administrative positions and .5FTE faculty positions, have been unable to consistently maintain the high levels of student services needed by students at a distance. For instance, CAS has chronic trouble ensuring that syllabi and course information for online courses is posted and available for students prior to start of term, a key factor in the successful communication of course expectations for student success.

Centralization of College Professional Advisors: While the BART Final Report recommended that the college advisors be integrated into the central office of Academic and Career Advising in the Division of Enrollment Services, the necessary communications related to this shift did not occur effectively, thus severely impacting the integration. While the integration exists on paper in terms of the University organization charts, the reality on the ground in both the College of Arts and Sciences and Academic and Career Advising has been a good deal murkier. The ideal role of the college professional advisors should be to provide the expertise and support to connect the advising of new/undecided students to faculty advising in the majors, minors, and concentrations across the three divisions of the College. While central advisors in DES are quite effective in their roles, and the level of faculty advising is consistently high across the College, the lack of clarity with respect to the role(s) that the college professional advisors play has resulted in the creation of silos relative to the operation of central advisors and faculty advisors, due largely to lack of communication. Clarifying the roles the college professional advisors do and then should play, along with their lines of accountability, will go far toward breaking down these silos and enabling the vital communication that effective advising depends upon at all levels.

Reduction of Faculty Positions: While the positions lost as a result of BART reductions had impacts on faculty load in several program areas that continue through the present, much of the effects have been mitigated as a result of the positions gained through the University's budget initiative process over the past year. The College has successfully added several faculty positions in key areas, though several notable needs persist, particularly in the Math and History programs.